ENRI report no. 05/2008

External Evaluation

- Evaluation, Consumer Citizenship Network (CCN)

by

Asgeir Skålholt

and

Ingrid Guldvik

April 2008

Eastern Norway Research Institute

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Summary: Consumer Citizenship is an Erasmus thematic network project, focusing on how the individual's role as a consumer can contribute constructively to sustainable development. Based on a document study and extensive interviews, this report describes the work and organisation of the Consumer Citizenship Network. It also provides insight into some of the difficulties of the network and how they affect outputs. Even though there are some difficulties relating to defining network goals and achieving concrete and tangible results, the network has a very high level of activity along with a very good level of dissemination of ideas. In addition, the participants are very pleased with how the network is run.

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GLOSSARY:

Below is a brief glossary explaining some of the most used acronyms in the report.

Official EU acronyms:

DG EAC:	Directorate General for Education and Culture
DG SANCO:	Directorate General for Health and Consumer Protection
EEA:	European Economic Area
EU:	European Union
LLP:	Lifelong Learning Programme

Consumer Citizenship Network acronyms

CCE:	Consumer Citizenship Education
CCN:	Consumer Citizenship Network
LOLA:	Looking for Likely Alternatives
SEP:	Sustainable Everyday Project

UN acronyms

UN:	United Nations
UNEP:	United Nations Environment Programme
UNESCO:	United Nations Education Scientific and Cultural Organization
MTF:	Marrakech Task Force

PREFACE

This document contains the full report of the evaluation of the Consumer Citizenship Network (CCN). The work was carried out by Eastern Norway Research Institute (ENRI) on behalf of the steering group of CCN.

We would like to thank the Core Unit of CCN, especially Victoria Thoresen, who found time for us in her tight schedule, and helped us to understand this big and complicated network. We would also like to thank Dag Tangen and Bjørg Quarcoo of the Core Unit for their valuable insights. Last but not least, we would like to thank the informants for taking time to talk with us, and helping to make this evaluation possible.

The opinions expressed in this evaluation are those of the authors and do not reflect the views of the European Commission, the Norwegian government or the Consumer Citizenship Network.

Lillehammer, April 2008

Torhild Andersen
Research Manager, ENRI

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Project Manager

SUMMARY

About the Consumer Citizenship Network

Consumer Citizenship Network is an interdisciplinary network of educators, researchers and civil-society organisations (including UNESCO, UNEP and Consumers International) that recognise the pressing need for constructive action by individuals in order to achieve sustainable consumption and global solidarity.

Evaluation and Design

Aim and Scope

The objective of this evaluation is to evaluate the process which initiated the network, the quality of the network, how the network is assessed by different players, and from these findings to derive some normative advice for the further development of the network.

Methodological approach

The evaluation was conceived as a desk research study supported by substantial field work. The evaluative instruments were mainly interviews and document study. A large number of publications were studied and the evaluation included 15 interviews.

Evaluation Results

Evaluation issues

The evaluation issues were: modes of organisation, the participants' assessment of the network and a brief assessment of the content of the publications.

The scope and impact of the network

The network consists of over 100 institutions from 30 European countries. In addition, there are affiliated members from various American, Asian and African countries.

Findings

The network has a very good rating among the partner institutions. In addition, the European Commission seems to be very pleased with the level of activity, as manifested by the inclusion of CCN in the ERASMUS Success Stories brochure. Furthermore, the network has a strong standing in the Norwegian government, which has funded substantial parts of the administrative costs of the network.

The network is concerned with consumer education in a very specific way, either formulated as consumer citizenship education or education for sustainable consumption. This is a subject lacking history and tradition, especially in academia. This presents the network with the challenge of implementing its work in a way that is compatible with the curricula of the partner institutions.

The network is big, with approximately 100 partner institutions, which inevitably leads to different levels of involvement in network activities by the network participants. The network has solved this challenge by forming task groups, which enable partner institutions to participate more actively in the network, if so desired. Approximately 75 percent of partner institutions take part in these task groups.

The project coordinator, Victoria Thoresen, is a very important player in the network, both as an academic pioneer in the field of consumer citizenship education and as a social facilitator for the network. The participants emphasised the inclusive feeling within the network. Several remarked that the good social atmosphere was important for their activities in the network.

1 INTRODUCTION

1.1 Introduction

This document contains the full report of the evaluation of the Consumer Citizenship Network (CCN). The assessment was carried out by Eastern Norway Research Institute (ENRI) on behalf of the steering group of CCN. CCN is an Erasmus thematic network. The Director General for Education and Culture, which is a branch of the European Commission, is responsible for the thematic networks. CCN is administrated by a Core Unit, situated at Hedmark University College, Norway. The organisational features of CCN are elaborated further in chapter two.

1.2 The evaluation aims and scope of the evaluation

The Core Unit of CCN contacted Eastern Norway Research Institute (ENRI) in August 2007, with a request for an external evaluation. This request was based on a desire by the steering group of the network to have an external evaluator map and review the activities of the network. Although the European Commission requires thematic networks to have systems for continuous internal evaluations, they do not, to our knowledge, have any formal requirements or guidelines for external evaluations. This external evaluation is intended as a source of information for the major funding bodies of the programme, mainly the European Commission, the Norwegian state and the partner institutions in the network. This evaluation is one of the planned evaluation activities listed in the working plan for the second period of CCN.[1]

1.2.1 Objective

To evaluate is derived from the French, and means to valuate or calculate. In other words, we want to calculate whether something or someone has reached previously defined goals. In this context, the evaluation is either of a process, a product or an event. An evaluation can be an important way to promote an active and ongoing process of learning within an organisation. In addition, an evaluation can justify an activity.

In an external evaluation, a qualified institution defines and designs the evaluation, in close collaboration with the organisation being evaluated. An evaluation may have different objectives, but we generally differentiate between process orientated and result orientated evaluations. As the names

[1] Application Form for Full Proposal, 1 March 2006 reference: 23046-CP-1-2006-NO-ERASMUS-TN

imply, a result-orientated evaluation focuses on the results and effects of an organisation or project. A process-orientated evaluation, on the other hand, focuses on planning, organisation and accomplishments. These two approaches may however be combined and they often intertwine.

This evaluation focus on both process orientated and result orientated evaluation. We want to identify the process leading up to the present, by analysing the different outputs of the network (e.g. reports, books, letters, hand-outs, etc.). The objective of this evaluation is not to give an academic assessment of the outcomes of the network, although we also include an overview of outputs and assessments of these outputs by partner institutions. Due to the financial restriction, the scope is too limited to meet the standards such a qualitative evaluation would require. Moreover, there have been plans for a "peer evaluation" of the network, which will focus on the outputs.[2] The objective of this evaluation is thus to evaluate the process that initiated the network, the quality of the network, how the network is assessed by different players, and from these findings to derive some normative advice for the further development of the network. To do this we also need to look into the outputs of the network. But we will focus on how the outputs are assessed by the network institutions, not on how the outputs could be understood “objectively”.

The Core Unit outlined some areas they want to examine:

- The network's organisation
- The importance of the network for the partner institutions
- The possibility of continuing the network

These questions are elaborated on throughout the evaluation and are the focus of chapter four: Conclusions and recommendations.

The network is now five years old. It is not possible for this evaluation to examine all the activities of the last five years. The evaluation will examine the process leading up to the present in the best way possible, taking into consideration time constraints and the scope of the evaluation. Nevertheless, the evaluation will include an overview of the activities, but focus will be on the latter part, CCN 2.

1.2.2 Time frame and funding

Although the evaluation formally started in August 2007, the most intensive work took place during the weeks prior and after a working seminar in Athens. The final evaluation was scheduled for 15 April. The Core Unit provided the funding for the evaluation, which constitutes approximately one month of work hours (200 hours).

A brief description of the methodological approach adopted for the evaluation can be summarised diagrammatically as follows:

[2] Application Form for Full Proposals, 2006

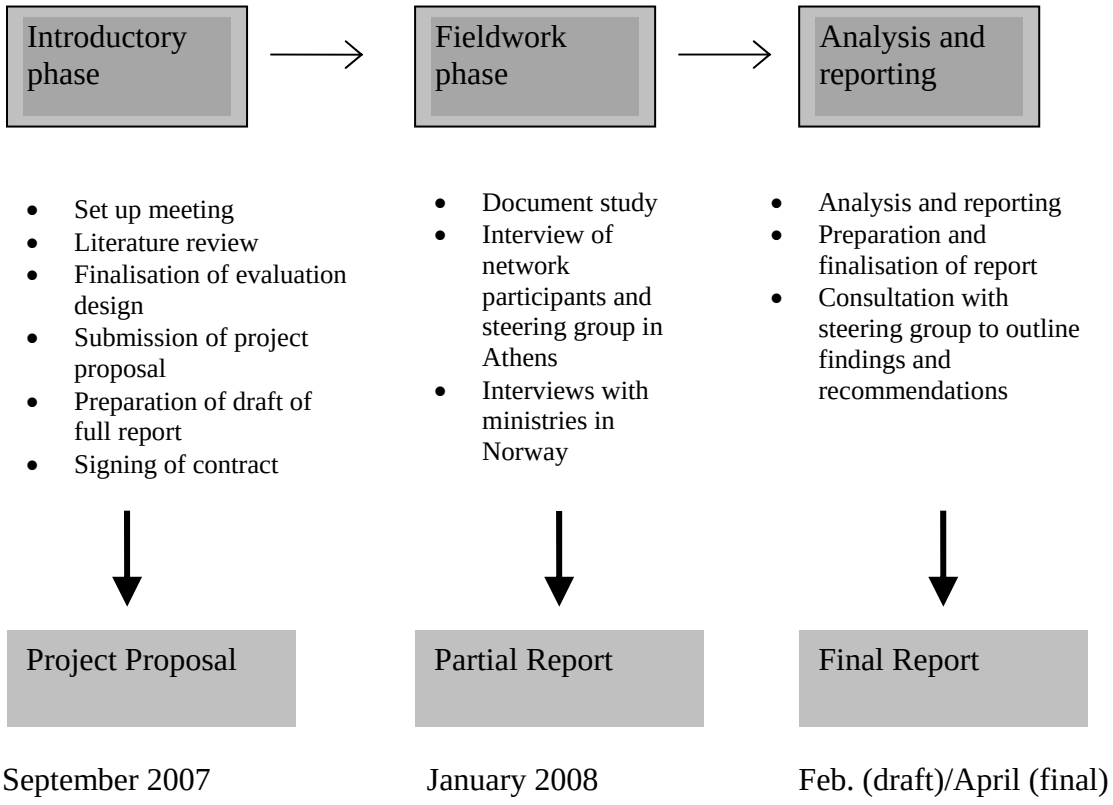

Figure 1: Project overview

1.3 Methodological approach

The research design includes two main approaches: a document study and interviews. Although a survey was included in early plans, this was abandoned for cost reasons. We chose to focus on qualitative data and document study both because it is difficult to quantify the effects and success rate of the network, but also due to the extensive surveys carried out in internal evaluations. These are available in different project reports, and Tangen (2006) has gathered some of the results in one report. We refer to this publication for a more comprehensive discussion of these findings. Nevertheless, some of these findings have been used to quantify the findings in this report as well.

Document study
The objective of the document study is to map and clarify the objectives of different activities, and investigate how the process for the accomplishment of these initiatives unfolds. The document study also aims to describe the formal organisation of the network. A document study is well suited for mapping the players' understanding of different subjects.

The document study's main goal is thus to inform the evaluator; the quality of the documents themselves is not the main topic of the document study.

The following list shows the documents provided by CCN for use in the document study:

Using, choosing or creating the future, Proceedings Paris 2004
Taking responsibility, Proceedings Bratislava 2005
Catalyzing change, Proceedings Hamar 2006
Forbruker og medmenneske
Consumer Citizenship Promoting new responses Vol. 1 Taking responsibility
Consumer Citizenship Promoting new responses Vol. 2 Catalyzing Change
Consumer Citizenship Promoting new responses Vol. 3 Building Bridges
CCN partner index
Transnational Cooperation Projects Final Report Selection 2005
Transnational Cooperation Projects Final Report Selection 2004
Transnational Cooperation Projects Final Report Selection 2003
Curriculum surveys
Application Form for Full Proposal, 2006
NICE-Mail no.21 and no. 25
Consumer Citizenship Education, Guidelines Vol.1 Higher Education
LOLA – Pilot project report
The consumer citizenship network, Project Report year 1 2003-2004
The consumer citizenship network, Project Report year 2 2004-2005
The consumer citizenship network, Project Report year 3 2003-2006
The consumer citizenship network, 2003-2006, Evaluation report
Transnational Co-operation Projects, Progress Report Selection 2006
Newsletters 1-12

From the Ministries of Children and Equality and the Ministries of Education and Research (Norway) we received the following documents:
Sustainable development: Education for Sustainable Development
Some letters of affirmation

In addition letters of approval and letter of evaluation from the European Commission (DG EAC) were provided. Several web resources were also used; these are indicated in the footnotes when relevant.

Interview

It is not possible to obtain the full picture by a document study only. It is imperative that we gain access to different players in the network. Only by doing extensive interviewing will we be able to obtain the full picture. This is especially important in order to map the initiatives leading up to the start of the project, as they are not evident from documentation only. We also want to map how different players experience various activities in the network and their suggestions for improving how the network functions. We believe semi-structured interviews are the best way to achieve this; by conducting semi-structured interviews we can gain access to comparative data, but still have enough open questions to generate more profound and well-thought-out observations. Interviews are time consuming, so we wanted to limit the numbers of interviews. Through the assistance of the Core Unit we were able to gather 15 informants.

In Athens we interviewed 10 network participants from different countries and different levels of the network. In Norway we interviewed one person from the Norwegian Centre for International Cooperation in Higher Education (SIU) (by telephone), one representative from the Ministry of Education and Research, and two from the Ministry of Children and Equality. This was done due to the important role of the Norwegian government in initiating the network, and due to their role as co-funder. We also interviewed the dean of Hedmark University College. See the appendix for the full list of interviews. In addition to these interviews, the members of the Core Unit, in all four people, have been important informants for the evaluation.

Participation in the seminar in Athens was an important factor in the evaluation. Here we could observe, first-hand, the network in action. This was also when we met with most of our informants. For the evaluator the entire seminar was an important part of data collection, an opportunity to gather both formal and informal information on the activities and scope of the network.

DISCLAIMER
Although intensive, the data-gathering process is necessarily incomplete. The report should be read in light of this fact. Moreover, all of the findings reflect the views of the evaluator, not the Core Unit, the European Commission or the Norwegian government.

1.4 Theoretical perspectives

CCN is a network project developed within the organisation of Hedmark University College. Our analysis is based on theoretical perspectives pertaining to network and project organisation.

Networks are often characterised as something between markets and hierarchies. They involve horizontally integrated persons, organisations and/or businesses. These entities realise that they can achieve more through collaboration, than they can alone (Johnstad 2004). Network theory arose when the conceptual meaning of the two traditional models of organisation, the market and the hierarchy, became inadequate. In the seminal article “Neither market nor hierarchy,” Powell (1990) developed network theory. Although his article focuses on cases from the business environment, it is still possible to make use of his argumentation. He stresses that networks must be social. Successful networks, he writes, involve reputation, friendship, interdependence and even altruism (ibid.). Above all, to succeed in networking you need enthusiasts (or dedicated souls) at the local level. The themes of the network have to be relevant to the participants, and you need participation on an equal footing. Last but not least, you need priority, time and recognition for networking (Bergum et.al. 2007).

Project organisations have to be anchored within the basis organisation, first and foremost among the leaders of the organisation. The aims of the project have to be concrete and unambiguous, and project work needs time to develop, especially when working on new topics (Rose 1991).

1.5 Report structure

In the following section we present 20 concrete goals that CCN has set for itself. We do this in order to give an impression of the activity level desired by the network, but also to provide an early glimpse of the activities of the network. This report is structured by the topics raised by the informants, the wishes of the Core Unit, and the topics relevant to the evaluation from the evaluator's point of view. Chapter two includes a brief overview of the formal parts of the network. Chapter three includes the evaluation issues, as well as the main findings from the interviews and the document study. Chapter four includes the conclusions and possible recommendations.

1.6 Indicators

One of the main problems of an evaluation of this type is finding relevant and useful indicators. In this evaluation we have developed indicators based partly on the goals the network has set for itself, but we have also relied on the expectations of the Norwegian ministries (as important co-funders) and from the more general expectations of the European Commission, as set out in the descriptions of the thematic networks.

First, we present a summary of the outputs as mentioned in the start of CCN2, in a newsletter from the Core Unit.[3]

Table 1: Outputs

1. Maintenance and development of CCN website and academic database
2. Inclusion of consumer citizenship education topics in existing courses and modules
3. Speeches and articles about consumer citizenship at conferences and in journals and other relevant publications
4. Making and translating exhibitions about CCN for use at conferences and institutions
5. Contributing to International Consumers Day (15 March) with information about consumer citizenship education
6. Compilation of Consumer citizenship education guidelines vol. 2 for primary and secondary school
7. Preparation of online version of Guidelines vol. 2
8. Compilation of Guidelines vol. 3 for vocational school
9. Preparation of online version of Guidelines vol. 3
10. Development of LOLA project
11. Development of use of YouthXchange
12. Preparation and carrying out of Africa seminar on consumer citizenship
13. Preparation of a new application to Erasmus Mundus for increased cooperation with CCN associated partners
14. Preparation and carrying out of student essay contest

[3] Issue 9: September 2006

15. Further development of indicators of responsible consumption
16. Preliminary actions towards the initiation of a joint European masters programme in consumer citizenship
17. Preparation and carrying out of teacher-training seminars on education for sustainable development
18. Planning and carrying out of media campaign about consumer citizenship education and CCN
19. Editorial work (publishing CCN material)
20. Participation in national and international activities connected to the UN Decade for Education for Sustainable Development

Point 12 was changed in an early contractual amendment to “compilation of a teaching toolkit on CE with a global perspective”.

These goals rest upon the work plan that are presented in the full proposal, and is the formal "contract" between the European Commission and CCN. These twelve points are:

1. Initiating CCN2
2. Consolidating of CCN2 work
3. Develop European cooperation
4. Publish and disseminate research and development work
5. Initiating year 2
6. Consolidating CCN2 Project year 2
7. Develop European Cooperation
8. Publish and disseminate research and development work
9. Initiating year 3
10. Consolidating CCN2 work year 3
11. Develop European cooperation
12. Publish and disseminate research and development work

The goals in the newsletter indicate the level of activity desired in the network. Still, the network is only halfway through its last period, and many of these concrete goals are only just now approaching realisation. This is one of the shortcomings of the evaluation; it is hard to assess something that is not finished. This is one of the reasons why we focus on qualitative methodology in this evaluation. Another reason is that success of the network is not solely determined by tangible outcomes, and interviews with network participants can indicate other types of outputs. The interviews point to less concrete achievements such as social integration of academic institutions from the new EU states in the fabric of the informal, pan-European, academic networks. These informal networks are the result of decades of conference and seminar activities. According to our informants, taking part in such networks contributes to the overall goal of harmonising the European academic systems (i.e. the Tuning Process). We will return to this later.

2 THE CONSUMER CITIZENSHIP NETWORK

In this section, we want to clarify the key features of CCN. This includes a review of the formal basis of the network and its objectives, policy contexts, activities, implementation of the thematic network's intention and the network's geographic scope. This section builds on document studies.

CCN is now in its second period. This evaluation is based on interviews and document study, and although the whole of the network is in focus, the interviews are for the most part relevant for the second period of the network only. Although CCN in its second period is often called CCN2, here we will use CCN for both periods and indicate, if necessary, which period we are referring to by adding a 1 or a 2 to the end of the abbreviation.

2.1 Formal basis of the Consumer Citizenship Network

This text includes the formal background of CCN, how it was founded and its mandate.

The following definition of the CCN is based on the official definition, as stated in the full proposal to the European Commission.[4]

Consumer Citizenship Network is an interdisciplinary network of educators, researchers and civil-society organisations (including UNESCO, UNEP and Consumers International) that recognise the pressing need for constructive action by individuals in order to achieve sustainable consumption and global solidarity.

Since 2003, the Consumer Citizenship Network has developed interdisciplinary approaches to central issues dealing with the balance between material and non-material wellbeing and how one can translate ethical values into everyday practice through conscientious participation in the market. CCN also brings together expertise in the fields of citizenship-, environmental and consumer education to further develop research and best practice for teaching and accessing consumer citizenship education.

The project targets lecturers, researchers and instructors in teacher-training programmes in higher education; students; professionals working with children and young people; public authorities; and associations dealing with citizenship training, sustainable development and consumer issues.

[4] Full Proposal to the Socrates programme, 2006

The main outputs will be: the further development of dialogue and debate; research; competency analysis; teaching materials and learning guidelines; annual conferences; research publications; reports; exhibitions; database of relevant literature; newsletters; web-site; courses; and dissemination of the results to a wide audience.

2.1.1 Thematic networks

CCN is one of the thematic networks in the Socrates-Erasmus programme. These programmes aim to deal with challenges in the main fields of higher education. Typically, a thematic network is a co-operation between institutions of higher education. Preferably all countries taking part in the Socrates-Erasmus programme should be represented; however, this is seldom the case. By 2006, CCN included 98 institutions from 29 European countries. The average number of partners in existing networks is about 60, making CCN one of the larger thematic networks. [5]

2.1.2 The initiation process for the network

The network builds on a long process. CCN is the result of work initiated by the Norwegian Ministry of Children and Equality in the late 1990s. The ministry, along with Hedmark University College (HH) and the Norwegian Centre for International Cooperation in Higher Education (SIU), initiated the Comenius 2.1 trans-national, three-year project "Developing Consumer Citizenship", which existed from 2001 until 2004. The work carried out by the Comenius project was based on the course "behov og begjær" (literally: need and desire) held at HH. The work that led to this course laid the theoretical ground for the application for a thematic network.

The Comenius project was partly the result of a greater wish from the Norwegian government to take part in EU projects. As a part of the European Economic Area (EEA), Norway is a part of the inner market and also contributes financially to the different programmes in the EU. It was therefore considered necessary that Norwegian organisations took a more active part in the programmes of the European Commission, such as the Erasmus programme. The leader of this first Comenius project was Victoria Thoresen. She was also central in the efforts to continue the project as a thematic network. Even though the Ministry of Children and Equality, along with the Ministry of Education and Research, supported the application for the thematic network, they were no longer the active party, and the efforts shifted to Hedmark University College and, in particular, Victoria Thoresen. However, the work that resulted in the first Comenius project was also a result of other projects, such as the aforementioned course at HH as well as two Nordic and two Baltic projects on consumer education.

Even though the thematic networks are intended to last for three years, with a possible extra year for dissemination, the CCN, albeit from a slightly different angle, continued for a new three-year period. This time it was financed for the whole three years (instead of applying for funding from DG EAC each year). In practice it is not unusual to have several periods, and most but not all of the participants in the Archipelago of the Humanistic Thematic Networks, are in their second or third period.[6]

[5] Source the Core Unit, told by officials at DG EAC

[6] The Archipelago of the Humanistic Thematic Networks is formed of 20 Erasmus-Socrates Thematic Networks which deal with different areas and aspects of the Humanistic Arts and Sciences (www.archhumannets.net/).

2.2 Key objectives of the network

The objectives of the thematic networks in general can be summarised in two basic tasks: to map and enhance education and to facilitate European co-operation.[7]
Both of these objectives are central to CCN, of course. During the first period of the network, from 2003 till 2006, the main goal was to map existing curricula on the subject and create a guideline for consumer education. In the later stage, the emphasis has shifted to implementing the work carried out in the first period and continuing the development of the rationale for consumer citizenship. According to informants, the first period was very "academic," whereas the second period is more hands-on, more concrete. This is discussed further in chapter three.

The role of CCN exceeds the role of that of a thematic network. The people interested in CCN are genuinely interested in and eager to promote the ideas behind CCE, Consumer Citizenship Education. We will return to what the participants in the network think of this particular aspect of the network, but will first outline some of the ideas behind CCN.

CCN is basically about Consumer Citizenship Education. The concept of CCE has developed over many years, and is concerned with whether our way of life is sustainable. The idea that our consumption and way of life is ruining the world has been a part of philosophy and politics for a long time. It first came to the world's attention in the 1960s, but did not become a part of "mainstream" politics until the Brundtland Commission (formally the World Commission on Environment and Development) and its report "Our common future" in 1987. The consumer's role in achieving a sustainable world soon became evident, and in the 1990s the term "sustainable consumption" became important. Sustainable societies were not achieved only by controlling or changing production, but by making the consumers, the demand side, concerned with the consequences of their actions (including consumption). According to McGregor (2002), one of the participants in CCN, Consumers International (CI), supported this shift of focus from the supply side to the demand side. CI defines sustainable consumption as, "the fulfilment of basic human needs without undermining the capacity of the environment to fulfil the needs of present and future generations."

The work of the Brundtland Commission was followed by the UN Conference on Environment and Development in 1992, which oversaw the formalisation of "sustainable consumption" (ibid.) and the development of Agenda 21 and other important policy documents. This change in attitude towards the consequences of our own individual actions was also central in developing the term "citizenship." According to McGregor (2002), citizenship is defined as the ongoing contribution of citizens to solving community and public problems and creating the world around us. These are skills that largely exceed that which is normally taught in schools. The shift towards the consumer and citizenship is evident in this context, and the concept "consumer citizenship" was developed, largely in Canada, in the 1990s. McGregor defines the "consumer-citizen" as part of life-long learning processes, "with 'citizen' meaning a responsible, socially aware consumer willing to make reasoned judgements and sacrifices for the common good" (McGregor 1998, cf. McGregor 2002). In other words, it is important to educate people to become citizens, defined here as active consumers. The role of consumer activism has been increasingly focused on in recent years; see Harrison et al. (2005) for an overview. There is new confidence in the ability of the individual to make change. The role of the consumer as an active

[7] http://ec.europa.eu/education/programmes/socrates/tnp/description_en.html , retrieved on 31.1.2008

agent with certain social responsibilities is important for CCN, as the "citizenship" part of the name indicates. The full proposal of CCN 2 states that by focusing on social responsibility, "the CCN2 addresses the growing international concern for implementation of norms and behaviour which support sustainable development and cooperation".[8]

Consumer education is, in other words, a life skill, and not an academic discipline or a school subject. It is by nature interdisciplinary. This creates certain difficulties for CCN, which are discussed in chapter three, in which the participants assess the network.

2.3 Activities and geographic scope

Here we provide a brief summary of the different activities in the network. We also elaborate on the geographic scope of the network.

The activities of the network are broad. This presentation is based on a desktop survey and does not necessarily include every CCN activity in every network institution or country. There was a wide range of activities in the first period that are not included here. For a more thorough overview of the different activities in the network, we refer to the newsletters. The newsletters comprise a chronological presentation of the activities of the network.[9] The illustrated annual project reports are also good sources of information on the activity of the network.

The activities cover a wide range of topics. Each year there is one conference for all partner institutions and other interested organisations. Task group meetings are also held; one in connection with the annual conference, a joint meeting for all task groups, and each task group usually arranges at least one additional meeting.

The concrete outputs of the work carried out in the network are best summarised in the publications.

Table 2: Publications

Publication (English title) (see introduction for abbreviations)	Languages (abbreviations in appendix)
Consumer Citizenship Guidelines Vol 1 HE	EN, PT, BG
CCN, Project Report Year 1	EN, ES, RU, PT, BG, DE
CCN, Project Report Year 2	EN, BG, PT
CCN, Project Report Year 3	EN
CCN and Sustainable Everyday Project (SEP): LOLA, Pilot Project Report	EN, FR, BE (Flemish), PT, NO, LT
CCN and SEP: LOLA, Step-By-Step Cards.	FR, EN, BE (Flemish), PT, NO, LT, SK
CCN and SEP: Reporter book	FR, EN

[8] Full Proposal to Socrates programme, 2006
[9] the newsletter can be downloaded from http://www.hihm.no/eway/default.aspx?pid=252&trg=MainPage_7126&MainPage_7126=8575:0:&m=2 retrieved February 2008

Forbruker og Medmenneske (Book)	NO
Using, choosing and creating the future: CCN Conference Proceedings, Paris 2004	EN
Taking Responsibility: CCN Conference Proceedings, Bratislava 2005	EN
Catalyzing Change: CCN Conference Proceedings, Hamar 2006	EN
Promoting New Responses Volume 1 (Book) 2005	EN
Promoting New Responses Volume 2 (Book) 2006	EN
Promoting New Responses Volume 3 (Book) 2007	EN

In addition several brochures, leaflets and posters have been produced.

The network consists of participants from 30 countries and represents about 121 organisations and institutions. In the full proposal, dated 1 March 2006, there were 98 participating institutions. The number of countries and institutions varies somewhat. As of August 2007, the network had the following distributions of members (source, the Core Unit):

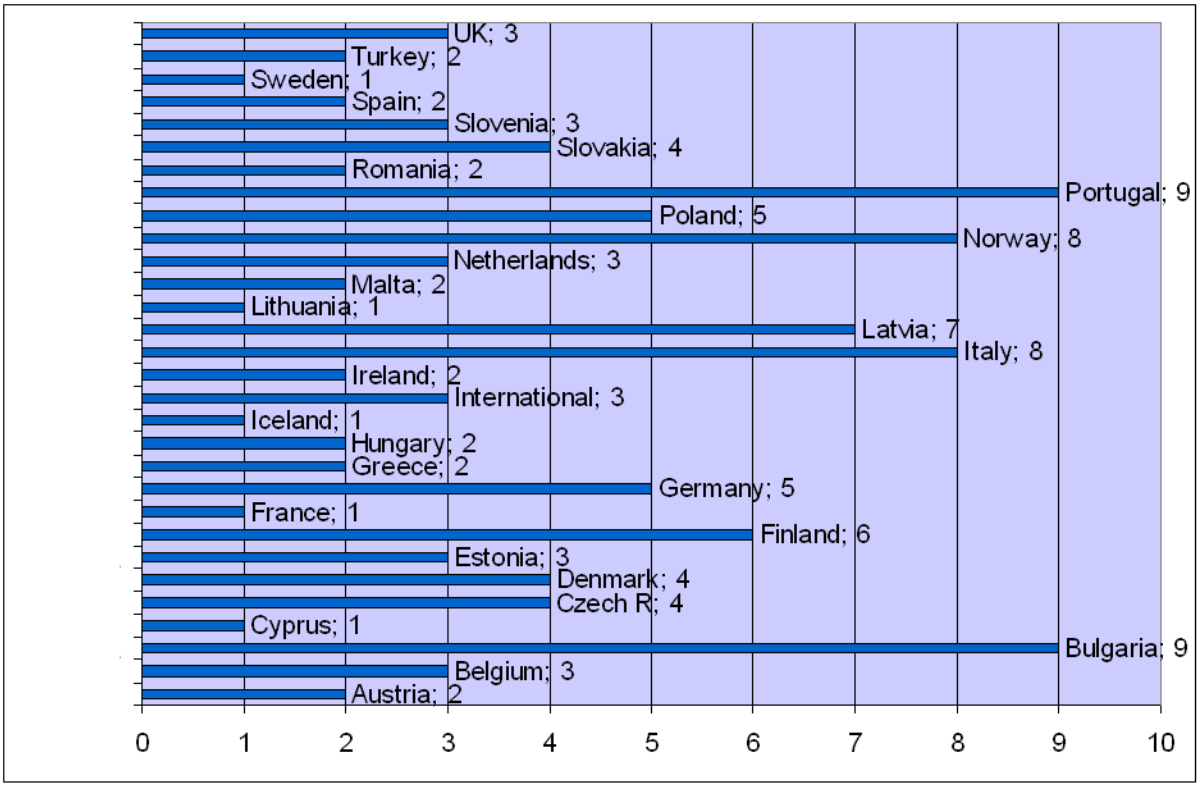

Figure 2: Geographic scope

The CCN network includes all countries eligible for support, apart from Lichtenstein and Luxembourg. To assess whether the geographic scope of the participants is satisfactory, is difficult. Informants assert they are satisfied with the network partners, and compared to other relevant thematic networks the geographic scope seems reasonable. The ENOTHE network, for example, has partners in

45 different countries, of which 31 are eligible for funding through Erasmus-Socrates.[10] The ATHENA network has 28, CiCe 29 and ACUME has 31.[11] Of course it is important to meet at least a minimum level of network partners. However, as we discuss in chapter three and four, the most important issue is not the number of network partners and their geographic distribution, but whether the network partners are the most relevant in terms of helping the network to achieve its goals.

2.4 Association with different EU-programmes and other international projects

Tuning

Tuning is a notion introduced as part of the Bologna process in the EU, which emphasises the creation of easily comprehensible and comparable degrees. This includes the adoption of a system based on two cycles (masters and bachelor degrees) and the establishment of a system of credits. The tuning project is important to all the Erasmus-Socrates programmes, and close connection between the thematic networks and the tuning project is desired. CCN has received some criticism from independent experts regarding unclear usage of the tuning methodology.[12] However, as a cross disciplinary network, it is difficult to see what concrete tuning effects the CCN could possibly achieve. Nevertheless, in 2004 CCN and phase three of the tuning project dealt with four main points:[13]

1. Mapping teaching practice in relation to consumer citizenship
2. Identifying and discussing the most important generic competences related to degree programmes which include consumer citizenship
3. Identifying and discussing the most important subject-specific competences related to consumer citizenship
4. Clarifying the learning outcomes of consumer citizenship education

According to the Core Unit, the tuning project decided it was difficult to assess CCN with tuning tools since CCN is not a traditional academic subject. The tuning process is therefore no longer central to the work of the network, although it still is integrated in parts of the CCN work.

As a part of this process, one of the tasks during the second phase of CCN is to try to initiate the process for a joint European masters programme in consumer citizenship. This is challenging. There are several challenges with respect to the implementation of such a programme. Different countries stipulate different regulations for higher-education institutions. All participating institutions have to meet different requirements from each of the contributing institutions. Still, there are several examples of successful implementation of such joint European masters programmes, stemming both from thematic networks, e.g. CiCe (Children's Identity and Citizenship in Europe), and from other types of

[10] The European Commission funds EU members, EEA members and candidate countries
[11] All figures collected from the networks' web pages: http://www2.lingue.unibo.it/acume http://www.athena2.org http://www.enothe.hva.nl
[12] The letter of affirmation includes assessments of the network by independent experts, letter to HH, dated 3 August 2005, reference: 109872-CP-2-2005-1-NO-ERASMUS-TN
[13] Newsletter issue 3, July 2004

networks, such as the European Master Programme in Environmental Studies.[14] Despite the challenges, there are concrete plans for continuing work on the master programme.

The work of CCN coincides with work carried out by several UN projects, especially in relation to the work of the Johannesburg Plan of Implementation, which is the UN plan for achieving sustainable development. According to the plan, one of the main methods for achieving sustainable development is to change unsustainable patterns of consumption and production (UN 2005). CCN is working on three projects included in the Johannesburg Plan of Implementation: the UN Decade for Education for Sustainable Development, the Marrakech Process and the YouthXchange project. These three projects are presented in the following.

UN Decade for Education for Sustainable Development

The goal of the UN Decade for Education for Sustainable Development (DESD) is to integrate the practices and principles of sustainable development in all education and training. UNESCO, which is one of the network institutions in CCN, is the lead agency for the UN decade. According to a representative from the Ministry of Education and Research, the UN decade is also a central rationale for the co-funding of CCN by the Norwegian government. The goals of the UN decade are closely related to the goals of the CCN. However, DESD is directed more towards policy makers, whereas CCN is directed more towards educational and non-governmental institutions.

CCN, as represented by partner institutions or as a collective network, has taken part in several DESD events, such as hosting the launch of the DESD in Norway. Also, the work of CCN to translate the Teaching and Learning Guidelines into Portuguese, Latvian, Slovakian, Norwegian, Italian, Turkish and Bulgarian, has made a whole set of ideas and teaching methods available to teachers in these countries who are working on the DESD. It is difficult to obtain concrete data on the use of CCN in DESD; therefore it is difficult to evaluate whether this is an important output from the network.

The Marrakech Process

The Marrakesh Process also builds on the Johannesburg Plan of Implementation, and is concerned with the fundamental changes in the way societies produce and consume. One of the main goals of this plan is to accelerate the shift towards sustainable consumption and production. The Marrakech Process is a ten-year framework plan on sustainable consumption and production (SCP), and is one of the reasons why UNEP, in particular, finds it relevant to be a part of CCN. The Marrakech Process has its own task force on education for sustainable consumption (MTF), organised by the Italian government. This task force, according to CCN newsletter issue 11, was assisted by CCN in the planning of the first conference on the topic, held in April 2007. The task force focuses on building a bridge between the Marrakech Process and the UN Decade on Education for Sustainable Development. According to the 2006 Progress Report, CCN has worked in "close collaboration" with the Marrakesh Process. This has included dissemination work concerned with spreading the ideas of consumer citizenship education, for example at international seminars. CCN has further provided MTF with content and advice in the MTF's efforts to prepare a core curriculum for education for sustainable consumption.

[14] http://www.tu-harburg.de/eciu-gs/pro_joint_jemes_details.html

YouthXChange
YouthXChange is a UNEP/UNESCO training kit in sustainable consumption, or responsible consumption, aimed at youth between the ages of 15 and 25. The UNESCO/UNEP delegate to CCN indicated that the cross benefits of participating in CCN are evident in working on and disseminating YouthXChange.

EMUDE and SEP
Started in 2004, EMUDE (Emerging User Demand in sustainable solution) is a European research project concerned with social innovation and building up cases of social innovation. LOLA builds on the case collection initiated by this research project. As with LOLA, EMUDE is based on SEP (Sustainable Everyday Project), a web-based open platform that strives to stimulate social innovation by demonstrating best practices in sustainable living. SEP is a close collaborator with CCN in the LOLA project.[15] LOLA is described further in section 3.4.

The Archipelago of the Humanistic Thematic Networks
The Archipelago of the Humanistic Thematic Networks, Human Plus, consists of 20 thematic networks. This is a network of networks situated within the humanities (and social sciences). The goal of this network is to establish "links between disciplines and themes, gaining knowledge and strength, and avoiding isolation".[16] CCN is taking part in this network and has contributed to at least two conferences: “Im/Emigration and Mobility” in 2006 and "Images of Europe" in 2007. A new conference is planned for 2008.

In addition to the organisations and programmes referred to above, CCN has also cooperated with the International Standards Organisation (ISO) on its guidance standard for social responsibility. CCN is taking part as a national stakeholder for Norway, in the international drafting process.

2.5 Funding features of CCN

This section will include a brief overview of the financing of the network.

The network has been active since 2003, and it is therefore relevant to provide a brief and schematic overview of the budgets for each of the network’s active years. However, the focus of this report is on the ongoing network. The numbers stated are based on the approved budget, received from DG EAC 18 August 2006

Table 3: Budget 2006-2009

Sources 2006-2009[17]	Amounts (€)
1) Socrates-Programme	583 700
2) Contribution from the regular budget of the participating institutions	560 000
3) Support from public sources	194 200

[15] see http://www.sustainable-everyday.net/ for information on SEP, EMUDE and LOLA
[16] http://www.archhumannets.net/iaqs.htm retrieved February 2008
[17] The fiscal year of the EU starts 1 October, This means that the project will end September 2009

Total	1 337 900

The total amount is of some interest here, but it is important to remember that the second biggest amount, part two of the budget, includes the staff cost contributed by each participating institution. These contributions are central and vitally important to the network's activities, although the focus of this evaluation is the administration of the network. With this in mind, it is important to note that Hedmark University College (HH) is the biggest contributor of all the participating institutions. The variation in terms of partner contribution does not reflect precisely the ratio of activity levels because wages in different countries differ greatly.

The post "support from public sources" mainly entails funding from the Norwegian government, more or less evenly split between the Ministry of Education and Research and the Ministry of Children and Equality. The role of these two ministries is elaborated in section 5.3. This, roughly, results in the following distribution of funding:

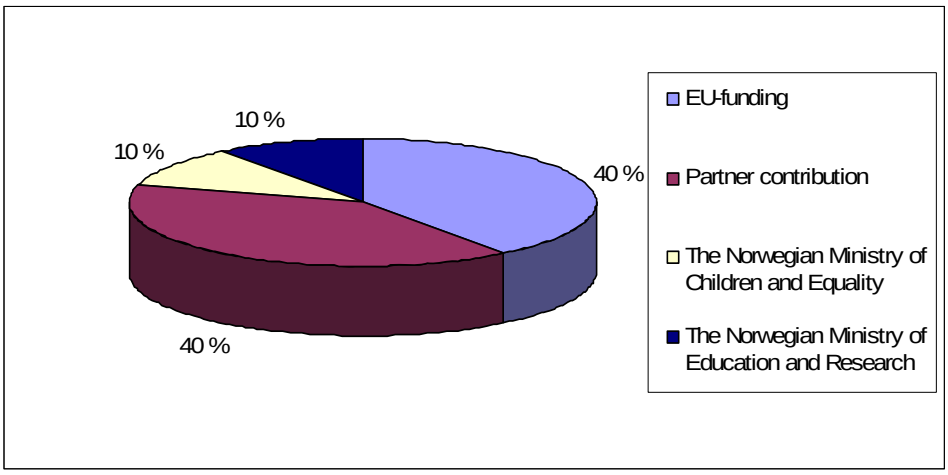

Figure 2: Funding sources

The figure pictured above is based on numbers from the Core Unit, according to the budget numbers, referred to in the table above, the EU-funding is 44 percent, partner contribution is 42 percent and the funding from the Norwegian government is 15 percent, respectively.

In the following, the budget is based on the three different budgets for fiscal years 2003-2004, 2004-2005 and 2005-2006.

Table 4: Budget 2003-2006

Sources 2003-2006[18]	Amounts (€)
1) Socrates programme	575 000
2) Contribution from the regular budget of the participating institutions	915 000
3) Other contributions	350 000
4) Various incomes (including book sales, licensing fees, royalties etc.)	1 850
TOTAL	1 841 850

[18] This is the aggregated budgets from the full proposals for 2003, 2004 and 2005

Resulting roughly in this distribution:

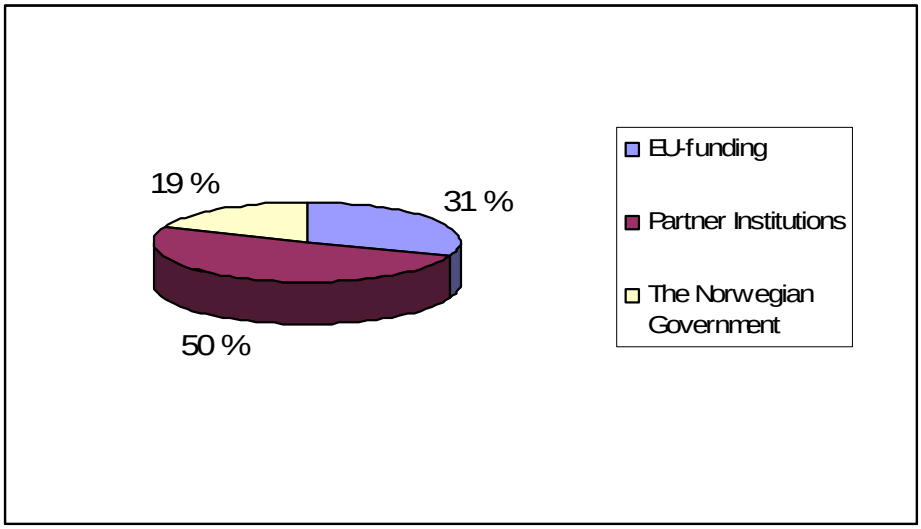

Figure 3: Funding distribution 2003-2006

As you can see from the budget for 2006-2008, the budgets are more or less the same, with the exception of post two, contributions from participating institutions, which represents a relative increase. Although the reasons for this are not a topic for this evaluation, they can be seen in light of some of the challenges facing the Core Unit. The funding from the Socrates programme is not permitted to exceed 75 percent of the total cost. Therefore, it is important that the contributing partners thoroughly report their costs to the Core Unit, so it in turn can report to Socrates. These contributions are mainly in the form of working hours. To verify that the institution actually contributes as much as it claims, all employees must submit timesheets. Implementing this at the institutional level has been something of a challenge, mainly due to the extra work it entails for the network participants. As the Core Unit notes, a lot of time has been spent reminding the partner institutions to map and report all activities and time spent working for the network. Now, however, the institutions have learned the system, and it is easier to collect the correct documentation. This may explain the increased contribution of the partner institutions.

The network has always received less than 75 percent of its funding from the Socrates programme. Based on the budget, it is easy to conclude that the network has been underfunded by the EU; more on this later.

In addition to the funding presented here, there are also other activities closely tied to the network that are not a part of the budgets presented here. This is especially the activities of promoting consumer citizenship education in Norway. This is work funded by the Norwegian Government. These two activities are closely related, and the two activities benefit from each other. In this presentation, however, we focus on the activities directly funded by the European Commission.

3 EVALUATION ISSUES

3.1 Modes of organisation

This section will briefly outline the organisational model of CCN. This section is based primarily on interviews with the Core Unit and document studies.

The network

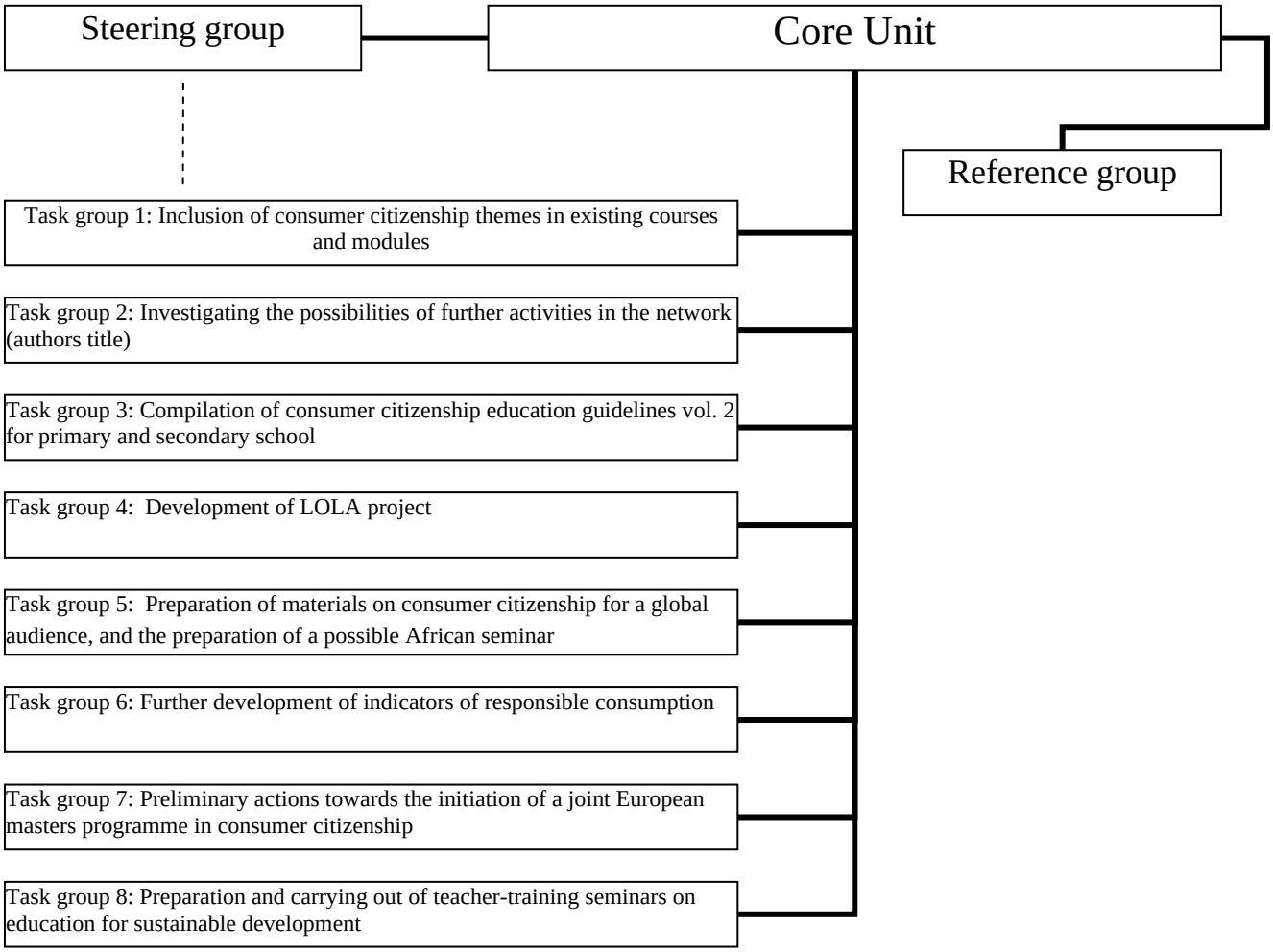

Figure 4: Organisational map

The network is organised with a central secretariat and administration at Hedmark University College (HH), called the Core Unit. They are responsible for all administration and funding (including travel

reimbursements for everyone taking part in the network and other formal reporting claims from the European Commission). HH is a small university college, even in Norwegian terms, and according to the Core Unit, it is one of the smallest coordinating universities in the thematic networks. This entails challenges that are particular to this network; for example, the small administrative capacity of the institution (i.e. economic and administrative facilities) poses challenges to the Core Unit with respect to all levels of organising (economic, organisational, practical and so on). In addition, the costs relating to the hosting of the Core Unit, such as housing and staff costs, are relatively greater in such a small institution. [19]

In addition to the Core Unit, the network has a steering group, which consists of the Core Unit (four people) and eight network participants. The steering group has the overall responsibility for maintaining a certain activity level and a certain academic level. There is also an editorial committee responsible for publishing books/reports, and conference committees responsible for planning conferences. The reference group is comprised of the major funders in Norway, the Ministry of Children and Equality, the Ministry of Education and Research, The Norwegian Centre for International Cooperation, and the Norwegian UNESCO-commission. They meet regularly to discuss topics relevant to consumer citizenship education and the functioning of CCN.

The Core Unit currently consists of Project coordinator Victoria Thoresen, Core unit project manager Dag Tangen, Administrative and financial executive Bjørg Quarcoo, and Core Unit member Alexandra Klein. Together they fill 2.2 full-time positions. Victoria Thoresen, the project coordinator, has just 25 percent of a full-time position dedicated to work with CCN. This is covered by Hamar University College (HH). The rest of her position comprises a 25 percent research position at HH and a 50 percent position at the Ministry of Children and Equality, working with the development of consumer education in Norwegian schools. According to Ms. Thoresen, the 25 percent dedicated to CCN does not cover duties relating to organising the network, and she has to make use of her spare time.

The network itself consists of over 100 participating institutions. Among the network institutions are research and higher-education institutions and civil-society institutions.

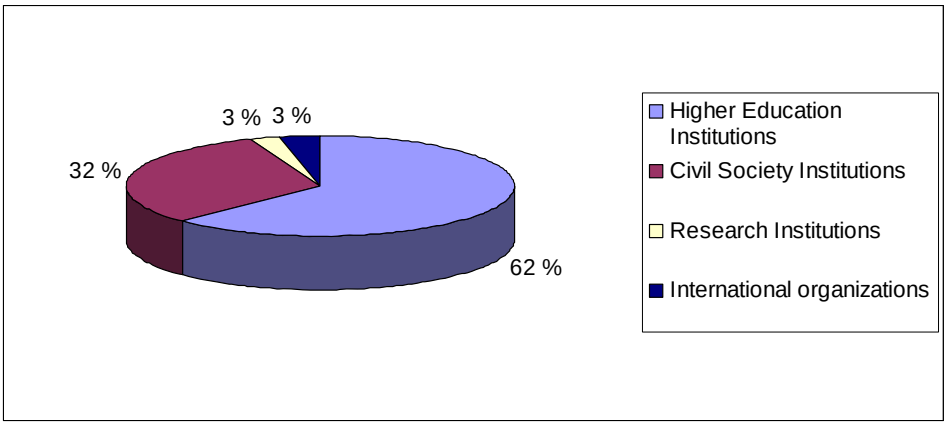

Figure 5: Division of network partner institutions

[19] It has been difficult to find concrete proof of the size of HH relative to other organising universities; this assumption is based on interviews with the Core Unit. HH has 3400 students and a staff of 400.

According to the thematic networks' web page, the networks should achieve their desired goals by means of co-operation between universities, but also academic associations, learned universities, professional bodies, and other partners of "socio-economic importance".[20] There are, in other words, few restrictions on what kind of organisations can take part in the network. The distribution between higher-education institutions, civil-society institutions and other relevant institutions seems relevant to the particular topic of CCN. This was confirmed by interviews, as evident in chapter three.

Among the participants in the network, close to 75 percent participate in task groups. This means that they actively take part in the process of achieving the goals referred to in section 2.5. It is from this 75 percent that informants for this evaluation were derived. These groups are also referred to in the organisational map. In the first period of the network these task groups were called thematic groups, and worked on the following themes:[21]

- ethical challenges
- the information society
- rights and responsibility
- global solidarity
- civic involvement
- sustainable development

In the current period the task groups are working on these topics:

1. Inclusion of consumer citizenship themes in existing courses and modules
2. Investigating the possibilities of further activities in the network (*evaluators' title*)
3. Compilation of Consumer citizenship education guidelines vol. 2 for primary and secondary school
4. Development of the LOLA project
5. Preparation of materials on consumer citizenship for a global audience, and the preparation of a possible African seminar
6. Further development of indicators of responsible consumption
7. Preliminary actions towards the initiation of a joint European masters programme in consumer citizenship
8. Preparation and carrying out of teacher-training seminars on education for sustainable consumption

These topics mirror the predefined goals set at the start of the network's second period. This way of organising makes it possible to narrow the area of focus for the different participants, making it easier to achieve concrete goals. This decentralised way of organising, however, can be a challenge. The different task groups develop differently, and may not always function optimally. The role of the leader is important in this context, but also that achievable goals are set. We will return to this at a later stage.

One interesting aspect is the change of name from thematic groups to task groups. This reflects the more practical approach of the network in CCN 2. This is also the case with the concrete goals of the

[20] http://ec.europa.eu/education/programmes/socrates/tnp/applicant_en.html
[21] In the following we will refer to thematic and task groups as the same organisational feature, using the correct term in accordance with the context (i.e. CCN 1 or CCN 2).

different groups. In the first period, precise formulations were largely absent, now they are much more concrete. This was welcomed by the informants, some of whom found the task groups to be functioning better during the second period than the first.

3.1.1 Quality assurance

According to the DG EAC, thematic networks should carry out quality assurance in addition to producing, updating, translating and disseminating teacher materials. These materials must also maintain a certain quality level. CCN has its own editorial committee, which is responsible for the books published by the network.[22] The editorial committee is responsible for ensuring the books hold a certain academic level. As a result, the proceedings are more comprehensive than the books, since a significant number of the papers are refused.

In a wider scope, the network is concerned with the quality of consumer citizenship education in Europe. They are trying to improve this education and make it more about the teaching of life skills. The intention of the network, as apparent by the title of its publications, is to increase awareness and a sense of responsibility. The network believes this is best achieved by making guidelines to be used in teacher education, and by making more concrete didactic guidelines, including methodology for primary and secondary education. The main outcome of CCN1 was vol.1 of the guidelines for higher education and LOLA. The guidelines are intended for educators in teacher-training programmes. They present the concept of Consumer Citizenship Education (CCE) and concrete teaching methods that can be used in higher education, to promote the important factors of CCE. We find the quality of the guidelines to be properly assured. A high number of people with relevant background from all levels have collaborated on the guidelines (e.g. teacher-trainers, teachers and experts on consumer issues).

3.2 Participant assessments of the network

This section will look at the basic tasks of the network, as stated in paragraph 3.2: What are the participants' experiences of the network? What was the quality of the different meetings (according to the participants)? What are the external effects (e.g. impact on curriculum and governmental policies)?

This sub-section is based mainly on interviews. The evaluation does not take into consideration the quality of the outcomes themselves, but leaves such assessments to those being interviewed. The evaluation's informants were active participants in network task groups, as are 75 percent of all network participants. We chose not to include those who do *not* take part in the network, as they probably have less knowledge of network activities and therefore less valuable information with respect to the evaluation. Our decision is also due to the fact that all task group participants were gathered in Athens in late January, making them easy and cost efficient to reach. This part of the report must be read in light of this.

[22] Books do not include the proceedings, but the series "promoting new responses, vol. 1 and 2.

3.2.1 The network in itself

Overall, the informants are very satisfied with the network. That the "network as a network" worked well, was particularly mentioned. Several of the informants emphasised friendship. The following quotes are taken from a small group interview held during the stay in Athens:
Informant 1: *The friendship, you know, we have built [...] strong friendships and that is truly positive, and necessary to do good work*
Informant 2: *Yes, sometimes you sit and do this work on Sundays – why do you do this work on Sundays? It is because you want to do things for your friends.*

Friendship, as in something exceeding the role of colleagues, was emphasised. This friendship resulted in formal bilateral agreements. Several of the informants emphasised the role of Victoria Thoresen as one of the main reasons for this. As one informant stated:
She's great; I want to go to this meeting, because there I meet Victoria. She's the best speaker and the best leader. I will give her 10 000 points, and Dag, also Dag is a great organiser. Victoria and Dag are a good team.
Another informant stated:
The glue of everything is Victoria, she is tremendous. She knows how to get people to communicate. She is very nice. We are lucky, because they are very good organisers.

The interdisciplinary approach of the network is important to the network participants, although it is also a challenge:
The different backgrounds are making it more interesting. Then, sometimes, it depends where you come from, in conferences the level of the abstracts [presentations] are a little bit low. People should have had more to say, but I don't know how to improve this.

Another informant stated that the fact that the network is not really embedded in a specific discipline raises some specific challenges.
[Y]ou are not getting the heavy-weight research: we get a lot of exploratory research that would possibly point to a reduction in the quality of the papers. But at the same time they are contributing to the generation of ideas. There isn't a body of theory; people are trying to develop theory in a vacuum. [...] other thematic networks are building on previous research. And CCN doesn't have that. We're linking in with the academic world through the network, but we're not really linking into the wider academic worlds.

As already discussed CCN crosses borders on different levels. Two of the major borders are disciplinary and organisational borders. But this interdisciplinary/inter-organisational feature is also a positive characteristic of the network:
There are already a lot of organisations, NGOs, universities, agencies; this is excellent. It is not very popular in [my country]; there we keep for our selves. It is interesting communicating with different people, the coffee breaks and the dinners, and they are so good, they are better than the official discussions!

In other words, both the different geographies and the backgrounds in different disciplines are enriching:

The mix of nations is lovely – there is a genuine friendship. You feel very comfortable in this context. Even the meals, you can really enrich yourself from all the cultures.

The interdisciplinary nature of the network and the geographic scope is one thing. Another important point is whether they feel that the network includes institutions relevant to the topic. The participants were undivided on this question: the mix between higher-education institutions, NGOs and consumer agencies provides a very special and fruitful atmosphere. Challenges too, of course, but the mix and number of member institutions are satisfactory. Several pointed to organisations or institutions in their home countries that might be relevant to the institution; however, the network can only handle a certain number of participants before the social integration becomes difficult and the strain on the Core Unit too great. When asked if all relevant institutions are represented in the network, an informant responded:
Well, maybe not, but if everyone from every country should be represented, there would be thousands of participants; I think a sufficient number of organizations from different backgrounds are represented already.
He was supplemented by another informant:
We can be satisfied with this network now, and it is the duty of each member to bring these ideas back home; to make another network back home. For me, I had to use one and a half year, saying: oh -but we do it on a European level! Through CCN, we are on high level, we are coordinated, and you can use that to get through back home.

The fact that too many members can put a strain on the Core Unit is also evident from the Full Proposal for CCN 2 (p 107): "At the moment the popularity of the network is the challenge. The limitations of the funding available restrict the scope of the network."

3.2.2 The scope and the intention of the network

The informants were not as clear about the intention of the network. When discussing the scope and goals of the network, one informant said:
It's been an ongoing debate now for four years. There is a good and a bad point about this. If the concepts had been decided from the start, it would have basically been Victoria's project. But because there are so many people from so many disciplines, the concepts have evolved. But it did mean that from the start, people were unclear on what the network was really about.

Several of the informants stated their own precise goal for CCN. For example, one informant stated the goals and intentions of CCN as follows:
The two goals are first a network in itself, and the second goal was the guidelines, the goals are already achieved, for the most part.

Another understanding of the goals:
The way I interpret the goals of CCN is:
1. Really creating awareness of this idea of consumer citizenship; what does it mean?
2. Consumer citizenship education, how do we do this education, and how do we help people learn to educate [others] in these topics
3. To direct the topics concerned to the political level.

The final point of the previous informant was also stressed by the informant from UNEP, but was deemed less important by another informant, an employee at a big higher-education institution:
The people working in education are not interested in this, nor do they have the ability to lift things to the political level. It is not a part of their interest or rationale.

This very point was discussed by another informant as well, a member of the steering group. This informant argued that the original goal of policy change was not so central in the network anymore. Different ways of organising the educational system in different countries (and even regions within countries) pose different challenges to “change agents”. Also, the different approaches to consumer citizenship education (CCE) do not open for a "one size fits all" approach to change in curricula. CCE should be locally embedded; there really is no "one size fits all". According to this informant and others, there is not a focus on policy change in the network in a purely political sense. It is more about changing attitudes on a small scale. The Core Unit, however, also works at the political level, both at the national level in Norway and at the European level, for example by approaching EU countries via public appeal, letters and meetings.

3.2.3 Outputs of the project

The informants’ assessments of the outcomes of the project were somewhat uncertain. Some were unsure about how the concrete publications produced, were used. There is little concrete evidence that the guidelines are actually being used in teaching, for example. In a busy environment with concrete curricula to fulfil, it is difficult to find time for the topics, they say. But it was in the "back of their minds", raising their overall awareness of the topic which contributed to them using it more frequently in their teaching. For some of those not working directly with teaching students or pupils, it was difficult to find concrete uses for the outputs of the project. They indicated that CCN was important for networking, but the concrete outcomes were not necessarily of primary importance to them. However, as previously mentioned, some of the informants pointed out that some processes are currently underway, such as the dissemination of the LOLA project and completion of volume two of the guidelines for primary education. These outcomes are only just now close to being fully realised.

Some informants raised concerns about the quality of the outputs of the network. The network does not belong to a long thematic or subject-specific tradition. The participants in the network are therefore unable to build on large amounts of theory and research. Consequently, this leads to a great deal of trial and error. In some ways it is possible to say that a whole new discipline is being developed. Although this is enriching, some say, it also makes it difficult to achieve a high academic level.

One of the important factors in the network is the work of the different task groups. They are essential to creating tangible effects. One question posed by the Core Unit in a survey on several occasions can help to inform us about how the participants in the former thematic groups assessed the progress of the groups. *Do you feel that the thematic group has progressed in achieving its tasks?* was posed at two thematic groups meetings in 2006, one in Budapest and one in Hamar, and 93 percent and 89 percent, respectively, responded yes. In Athens in 2008, 97 percent responded yes to the same question. These positive evaluations of the progress of the task groups/thematic groups were elaborated on in interviews.

3.2.4 The organisation of the network

The informants were largely pleased with the organisation of the network. There have been some changes to the organisation over the years, but not to a great extent. One of the major changes was the change from separate thematic/task group meetings, to joint thematic/task groups meetings. This was done to increase the horizontal contact between the different task groups in the network. The success of a network is dependent on the ability of the different players to interact. If the interaction is vertical, from the Core Unit to the participants, instead of horizontal, between the participants, it is no longer a "network". According to the interviews, the network was not too vertical; however, the change in organisation was necessary, they say, to prevent it from becoming too hierarchical. Another reason to the joint task group meetings was to ensure that all groups achieved a desired level of activity. The task groups have very different levels of activity. Some have frequent contact and a high level of activity in-between conferences and meetings; others do not. To prevent some groups from becoming too passive and to increase contact between the different groups, it was decided that the groups should meet at the same place at the same time. This gave the Core Unit the possibility of giving important messages to the whole network etc., but it also meant plenary meetings, which take time away from the group discussions. However, when asked, "Did the thematic group meeting provide sufficient opportunities for discussion?" (N=44) in a 2006 survey, 96 percent answered yes. At the seminar in Athens, 98 percent responded yes to the same question (N=60).

Still, for most of the informants, the main impression was that there has been "steady improvement":
It has been a steady development, and it has been about us learning as well. I think it has improved - but always you can do it better. It has not been any big changes. At first the idea was to have more comment on the [internet], but people didn't use it. We are so heterogenic, there are so different backgrounds, when we have so many people we have so many needs so everybody can't be pleased.

Another informant concurred:
The network has not really changed; we have learned, but the structures are more or less the same.

3.3 CCN's role in the internationalisation of higher education

One of the central issues for the involvement of the Norwegian Centre for International Cooperation in Higher Education (SIU) was CCN's possible role in the internationalisation of higher education. This is also a central issue for the thematic network. One of the main goals of Erasmus-Socrates, is to support the creation of a European Higher Education Area through increased mobility. The thematic network contributes to this by helping to build new informal and formal contact, and through the tuning process, which aims to harmonise the educational systems. It is difficult to evaluate the extent of CCN's involvement in this process. However, anecdotal evidence points to the fact that informal networking, at which CCN excels, has led to numerous formal exchange programmes. A complete list of bilateral agreements is not available, but almost all interviews mentioned such stories. Even though it is difficult to tie these directly to CCN, they are one of the most important results of the network.

It is difficult to say whether CCN has contributed to internationalisation, in particular at Hedmark University College (HH). University colleges in Norway have traditionally been very regionally orientated, and with respect to CCN, the Core Unit has experienced difficulties communicating the importance of the network to the university college's leadership, and more indirectly, its importance for HH's international profile. However, the fact that HH has contributed financially to the network indicates that they appreciate the work being done by the Core Unit. Today, CCN is central to the way in which HH presents itself to international academic community. One of the 16 strategies for internationalisation stated in their Strategic Plan for 2005-2007 emphasised developing a role in European research networks, "The college is expected to be a partner in at least one EU funded research project and at least one EU based research network".[23] In this way, CCN has already succeeded in contributing to the internationalisation of HH. The Norwegian Centre for International Cooperation in Higher Education (SIU), on the other hand, was sceptical about the extent to which internationalisation at HH was a consequence of the network. In its view, the main reason to support the work of the network was that it created a possibility for funding from the European Commission.

The dean of the network, Bjørn Berg, partly agrees with SIU. CCN has not necessarily contributed much to the overall internationalisation of HH, thus far. But the Core Unit is now a member of a new expert group concerned with bringing more international projects to the college. This is a way for the Core Unit to transfer its knowledge and "know how" to the college at large. At present, it seems that international knowledge and contacts are dependent on the people working in the Core Unit. The extensive reporting and administration of the network makes it very outwardly orientated, the dean argues. The Core Unit has more contact outside the college, than with the staff at the college. This is partly because consumer issues are not part of the traditional academic field of the college. The network exists at the margins of the work at the university college. The dean argues for closer contact between the academic staff at the college and the project. One way of doing this is to increase the use of the LOLA methodology at the university college. This, he says, is a good way for LOLA to reach students and, more importantly, future teachers.

3.4 Some main documents and publications

Although this evaluation is not concerned with the academic level of the different outcomes and publications, we have decided to include a summary and description of some of the most important publications.

Teaching guidelines, vol 1
The teaching guidelines are one of the main outputs of the first period of CCN. They include the work of several thematic groups and are a truly collaborative product. They include definitions of consumer citizenship education, along with practical advice for teacher training on both practical and theoretical levels. According to the Core Unit, the Teaching guidelines, vol 1 is one of the most used outputs from the network. The publication is available online, making it available for teachers all over the world. The "guidelines" is available in English, Portuguese and Bulgarian.

[23] Full proposal, 2006

Consumer and fellow-beeing (Forbruker og medmenneske)

This book "Forbruker og medmenneske" (literally: consumer and fellow human being), has been provided free-of-charge to students in teacher-training programmes and libraries at colleges and universities. The book has also been distributed to academic libraries throughout Scandinavia. The book contains part of the Guidelines Volume 1, and provides a more general depiction of consumer citizenship, presenting both theoretical and practical knowledge. According to the Norwegian Ministry of Children and Equality, the book is one of the most important outcomes of the network, as it has potential to influence many teachers in Norway.

LOLA

LOLA is not really a publication, but is still included in this section. LOLA, looking for likely alternatives, was launched in 2005 by CCN. It is a pedagogical tool for teachers and students which assists them in the process of identifying, evaluating and documenting cases of social innovation towards sustainable lifestyles. The work was initiated in the EMUDE project. EMUDE (Emerging User Demands for Sustainable Solutions) was a programme funded by the European Commission, to explore the potential of social innovation as a driver for technological and production innovation, in view of sustainability.[24] LOLA is concerned with developing didactic tools and an active website, with the concrete goal of raising sustainability awareness. To date this includes a teaching pack to support the didactic process among instructors and students in teacher-training programmes. It has been tried out in different schools and will be further tested going forward.

Promoting new responses volumes 1 and 2

These two volumes build on the conferences proceedings in Bratislava and Hamar. A third book has been published, but was not yet available at the time of the evaluation's document study. Some of the articles in these books are helpful in understanding the essence of CCN and what it is trying to achieve through its work. It is possible to say that CCN is trying to change mind-sets. This very point is discussed in one of the articles in Promoting new responses volume 1 (Nielsen and Gottschau 2005). "Should the goal be only to increase knowledge and, if so, what kind of knowledge is relevant", they ask, and they answer by posing a new question, "Should the goal be to change the lifestyles of the pupils in a more responsible direction?" (Nielsen and Gottschau 2005, 115). They argue that action and what we can call "learning by doing", is the only way to change behaviour. This is the basic reason why CCN is mostly promoting active methodology (such as LOLA). The active attitude of CCN is further elaborated on in the interviews:

[...]We are looking for good methods for consumer education in the classroom. It is better to make the students more active. So it is not just a matter of consumer education, but also about what is a good school.

[24] http://www.sustainable-everyday.net/EMUDE/?page_id=85 , retrieved April 2008

4 CONCLUSIONS AND POSSIBLE RECOMMENDATIONS

It is difficult to assess the quality of such a network. In some ways it is as good as the participants of the network find it to be. The concrete outputs that the network has produced are not necessarily central to quality. Another indicator is the impact of the network at the European level. Our informants from the Norwegian government repeatedly told stories of how policy makers from different countries approached them and commented on the network. A concrete example of this is the compilation of ERASMUS Success Stories, a publication from the DG Education and Culture, in which CCN is one of two thematic networks mentioned.

The evaluation of the network by official bodies is one thing, the assessment of the participants is quite another. This evaluation is based on interviews with 15 central players, in addition to survey material gathered by the Core Unit. While working on this evaluation, however, the need for better survey data quickly became apparent. The surveys conducted by the Core Unit are of course custom-made to their needs, which are not necessarily the same as the needs of the evaluator. Another weakness of this evaluation is that it includes only those taking part in the task groups. Even though this comprises 75 percent of the network, it was not possible to understand the role of the other 25 percent from the data available, over and above the fact that most of them take part in plenary meetings at the conferences. The formal minimum level of activity is that they have to read the e-mails sent by the Core Unit. The Core Unit conducted a survey at the end of CCN 1, which we further address in the following, but the results indicate that it was mainly participants in the steering group and the thematic groups that choose to respond to the survey. A final problem with the evaluation is the fact that many of the network activities were ongoing at the time of the evaluation, making it difficult for the evaluator and the informants to assess the real quality of the outcomes.

4.1 Network management

Overall, the participants are satisfied with the organisational structure of the network. The organisational structure of task groups/thematic groups has made it possible for the participants to work in smaller groups with concrete goals. Even though the task groups have not been equally successful in achieving their goals, the participants are largely satisfied with the progress of the task groups. This is supported by survey data.

The figure below show evaluations from four thematic group meetings in 2005 and 2006:

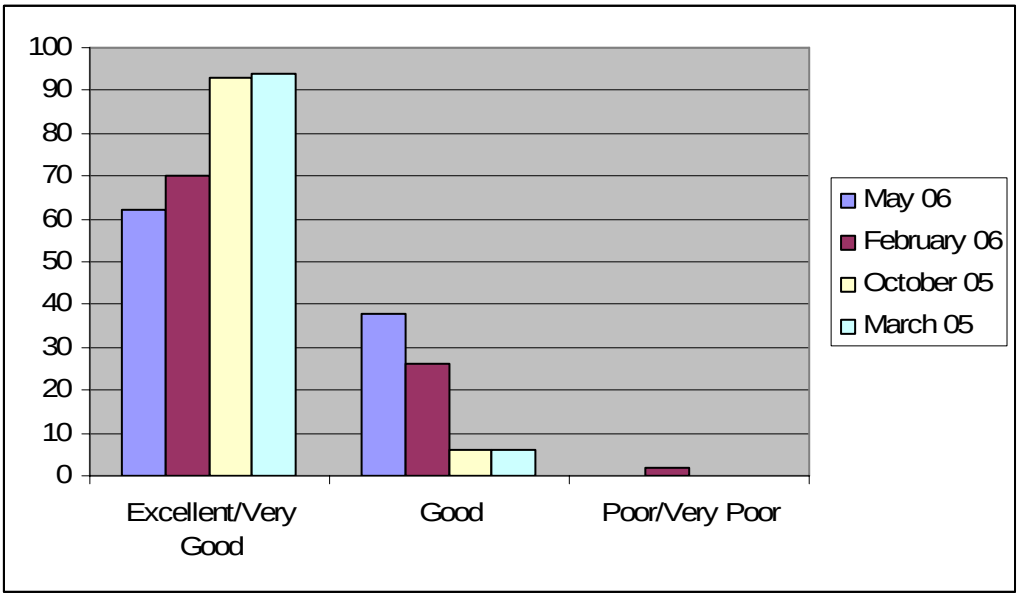

Figure 6: Group meeting assessment

As the figure indicates, a slightly higher number of participants found the thematic group meetings good, rather than excellent or very good, at the end of CCN 1. This indicates a small decline in satisfaction, but these findings should not be overvalued, as they contradict findings referred to later in this section.

At the end of CCN 1, all partner institutions were surveyed. The Core Unit received 61 responses to this survey, which indicated an overall positive experience of the first three years of the network. For example, 100 percent reported that their institutions were positive to working with CCN and 82 percent were interested in joining a task group in CCN 2. Moreover, 78 percent deemed the network excellent or very good, while 22 percent deemed it good. In other words, none of the institutions reported it to be either poor or very poor.

The qualitative study held in conjunction with the evaluation supported these findings, although it is necessary to elaborate on some of the findings. For example, according to the CCN three-year evaluation survey, 97 percent feel they have received sufficient information about the goals and intentions of the network's first three years. Yet many had problems formulating these goals precisely.

Let's look at two concrete issues from the surveys held at each conference: "What is your general impression of the conference?" and "In general, do you think the professional benefit was…"

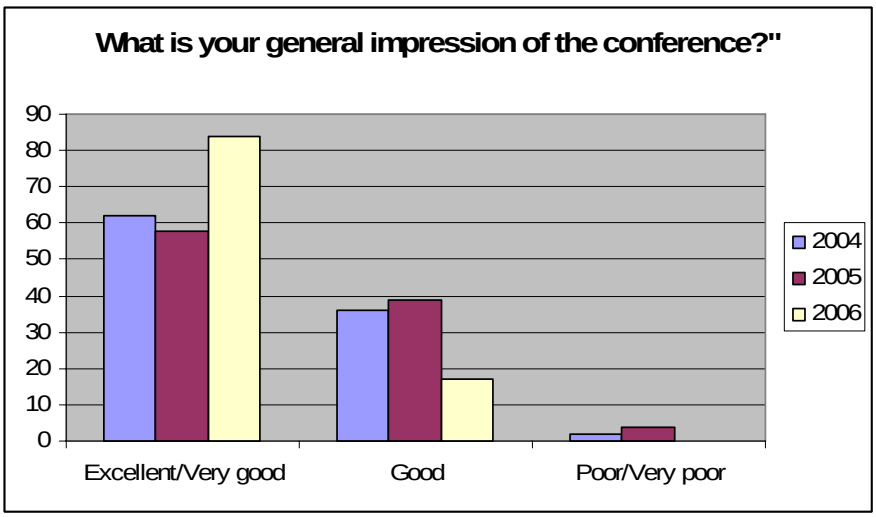

Figure 7: Assessment of conference

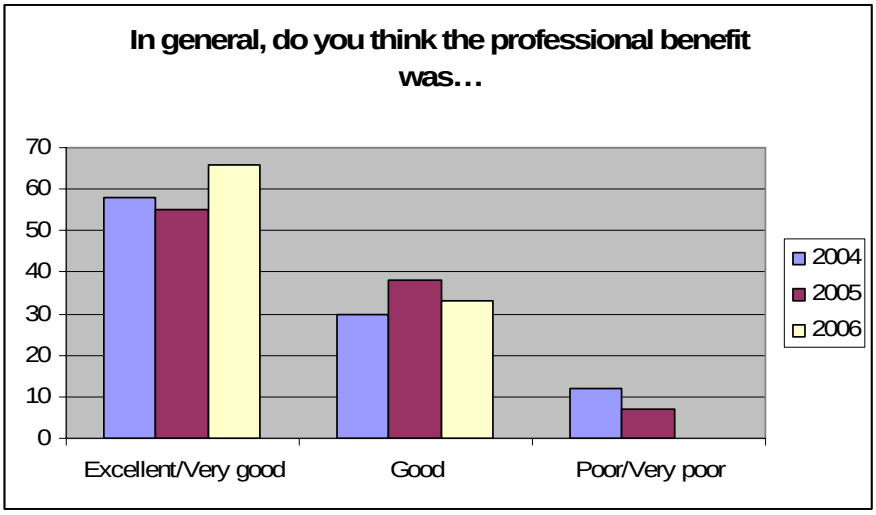

Figure 8: Assessment of professional benefit of conference

These figures show how the assessment of the conferences has *improved* over the years. This coincides with the findings of the qualitative interviews. The quality of the conference/seminars and the organisation of the network have steadily improved over the years. Respondents note that there haven't been any major changes, but rather continual improvement of the organisational structure of the network.

The interdisciplinary aspect of the network poses challenges to the way in which the network is organised. Together with the geographic scope, this means that the network needs to be a "top down" organisation. Comments from independent experts in response to the full proposal indicated that the host institution was responsible for too much of the administration.[25] They proposed a more decentralised model that would make it possible to share the costs more evenly. This is difficult to achieve in this type of network, not least because it is exploring new territory, so to speak, in a new academic field.

As mentioned earlier, the Core Unit along with the steering group decided to schedule collective task group meetings. This seems wise; if the task groups only meet with each other once a year, and there

[25] Letter from DG EAC, dated 3 August 2005: reference: 109872-CP-3-2005-1-NO-ERASMUS-TN

is no contact between them in the meantime, it would be more appropriate to speak of several networks working within the same area rather than *one* network.

One very concrete complaint from some informants was the lack of development of the web page. The web page is, among many other things, the responsibility of the Core Unit. The web page is underdeveloped, some argued, and does not do justice to the activities taking place in the network. It missed an easy opportunity to keep updated on activities concerning the network and easier access to the resources developed by the network. They did not blame the Core Unit, however, they blamed "Brussels" for the lack of funding for the network. However, the responsibility of developing the web page lies with the host institution and the responsibility for the lack of development must be shared by Hedmark University College, for not facilitating its development to the desired level by procuring the necessary expertise or funds. In addition, improvements made at an earlier stage were not viable due to specific, technical limitations of the university college's website. According to a survey, 74 percent of the participants at the thematic group meetings in Budapest in February 2006, had accessed the CCN website in the last four weeks prior to the meeting. This figure is therefore probably higher than it would have been in a period not immediately prior to or following a seminar or conference. Whether this figure is high or low is not necessarily evident. The website could be an easy and interactive way of updating the network, as it is today, the website is more of a passive one way source of information.

4.2 Network outputs

In the view of the evaluator, there have been some problems with regards to CCN's ability communicate their message outside of the network. The issue discussed here is not necessarily of a fundamental nature, but it could give rise to some problems.

The Consumer Citizenship Network is based on concepts discussed in section 2.2. Even though several disciplines have carried out work involving consumer citizenship (especially sociology and marketing, see McGregor 1998, Christopherson 1994, Cronin 2000), an Internet search revealed that the term is predominantly used in relation to the network. In other words, "consumer citizenship" is not, or at least not yet, a widely used academic concept. But another concept, which largely corresponds with consumer citizenship, has become an important term in recent years. *Sustainable consumption* has many of the same connotations and denotations as consumer citizenship. The work of the CCN during the last five years is relevant to the development of this concept. We must be careful making comparisons on the basis of the Internet search engine Google, but for reference purposes the term "consumer citizenship" yields 11 000 hits and the top hits are all from CCN, whereas "sustainable consumption" yields 190 000 hits from a wide range of sources. *Sustainable consumption* is used by the UN and also in EU policy papers.[26] This does not, however, diminish the work of CCN, but it does pose a challenge when trying to reach central policy makers. However, the connections between consumption and the environment have only recently been acknowledged, and the work of CCN has probably contributed to this development.

[26] See for example ec.europa.eu/environment/wssd/documents/scp_eu.pdf , retrieved on 16.08.2008. Figures found on 4 February 2008 searching google.com for the phrases "consumer citizenship" and "sustainable consumption"

The problems addressed in connection with the joint European masters programme show how difficult it can be to cooperate not only across geographical borders, but also across disciplinary borders. However, as mentioned above, one of the extra challenges of CCN is that the network is developing new theory, which makes it difficult to communicate with important, central players at different universities. The challenges of the joint European masters programme are therefore related to the difficult task of harmonising European educational systems, *and* the disciplinary development of consumer citizenship.

Even though CCN does not wish to create a whole new discipline but to implement consumer education in schools and higher education curricula, there is still a need to develop the concept of CCE in order to break through the disciplinary barriers that exist in higher education and also in school curricula. CCE must compete for attention with strong disciplines with longstanding traditions. This makes the task of CCN difficult and poses challenges to the organisation of the network. This point is also elaborated on in one of the articles published by CCN. CCN argues for an interdisciplinary and holistic approach. It can be difficult to argue for such a holistic approach in academic discourses: "Admission to this fraternity [the scientists'] requires a lengthy initiation ritual called a Ph. D. where one learns the arcane language of one's specialization, with standards maintained and the purity of the field ensured by processes of peer review for publication and promotion" (Dahl 2006, 28). These challenges are reflected in two of the books published on the basis of the conferences, Promoting new responses volumes 1 and 2. Even though the editorial board of the network has accepted these texts, informants say they do not necessarily hold a high standard when seen in the context of specific academic fields. On the other hand, this does not matter to some informants, many of whom represent teacher training institutions. They say the network is not about academic output (e.g. books, conference abstracts etc.), but implementing a specific type of consumer education in schools.

For these informants, the success of the network depends on the use of the guidelines, the LOLA package and raising general awareness among teachers. Such effects are nearly impossible to assess, since CCN is working together with other organisations with similar goals, whether it is called "consumer citizenship", "sustainable consumption" or something else.

In section 2.5 we referred to 20 concrete goals, as stated by the Core Unit. In the following, we comment briefly on these goals.

1. *Maintenance and development of CCN website and academic database*
   This is the responsibility of the Core Unit and is not the focus in this evaluation. However, some informants complained about the lack of development of the website, although they did not blame the Core Unit but the limited funding available from the European Commission.

2. *Inclusion of consumer citizenship education topics in existing courses and modules*
   According to some informants, this is no longer as central due to the limited possibilities of changing central curricula in many countries. Still, there are numerous examples of courses and implementation of CCE in courses at the "local level", i.e. at CCN partner colleges and universities.
3. *Speeches and articles about consumer citizenship at conferences and in journals and other relevant publications*
   The people involved in CCN take part in conferences and seminars and disseminate CCE topics to a great extent. However, based on interviews and extensive searches in academic journals, it is difficult to find evidence of consumer citizenship education topics in peer-reviewed journals.

4. *Making and translating exhibitions about CCN for use at conferences and institutions*

Exhibitions about CCN have been made and used at international conferences during the CCN project period

5. *Contributing to International Consumers Day (15 March) with information about consumer citizenship education*

We refer to the newsletter on these specific outcomes, available at www.hihm.no/concit

6. *Compilation of Consumer citizenship education guidelines vol. 2 for primary and secondary schoolsl*
7. *Preparation of online version of Guidelines vol.2*

This is the responsibility of one of the task groups and is scheduled for completion by 2009, or during a final dissemination year.

8. *Compilation of Guidelines vol 3. for vocational schools*

This is the responsibility of a task group which will work from 2008-2009

9. *Preparation of online version of Guidelines vol.3*

This project is planned for 2008-2009

10. *Development of LOLA project*

One of the more tangible outcomes of CCN, the LOLA project is scheduled for further testing in different countries this year, by a team of ambassadors recruited from CCN. The Ministry of Education in Portugal and Latvia have publically encouraged teachers to use LOLA.

11. *Development of use of YouthXchange*

This UNESCO teaching pack has collaborated with CCN, and CCN has promoted the teaching pack to its network of teacher-training programmes, in particular.

12. *Preparation and carrying out of Africa seminar on consumer citizenship.*

The EU grant does not cover activities outside the member states. This seminar was therefore dependent on external funding. CCN did not receive the anticipated grant from the Volkswagen Stiftung, so focus shifted to compiling a toolkit for teaching consumer citizenship education in a global perspective. The work on this toolkit is underway.

13. *Preparation of a new application to Erasmus Mundus for increased cooperation with CCN associated partners*

Erasmus Mundus is a programme that promotes higher education in Europe to other countries. It was therefore possible to open for funding of CCN's international associated partners. Due to a change in the Socrates programme to LLP (Lifelong Learning Programme), the application to Erasmus Mundus was set aside. Cooperation with associated partners has been focused on through guest speakers from different continents at the conferences and in contributions to teaching materials from associated partners.

14. *Preparation and carrying out of student essay contest*

The deadline for the essay contest was 1 February 2008. The first-prize winner will receive complimentary travel and accommodation from CCN to attend the annual conference. In addition, the winning essay may be included in the conference proceedings.

15. *Further development of indicators of responsible consumption*

This is the responsibility of one of the task groups. The work is ongoing and will be presented to the rest of CCN at the upcoming conference in Tallinn.

16. *Preliminary actions towards the initiation of a joint European master programme in consumer citizenship*

This point is discussed above.

17. *Preparation and carrying out of teacher training seminars on education for sustainable development*

This is also the responsibility of one of the task groups, a very active task group. It has already held teacher seminars in Bulgaria, Greece and Ireland, one planned in Iceland, and several more will probably be held in the near future.

18. *Planning and carrying out of media campaign about consumer citizenship education and CCN*

The evaluator has not been able to gain knowledge on this specific sub point.

19. *Editorial work (publishing CCN material)*

The most imminent work under this subsection is with the proceedings of the upcoming conference, which will lay the groundwork for Promoting Responses volume 4.

20. *Participation in national and international activities connected to the UN Decade for Education for Sustainable Development*

This is the responsibility of each partner institution .

4.3 The role of the Norwegian government

The role of the Norwegian government is, as we have already briefly discussed, very important for the network. It is the main supporter outside Socrates and the participating institutions, and a relatively large contributor. Without the funding from the Norwegian government, it is unlikely that the Core Unit could keep up the substantial work they are doing. The funding comes from two ministries, the Ministry of Children and Equality and the Ministry of Education and Research. They contribute approximately 20 percent of the funding. The rationale for this is mainly three-fold. One is the previously mentioned importance of Norwegian institutions taking part in EU projects, the second is the importance of consumer education in Norway, and the third is its potential role in the general internationalisation of higher education in Norway. According to the interviews, the latter point is of less importance. The Ministry of Children and Equality stress the importance of developing consumer education, and the importance of Norwegian presence in EU projects. When asked about the effects of the network, it made clear that the focus on teacher training is the only way to change attitudes in the slow-changing educational system. By influencing future teachers, it hopes to lay the groundwork for good consumer education in the years to come. The Ministry of Education and Research was less clear about the rationale for its contribution. When asked directly, it did not have any plans to implement new ideas in the curricula, but the ministry does have a campaign for sustainable development in connection with the Decade on Education for Sustainable Development. It wants to further implement the work of CCN into this campaign, but does not have any concrete goals in this connection.

4.4 Networking - possibilities and challenges

How can we understand the positive outcomes and the challenges of CCN in light of theoretical perspectives on networking and project work?

One of the factors emphasised by the network participants is the friendship and the good social integration of the network. And this is good – networks have to be social. To repeat the argument from section1.4: Successful networks have to involve reputation, friendship, interdependence and even altruism. Above all, to succeed in networking you need enthusiasts (or dedicated souls) at the local level. The themes of the network have to be relevant to the participants, and you need participation on an equal footing. In addition, you need priority, time and recognition of the networking within the host institutions of the participants. The following argument is relevant to higher-education institutions (62 percent of the partner institutions).

CCN fulfils at least parts of these "requirements". It has dedicated souls. It has reputation, friendship and interdependence. The organisation of the network contributes to this. The organisation of task groups delegates autonomy and responsibility to different players. Furthermore, the themes seem to be relevant to the participants. According to informants, the one thing that is not necessarily fulfilled is the recognition of the networking by the host institutions. It needs to argue that an interdisciplinary approach is necessary, even if it does not necessarily produce concrete and tangible outcomes for higher-education institutions. This finding is somewhat contradictory to findings in surveys conducted by the Core Unit. In the three-year evaluation, 100 percent of the participants claimed that their institution was positive to/ supportive of their work with CCN (Tangen 2006). The discrepancy between the findings is not necessarily a paradox. The interviews indicate that the higher-education institutions wish to be a part of European networks, but also find it difficult to find time in their busy work-day to focus on issues relating to CCN. This was also evident in difficulties faced by some informants when trying to implement CCN work in the curricula of their institutions.

The scope of the project is also a challenge; it is essentially about changing how people live their lives. This, along with the fact that the approach of the network is necessarily interdisciplinary, makes it difficult to attain a common understanding of the content and scope of the network. As the informants argue, this has to be developed during the project period, which is a time consuming and challenging exercise. The inter-organisational nature of the network is also a challenge. Based on the interviews, it is not obvious that the participants share a common goal.

4.5 On the continuation of the network

One of the main issues for this evaluation was to investigate the possibility of a new period of the network. This is currently being addressed by one of the task groups, and this evaluation cannot give precise and concrete advice about what decision to make. What this evaluation can do, however, is to present some of the topics that need to be addressed when considering different possibilities for continuation.

The interdisciplinary nature of CCN and of CCE in general is both its strength and its weakness. From the start, the work carried out by CCN has been focused on overcoming these challenges. According to the participants, this has been a success, at least in relation to networking. In CCN, partner institutions from different backgrounds have met and made important contributions to the development of consumer education. But they indicate that is has been challenging to implement this work in the

curricula of schools. So the challenge of continuing the project or during a possible dissemination year will be to find the best means of implementing the work in schools.

The continuation of the network is highly dependent on one person. At present, the network does not seem likely to survive without its project coordinator, for two reasons. First, the importance of Ms. Thoresen's role as the "glue" of the network, as one informant called it; second, the development of the concept *consumer citizenship* rests with her. Consumer citizenship builds on the work of others, as mentioned in section 2.2, but when reading the material from the network and in talking to the network participants, it is evident that the network's understanding of the concept is based on the work of Ms. Thoresen (see for example Ndlela 2005, Rinaldi 2005 and Karsli 2006). This is not necessary a problem; on the contrary, it can be very useful. To quote Ms. Thoresen (2006a), she is an example of a change agent, or what we can call an academic entrepreneur.

Even though the network has produced results independently of its leader, they have not necessarily been about sustainable consumption. The bilateral agreements between network institutions, for example, have predominantly been in "traditional" academic subjects. Network partners still include consumer citizenship education topics in their lectures and in their teaching, when they are visiting higher-education institutions.

Another issue is whether the network is sustainable without funding from the European Commission. At present this seems unlikely. This is partly due to the fact that CCN is not part of a predefined discipline. This makes it harder for academics at higher-education institutions to argue for spending time on CCN issues. For example, the opportunities for publishing articles based on network activities in peer-reviewed journals seem limited. Therefore, the initial idea of developing its own journal would have been of some interest. The academic systems, and CCN has to relate to the academic system as long as it is a thematic network, is to a large extent about producing academic articles and books.

If the network decides to apply for another cycle of Erasmus funding, the relatively closed nature of network at present will be a challenge. Some say this has led to repetition of topics they have already discussed. The number of abstracts submitted to the conferences has also decreased. The main problem is not that there are too few members in CCN, but that there is not room for any more that can give new insights and ideas. The challenge is in other words to renew the topics discussed, and become more academic *and* more practical at the same time.

CCN has been highly successful in making a close and well functioning network. The assessments from both official bodies and network partners are very positive. Still, as discussed here, the network's interdisciplinary characteristic and the fact that it is working with new approaches, gives some specific challenges. It is challenging getting through to academic milieus – and to governments. Many of our informants pointed to the difficulties entailed in getting this message out to the politicians. Some pointed out that many businesses are highly influential at the political level, making it difficult to voice consumer rights and consumer activism. But this will maybe be easier in the times to come. The growing concern for climate change, for example, will most likely make it easier working on issues on sustainable consumption. Moreover, the thematic networks seem especially apt for working on such issues. The chance to collaborate between NGOs and higher-education and civil-society institutions seems very relevant for the work on education on sustainable consumption, even though the results not necessarily "fit in" with other activities in the institutions. And in a way: the challenges CCN are

facing, makes it more important to continue the work.

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APPENDIX

Interviews:

The following section includes all the names of the ones interviewed that were as part of the evaluation, apart from the Core Unit, whom also, of course, were key informants.

Name	**Role in the network**	**Institution**
Isabella Marras	Steering group (SG)	UNEP (representing UNESCO as well)
Dana Voukonova	Task group	University of Economics in Bratislava (Slovakia)
Taina Männistö	Task group	Consumer Agency (Finland)
Vija Dislere	Task group	Latvia University of agriculture (Latvia)
Suzanne Piscopo	Task group	University of Malta (Malta)
Peter Gnielzyk	Task group, SG	Federation of German Consumers Organisations (Germany)
Rui M. C. Gaibiono	Task group	Politechnical Institute of Beja (Portugal)
Joaj J. Fernandes	Task group	Politechnical Institute of Beja (Portugal)
Declan Doyle	Task group, SG	IT Carlow (Ireland)
Michelina Savino	Task group	University of Bari (Italy)
Ole-Erik Yrvin	Co-funder	Ministry of Children and Equality (Norway)
Eivind Gram-Johannesen	Co-funder	Ministry of Children and Equality (Norway)
Jan Peter Strømsheim	Co-funder	Ministry of Education and Research (Norway)
Vidar Pedersen (telephone interview)	Co-funder	Norwegian Centre for International Cooperation in Higher Education (SIU)
Bjørn Berg (telephone interview)	Dean of hosting institution	Hedmark University College

Official country abbreviations[27]

Short name	**Code**
Belgium	BE
Bulgaria	BG
Czech Republic	CZ
Denmark	DK
Germany	DE
Estonia	EE
Ireland	IE
Greece	EL
Spain	ES
France	FR
Italy	IT
Cyprus	CY
Latvia	LV
Lithuania	LT
Luxembourg	LU
Hungary	HU
Malta	MT
Netherlands	NL
Austria	AT
Poland	PL
Portugal	PT
Romania	RO
Slovenia	SI
Slovakia	SK
Finland	FI
Sweden	SE
United Kingdom	UK
NON-EU members	
Iceland	IC
Norway	NO
Russia	RU

[27] Retrieved on 06.02 http://publications.europa.eu/code/pdf/370000en.htm#pays

External Evaluation
– Evaluation, Consumer Citizenship Network (CCN)

Consumer Citizenship is an Erasmus thematic network project, focusing on how the individual's role as a consumer can contribute constructively to sustainable development. Based on a document study and extensive interviews, this report describes the work and organisation of the Consumer Citizenship Network. It also provides insight into some of the difficulties of the network and how they affect outputs. Even though there are some difficulties relating to defining network goals and achieving concrete and tangible results, the network has a very high level of activity along with a very good level of dissemination of ideas. In addition, the participants are very pleased with how the network is run.

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