



IFHE 2012
World Congress International Federation
for Home Economics

Keynotes and speeches: Supplementary material

The International Federation for Home Economics impacting global wellbeing through professional action: A four-year review	Professor Geraldene B Hodelin , PhD, CPHE (University of Technology, Jamaica; IFHE President 2008–2012)	2
Oikos: Bringing the economy back home	Dr Vandana Shiva (Founder of Navdanya International)	10
Family financial sustainability through values Based financial education: Implications for home economics	Dr Tahira K Hira (Professor and Senior Policy Advisor to the president, Iowa State University)	12
What can we do to recover sustainability?: Challenges in rebuilding lives in the wake of disaster	Yukiko Kudo IFHE Vice President, Asia Region	33
‘This is the life’: Being a home economist	Jody Vassallo Food writer and publisher, food stylist and consultant	40
The intention of home economics education: A powerful enabler for future proofing the profession	Professor Donna Pendergast	43
Closing address, IFHE World Congress 2012	Professor Geraldene B Hodelin PhD, CPHE University of Technology, Jamaica; IFHE President 2008-2012	53

Keynote presentation, IFHE World Congress 2012

Tuesday 17 July

The International Federation for Home Economics impacting global wellbeing through professional action: A four-year review

Professor Geraldene B Hodelin, PhD, CPHE

(University of Technology, Jamaica; IFHE President 2008–2012)

Introduction

This presentation is intended to begin the conversation that will take place over the next five days about global wellbeing and expressed through the theme 'Global creativity and innovation: Developing capacities for sustainable futures. As we envisioned our approach to a comprehensive discourse around our conference theme, we devised a strategy that we believed would give you a sense of how the International Federation for Home Economics (IFHE) has prepared itself over the last four years for professional action. Together with our guest speakers, we will share our perspectives on the theme as well as, at the same time, share our ideals with you. For the benefit of our guests, I will remind you that as a world organisation, we come from five continents around the globe, characterised by diversity in geography, economy, culture, standards for education, and general living conditions. I believe that for us to converge on a theme like the one we have selected for this conference, is at best ambitious and is a challenge to our imagination as well as our planned professional action.

'Global wellbeing' as a philosophical perspective that is intended to influence the vision for professional practice, and must transcend both the theoretical as well as the rhetorical and inform the everyday practice of home economists in their everyday work. This is a challenge for all types of organisations especially multicultural organisations like ours, where despite our professional focus, our diversity is significant to informing the interpretation of our everyday actions. For maximum effect, I believe that these actions must be deliberate and based on goals and priorities that are significant not only for the service providers but also for the beneficiaries. Our actions therefore must be culturally sensitive, solution oriented and capable of influencing socially positive changes that support sustainable lifestyles.

Planning

In 2008 I promised in my inaugural address that my first action as President of the IFHE would be to take the leadership group through a corporate planning exercise that I hoped would provide common and achievable goals that would inform our projects and committee activities, as well as influence our everyday collective work. I believed then that once established, the goals or objectives would provide a common platform for our professional action, locally and globally. When we met in Kingston, Jamaica, for that first leadership meeting in the new century of the IFHE organisation, we were led through a friendly inquiry exercise and journey into a process of self-discovery about what was important to us as an organisation for the next four years at least.

That collective planning activity was difficult for many members who were doing this level of engagement for the first time. We nonetheless arrived at a vision statement that informed Six Strategic Objectives (George 2009). The emergent six Strategic Objectives around which the IFHE would develop its programming and focus from 2009 to 2014 are to:

1. Increase global recognition
2. Increase membership worldwide
3. Improve IFHE's communication
4. Improve financial viability

5. Support efforts to improve quality of life through partnerships and collaboration, especially with the United Nations, to focus on the UN Millennium Development Goals and the UN Decade of Education for Sustainable Development
6. Enhance professional development for both members and non-members.

Once done, the next challenge was to assist and encourage the IFHE organisational leaders to adapt these Strategic Objectives and use them to inform their Committee plans for the next four years. I believe that individual home economists and organised home economics groups, once committed to the ideals of improving themselves, also have the capacity to facilitate the betterment of others. It is also expected that they have the capacity to adapt strategies and collaborate with allied professionals to become effective agents of change for the purpose of achieving *global wellbeing* in many dimensions of family living for personal and social growth. I counted on this determination in taking these new objectives to the Executive Committee of the IFHE, with the proposal for each of our individual members to incorporate these new Strategic Objectives with the other professional imperatives that they felt compelled to embrace and that may have been largely unaccomplished from the previous four years.

A new Strategy Planning document (2010), intended to provide the philosophical imperative to drive the adaptation, was now emerging. The IFHE Strategy Document that would include the well-established and published IFHE goals, which are based on The IFHE mission statement which states that:

The mission of the International Federation for Home Economics is to provide an international forum for home economics express the home economics concerns for individuals families and households at the United Nations and among other international non-governmental organisations whose interests parallel those of home economics. The ultimate goal of the Federation is the improvement of the quality of everyday life for individuals, families and households through the management of their resources (www.ifhe.org).

The third significant input was the IFHE position statement on home economics, *Home Economics in the 21st Century* (2008). This paper is an important professional guide to the discipline of home economics and the product of the IFHE Think Tank. This important document was launched at the IFHE Centenary Congress 2008 and meant to provide the philosophical defense for the continuing relevance of the discipline of home economics science and fields of action for home economists. The developing strategy document needed a global focus which permitted opportunities for members to work collectively or individually for the betterment of families everywhere.

So, included in that Strategy Document was the IFHE expert committee's work plans with regard to the United Nations Millennium Development Goals (UNMDG 2012). These goals provided the global context and focus to our otherwise parochial focus.

The Millennium Development Goals

The UN Millennium Development Goals are focused set of eight directives revolving around a set of minimum living concerns about the basic needs of all people globally with an imperative for minimum standards and to be achieved in a given time frame, 2015. These eight goals are signed off on by all members of the United Nations. The MD goals are:

1. Eradicate extreme poverty and hunger
 - Reduce by half the proportion of people living on less than a dollar a day
 - Reduce by half the proportion of people who suffer from hunger
2. Achieve universal primary education
 - Ensure that all boys and girls complete a full course of primary education
3. Promote gender equality and empower women
 - Eliminate gender disparity in primary and secondary education preferably by 2005, and at least by 2015

4. Reduce child mortality
 - Reduce by two thirds the mortality rate of children under five
5. Improve maternal health
 - Reduce by three quarters the maternal mortality ratio
6. Combat HIV/AIDS, malaria and other diseases
 - Halt and begin the reverse the spread of HIV/AIDS
 - Halt and begin the reverse of incidence of malaria and other major diseases
7. Ensure environmental sustainability
 - Integrate the principles of sustainable development into country policies and programs; reverse loss of environmental resources
 - Reduce by half the proportion of people without sustainable access to safe drinking water
 - Achieve significant improvement in lives of at least 100 million slum dwellers by 2020
8. Develop a global partnership for development
 - Develop further an open trading and financial system that is rule-based, predictable and non-discriminatory, includes a sentiment to good governance, development and poverty reduction - nationally and internationally
 - Address the least developed countries' special needs. This includes tariff – and quota-free access for their exports; enhanced debt relief for heavily indebted poor countries; cancellation of official bilateral debt; and more generous official assistance for countries committed to poverty reduction
 - Address the special needs of landlocked and small island States
 - Deal comprehensively with developing countries' debt problems through national and international measures to make debt sustainable in the long term
 - In cooperation with the developing countries, develop decent and productive work for youth

All 191 members of the UN have pledged to meet all eight goals by 2015.

Adaptation of the Strategy Document

The final document morphed into a matrix that integrated the important directional ideas of the IFHE that represented our core values as expressed in our Mission, the outcome of our strategic planning activity, the six objectives, and the current United Nations focus for achieving global wellbeing, the MDGs.

The IFHE embraced the notion that home economics science, home economics education and the different areas in which home economics play a role can in various ways to contribute to reaching the United Nations Millennium Goals, thus making all the elements most compatible in preparing working guidelines to inform our profession for the four years under review. Each discrete component is clear in its own right, and can accommodate selectivity to match available time and other resources as well as personal interest and circumstances. In other words, all of you can find something to do if you are interested.

On the occasion of the Annual Meeting in Munich in February 2010 it was therefore decided to integrate all the above elements and provide a challenge to our Programme and Council Committees, country and regional groups to identify attractive elements of the strategic document around which members could coalesce for their community and project work and that would stimulate professional energy for contributing betterment to the lives of the citizens with whom they work, thus promoting global wellbeing.

We knew that this would be a challenge to many. In addition to providing the vision for professional action, the expectation was, while we thought globally in respect of the global framework for home economists as change agents, we expected each IFHE member to act locally and begin the transformation close to home. In a local context, it becomes easier to measure success, to quantify or describe desirable outcomes, and

celebrate the growth and capacity development among the people you know and understand best. The results would no doubt be varied because we each in our own right interface with the challenges referenced by each MDG in varying degrees.

This ambitious quest required a multipronged approach with each point of attack having a different focus and no doubt varying emphasis. This quest also comes with the expectation of a broad-based improved quality of life for all, but especially for those individuals and groups whose life prospects are at best marginal. The results of this thrust I believed should be measurable, observable and sustainable and embrace global standards for success, yet culturally sensitive for comfort and acceptability.

With this planning thrust, our members were encouraged to use this device to inform their plans to solve local problems through the use of the international network and cross-cultural sharing that are available to us and with the result of advancing the work of the IFHE. This we believe would also show the impact of home economics in interpreting and addressing the United Nations' concerns for quality of life and improve the everyday living conditions for all, especially the dispossessed and the destitute.

The IFHE connections

The IFHE provides professional opportunities for its members to discover and appreciate the many pervasive conditions to target for intervention that should lead to raised standards of living for each life touched. Connecting with United Nations Committees and groups provided impetus and added support and guidance for our introspection and further action at national and local levels. The annual reports from our representatives on UN Committees helped to bring into the mix of critical data the immediate concerns and opportunities for IFHE to share in the public discourse on many issues that we were concerned about. IFHE has invested in strong relationships with UN groups like: UNESCO, UNICEF, FAO, WHO, UNIFEM, UN-DESA, DPI/NGO, ECOSOC, Council of Europe and CONGO. We also have linkages with other NGOs through alliances and partnerships, many of which are offshoots of the organisations named above.

In addition, our active participation in a range of global fora extended our reach to acquire and share information on ways and means of advancing positive changes to the living conditions of people. These opportunities included but were not limited to the following:

- Two IFHE Representatives at the UN in New York engage themselves in the INGO activities and counselling of the UN Department of Public Information.
- At the 64th DPI/NGO conference in Bonn, Germany, the IFHE was represented by 12 representatives from six countries, who also contributed to the workshop on the occasion of the conference with oral and poster contributions.
- IFHE has active representatives at UNESCO in Paris and FAO in Rome
- Other UN representatives from the Sudan, Australia, Korea, Jamaica and Switzerland participated in regional conferences and workshops that deepened discussions around global wellbeing themes and the role of home economics.
- Four representatives of the IFHE are participants in the following NGO committees of experts:
 - NGO Committee on the Status of Women (New York and Vienna)
 - NGO Committee on the Status of the Family (New York and Vienna)
 - NGO Committee on Ageing (New York and Vienna)
 - The CONGO (New York and Vienna)
 - NGO Committee on Girls (New York).

The annual reports presented to the EC are testament to the vibrancy of our connectivity to the global network for sharing our expertise and our influence in shaping global wellbeing. Professional actions that result in the continuing legitimacy of the discipline of home economics, as well as informing policies that impact the transformation of people in different circumstances, provide a sound indication of quality

leadership of the IFHE organisation in contributing to improving the everyday lives of families and professionals globally for over our 104 years of existence, but especially over the last four years.

IFHE members have participated in the Latin American and Caribbean, in Europe and in Africa in the biennial meeting and consultancies of the FAO. For the first time in 2010 and 2011 our representatives actually participated in UN Department of Public Information (UNDPPI) held in Australia and Korea.

IFHE regional and sub-regional groups as well as country professional groups, educational institutions and allied NGOs have embraced the themes embodied in our goals and objectives for the four years in their annual, and biennial conferences and professional programs. To name a few that I have personal interaction with, they include the Caribbean Association of Home Economists (CAHE), IFHE Region of Africa biennial conferences, Brasillian Home Economics Association, Egyptian Home Economics Association and the Nigerian Home Science Association. Other very active and energized country groups include Asian Regional Association of Home Economics (ARAHE), the German Home Economics Association, Home Economics Victoria, organisations in Finland, United Kingdom, Ireland, United States, and many more that time will not allow me to mention here.

Public discourse

IFHE provided added tools in the form of press releases (IFHE 2008-2012). These planned formal communiqués anticipate the need to stimulate public thought and provide support to and for international events that embrace the many concerns of home economics professionals. When used properly these opportunities are important tools to engage others who are under-informed about our work and our stance in respect of social and economic issues impacting our world. We tease out responses from the public as they respond to our points of view in the way we understand the creation of human betterment. Some of the international events for which we disseminate statements through press releases each year include:

- World Home economics Day
- International Day of Families
- World Population Day
- International Women's Day
- International Day for the Eradication of Poverty
- World Food Day.

Strategic planning which embraced the well-articulated professional ideals, integrated with the globally accepted United Nations goals for human betterment became a defined set of rules to inform the specific action over a four-year period. IFHE members and groups demanded of us to significantly improve our documentation, publication and dissemination as important ways of advancing our self-promotion mandate and to broaden our public conversations. In the period under review, the IFHE produced several position papers and statements that were meant to provide stimulation and lead arguments for our members' use and that would be useful to initiate conversations locally and for political as well as for research and community adaptation. We encouraged advocacy as a political tool and intervention, when conditions are right and require urgent attention. Issues like hunger, children's safety, food security, care of the aged, HIV/AIDS, and disaster management were targeted for collective action by the IFHE. In the period under review we successfully published for members' access as well as for public use the following position statements. The full body of these statements is all available on the public section of the IFHE website.

- IFHE Position Statement 2008 - Home Economics in the 21st Century
- Position Statement on World Food Security and the Challenges of Climate Change and Bio-energy 2008
- MDG 1: Position Paper on Eradication of Poverty
- MDG 2: Position Paper on Primary Education
- MDG 3: Position Paper on Gender Equality

- MDG 4: Position Paper on Child Mortality
- MDG 5: Position Paper on Maternal Health
- MDG 6: Position Paper on Combat Diseases
- MDG 7: Position Paper on Education for Environmental Sustainability/Position Paper on Education for Sustainable Development
- MDG 8: Position Paper on a Global Partnership for Development Position
- Statement to the World Summit on Food Security and presented to the FAO in Rome in 2009
- ‘Effects of Migration on Families’
- Vision 2020: Home Economics, Changing Perspectives in a Changing Environment
- United against Hunger - on World Home Economics day 2010
- International Day for the Eradication of Poverty 2010
- ‘Dialogue and mutual understanding’ - Contribution to the International year of Youth on World Home Economics Day 2011
- Position Statement advocating the strengthening of the protection of Human Rights of Older People 2012

The recognised impact of these professional initiatives and practices taken by the IFHE thus far provide a platform for informing continuing future professional action, for research, dialogue with other groups sympathetic to our concerns but more importantly informing others about who we are and what we do.

In addition the IFHE has taken on more deliberate programs and projects that have advanced the theme of global wellbeing. Some of these projects include:

1. The continuing future proofing activities that include a research project on the rebranding of home economics. An update on this research in progress to be presented at this congress.
2. An IFHE response to natural disasters in developing countries through the establishment of a Council Committee ‘Partnership for Home Economics /Disaster Assistance for Developing Countries’ with the main activity of raising funds to enable tangible and quick response to crises like the devastating earthquake that took place in Haiti in 2009.
3. In response to concerns from members we revived the Program Committee on Family and Gender; still in its infancy so I seize this opportunity invite you to join!
4. We conducted planning workshops for sustainability based on the Kingston workshop among IFHE groups in Africa, CAHE in the Caribbean and Jamaica Home Economics Association.
5. The continued scholarly publication of the *International Journal of Home Economics* (IJHE) for IFHE members. With much gratitude to the editor, the journal improved its scholarly ranking among e-journals and in turn has become a more attractive tool for promoting home economics ideas.
6. IFHE funded a cross-regional research project on ageing that is conducted across six countries - a progress report to be presented at this congress.
7. The Annual Symposium conducted at the Annual Leadership meeting has become a well-received tradition and has focused over the last three years on themes like:
 - Home economics beyond 100 years: Empowering the digital world
 - Ageing: Changes and challenges in society and households
 - The range and role of home economics to support the UN Millennium Development Goals
8. For the first time IFHE introduced a conference day around the theme ‘Vision 2020: Home economics, changing perspectives in a changing environment’ in the 2010 Council meeting held in Sligo, Ireland
9. At the Sligo Council meeting, a workshop with the FAO around ‘Food security and food prices’ established a new in-Council discourse around home economics subject matter in a global context.

10. The IFHE Program Committee on Consumers and Sustainable Development published two volumes of the e-Book on Consumers and Sustainable Development.
11. Through the initiative of Program Committee on Household Technology and Sustainability, the IFHE became a member of the Global Alliance for Clean Cook Stoves and have been disseminating best practices with the use of posture stamped with the IFHE seal of approval.
12. IFHE now has membership in the Global Alliance for Health Promotion.
13. Compiling an overview of home economics projects supporting the UN MDGs.
14. Planning the IFHE Campaign (2012-2014) related to the 20th anniversary of the International Year of the Family (IYF) to culminate at Council 2014 in London, Ontario Canada
15. And finally, IFHE has begun to prepare the next generation of leaders by co-opting the YPN members on the Executive Committee on a two-year rotation, giving each regional leader the opportunity to be so mentored.

Summary and conclusions

So where are we in respect of our Strategic Goals and our contribution to global wellbeing? How have done over the last four years? Considering these to be a works in progress and not necessarily finished products simply because of its reach and magnitude, the next four days will unfold in a way that will reveal a lot more than I could share in these few minutes, and give the opportunity you decide for yourselves how well we have done collectively. Later today the symposium that focuses on the perspectives from the five regions of the IFHE will further the achievement of our professional goals or objectives. All of you who will share in one way or the other will be furthering the achievement of the IFHE and the broad congress goal on global wellbeing. Our work in progress continues.

My own appraisal of our work and performance over the last four years against the Strategic Document that embraced our strategic objectives is likely to be biased. Nevertheless I am satisfied that we did more than fairly well on our achievements. In this my review shared with you and in respect of our ambitious quest we cast a wide net as defined by these six Strategic Objectives:

1. Increase global recognition
2. Increase membership worldwide
3. Improve IFHE's communication
4. Improve financial viability
5. Support efforts to improve quality of life through partnerships and collaboration especially with the United Nations, and focusing on the UN Millennium Development Goals and the UN Decade of Education for Sustainable Development
6. Enhance professional development for both members and non-members.

I believe that we have made significant progress in the way we operate as an organisation spread all over the world. We have armed ourselves with critical bits of information that come from the same pool; therefore, we are likely to be consistent with our core message from the Federation. We have begun to communicate more to the world and not just ourselves. We have successfully integrated select UN imperatives in our organisational work. We are now empowering all our members to act locally and have begun the process of promoting global wellbeing from our own neighborhoods, yet embracing world standards. Your presence here in Melbourne is evidence of your renewed interest in the IFHE and its ideals and I trust when you leave here all of you who are not will become full fee paying members of the IFHE and help grow our income work in promoting global wellbeing.

Thank you for your attention.

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Keynote presentation, IFHE World Congress 2012

Tuesday 17 July

Oikos: Bringing the economy back home

Dr Vandana Shiva

(Founder of Navdanya International)

'Oikos' is the Greek word for home. It refers to both our planetary home and to the particular places and spaces which are our homes, where we belong and live our daily lives. 'Oikos' is the root of both ecology and economy. Ecology is the science of the household or home, of ecosystems and species, of ecological processes that renew life on earth. Economy is supposed to be the management of the household.

However, the economy has lost its way and become separated from 'oikos', in its dual meaning of planet and place. Worse, it has become the reason for destruction of both. At the root of economy becoming anti-oikos are two artificially created boundaries, which I refer to as the 'creation boundary' and the 'production boundary'.

The 'creation boundary' falsely assumes that creation begins with technology and the market. It assumes nature is dead inert matter, valueless in itself. Its only value is as raw material for the industrial process which gives it value. The creation boundary also assumes that women and non-industrial cultures have no intelligence, no capacity to create and innovate. In its contemporary form, the creation boundary is instituted through patents on seed and what I refer to as biopiracy. A patent is granted for an invention. Patents on seed amount to denying the creativity of nature and species. When such patents are on indigenous knowledge, the creativity of women and of diverse cultures is denied.

The falsely constructed creation boundary achieves two things at the same time. By denying the intelligence and creativity of the earth and her diverse species, and women and diverse cultures, it becomes easy to appropriate rights and resources. This is how property is created, including intellectual property and new forms of ownership over seeds and life forms. Locke describes this as the basis of property. As he says, property is created when human labour is mixed with nature. But this creative labour does not include the labour of women, the serf, the work animal, since they too are mere property, and not creative agents. Denying the creative agency of nature and non-property owning humans further allows the destructive tools of appropriation to be interpreted as creative acts. Destruction becomes creation, and real creation and creativity that maintains and renews life disappears.

The production boundary is intimately related to the creation boundary. It is based on the false assumption that if you produce what you consume, you do not produce. Since nature recycles everything, which in effect is consuming what she processes, nature's productive capacities disappear. Since all sustenance economies consume what they produce, their production is reduced to zero. Since women's work in the household is based on the household consuming what they produce, women are not productive. They do not work. So often I hear from women themselves, 'I am just a housewife, I do not work' even though they slog to cook and clean, look after husbands and children and parents.

The category of 'growth' is based on this artificially constructed production boundary. Each time a forest is cut and transformed into timber, the forest dies, but the economy grows. Each time a self-reliant community is made dependent on the market to sell what they grow and buy what they need, children start dying of hunger and malnutrition, but the economy grows. This explains why one billion people are hungry globally, why every fourth Indian is hungry, and why every second Indian child is severely malnourished. When the production of nutrition by biodiversity is counted as non-production, biodiversity is destroyed, and malnutrition is created. When self-reliant food communities are treated as not producing, and are deliberately destroyed by the green revolution and the second green revolution, in the name of producing more food, we witness the emergence of farmer suicides.

Globalisation included entire national economies as lying outside the production boundary. If a country produces what it is consuming, it is not producing. So we are selling our iron ore and bauxite, and importing everything we need. No wonder the manufacturing growth rates are in the negative. Our natural wealth is being plundered, while our people's livelihoods are destroyed. And since production in nature or domestic economies is not counted to begin with, its destruction is not counted either.

Both the creation boundary and the production boundary are false and artificial constructs that are at the root of the ecological crisis and the economic crisis. They are convenient to control the economy and knowledge, to grab resources, privatise the commons, sell a false story of progress. But they are highly destructive to our ecological survival and our wellbeing.

We need to bring the economy home to 'oikos' to address both crises.

To address the ecological crisis, we need to bring the economy home to recognise the creativity and productivity of the earth. This implies getting rid of the false creation boundary and production boundary that deny nature's creativity and production. Valuation of ecosystems services helps wake us up to nature's work and creativity. But this should be used to stop destroying nature, not to commodify her functions. When we did the study on the environmental impact of limestone mining in Doon Valley (in India) for the Ministry of Environment, we valued the functions of the limestone as an aquifer and a source of water. This was used by the Supreme Court to stop the mining. If we know that pollinators contribute \$50 billion to food production, we should ban the pesticides and genetically engineered Bt crops, which are killing our pollinators - the bees and butterflies.

To address the economic crisis, we need to get rid of the artificial production boundary which blinds us to the living economies that provide sustenance and wellbeing. We need to bring the economy home to recognise the creativity and productivity at the level of the household, sustenance economies, local economies and domestic economies. We need to bring it home from the global casino which has created a financial economy that is 70 times bigger than the real economy. We need to bring it home to the 99 per cent who are being excluded by the 1 per cent. We need to bring it home from greed to need.



Keynote presentation, IFHE World Congress 2012

Wednesday 18 July

PowerPoint slides and presentation notes

Family financial sustainability through values based financial education: Implications for home economics

Dr Tahira K Hira (Professor and Senior Policy Advisor to the president, Iowa State University)

Slide 1

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Family Financial Sustainability Through Values Based Financial Education: *Implications for Home Economics*

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Slide 2

Presentation Outline

- **Global financial crisis and its aftermath**
- **Financial sustainability and congress theme**
- **Current status of financial education: challenges and opportunities**
- **Complexity of factors influencing financial behaviour**
- **Strengths of home economics and family resource management model**
- **Where to now?**
- **Correlates of financial success**
- **Best practices and value clarification**
- **Innovative programs: PERL; Aflatoun**
- **Resources**

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IFHE Congress, Melbourne Australia,
July 2012 2

We will start with acknowledging the global financial crisis, and the interdependence of household financial wellbeing and the national financial wellbeing. Moving forward with acknowledging some known causes of the global financial crisis, role of individuals, businesses and the government.

The importance of financial literacy and capability education to address current financial issues will be established - then a case will be made for an integration of financial education with a deeper cultivation of fundamental values along with social education and inclusion.

We will then explore the role of comprehensive financial education in preparing individuals to better cope with the next financial crisis.

It will be argued that financial education should change to be more effective in promoting values, beliefs and behaviours that are necessary for making informed and responsible decisions leading to majority of the individuals and households feeling financially secure. Role of family and parents will be highlighted in this process.

It will be shown that home economics is exactly the field that can meet the challenge presented to individuals, families and the society in the current financial environment; the field has what is needed to develop appropriate educational programs, engage parents, build stronger communities, train teachers, and conduct impact assessment research.

Slide 3

Global Financial Crisis

- **Factors leading to global financial crisis**
- **Effects of financial stressors on individuals, families and communities**
- **Financial education: private concern to national public policy**
- **Challenges and potential remedies**
 - **Default options**
 - **Regulations**
 - **Education**

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IFHE Congress, Melbourne Australia,
July 2012 3

Global financial crisis

- The global financial crisis is perhaps the most striking recent event in financial markets - it was and continues to be experienced around the globe.
- From late 2000, the global economy has seen falls in the US 'sub-prime' housing market, the collapse of Lehman brothers, the nationalisation of Northern Rock in the UK, the emergence of austerity measures first in Germany followed by in Greece, Spain, and a banking crisis in Iceland.
- Current financial crisis has clearly shown that family financial health is strongly tied to national financial health; and that most people were not well equipped with knowledge and attitudes they needed to cope with changing economic circumstances.

Factors leading to financial crisis:

- Businesses aggressively sold, poor and perplexing mortgage-based security products to people who neither understood nor could afford them.
- economic crisis was exacerbated by widespread unethical and irresponsible behaviours
- Greed and irresponsibility played a role in the actions of individuals who bought real estate that they could not really afford.
- Indignity of unbridled consumerism and rampant materialism.
- Two major causes for the current global financial crisis are greed and ignorance:
 - Ignorance is knowing and not doing anything about it
 - Greed is - wanting and getting more at any cost

The aftermath of financial crisis:

- The aftermath of the crisis is still uncertain and countries grapple with the policies needed to stop a repeat of the crisis and to place economies on the path of growth and recovery.
- The effects of these financial stressors for individuals, families and communities have been widely reported.
- More importantly there are implications of severe economic strain for children. However, comprehensive strategies for educating children and youth to be effective managers of money and successful navigators of complex financial markets have not yet emerged (McCormick 2009).
- And hence we have seen financial education moving from largely a private concern to a national public policy issue.

Challenges and potential remedies:

- There is ongoing discussion about the challenges and potential remedies for adults struggling with high rate of indebtedness, diminished incomes, negligible savings, and financial services marketplace replete with complicated product offerings. As we look forward protecting ourselves from similar situations in the future some are calling for more regulations, broad imposition of default options that will shift decision making from individuals to employers, government and providers of the products.

Slide 4

Financial Sustainability

- **Financial sustainability is achieved when individuals are seen more than just consumers, and financial behaviour is seen more than just consumption**
- **Personal and financial resources are managed in a manner that ensures sufficient funds to meet personal financial obligations over the life cycle and through all changes in personal and financial conditions**
- **Individuals maximise efficient use of their financial resources, reduce dependence on consumer debt, prepare for emergencies, and plan for long term financial goals**

We can see that financial sustainability is achieved when personal and household resources are managed in a manner that ensures sufficient funds to meet personal financial obligations and resources over the life cycle and through changes in financial conditions.

We must promote and support an ethical and sustainable approach to financial behaviour, while addressing critical questions such as: should money be a means to an end or the goal itself? What is true affluence? What is genuine wealth?

For that we must articulate specific strategies to help individuals maximise efficient use of their financial resources, reduce dependence on consumer debt, prepare for emergencies, and plan for long-term financial goals such as college education and retirement.

It is knowing what is happening, having a sense of control, living at a conscious level, being prepared for every turn and phase and the concept of anti-materialism.

The fundamental solution is - the promotion of individual responsibility in all settings.

Slide 5

International Federation for Home Economics Congress 2012

- *Developing capacities for sustainable futures – global wellbeing – transformative potential of home economics through creativity and innovation*
- **'A holistic, integrative approach to the study of factors related to the wellbeing of individuals, families and communities'**
- **Family financial sustainability – around the globe, fits well with the home economics congress theme**

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IFHE Congress, Melbourne Australia,
July 2012 5

The 2008 IFHE World Congress Home Economics: Reflecting on the past, creating the future, is a future oriented first step towards this strategy, as is the development of the Position Statement, Home Economics in the 21st Century.

The International Federation for Home Economics has commenced its future-proofing strategy by focusing on questions of sustainability, advocacy and the active creation of preferred futures for home economics, relevant disciplinary fields, and the profession itself, while critically reflecting upon and being informed by its historical roots.

Open Summit on the Future of FCS in Higher Education (1999)

In the session that focused on the core values of the discipline/profession, participants identified 'a holistic, integrative approach to the study of factors related to the wellbeing of individuals, families and communities' (Summit Steering Committee 1999, p. 7).

Holistic, integrated wellness embraces the concepts of self-responsibility, self-direction, choice, and optimism (Montague et al).

Our profession must respect its profound responsibility of doing all of the above while linking our intellectual insights to the everyday life of families, the basic social institution of society and a key determinant of the human condition, and vice versa (McGregor, monograph 2010).

Family financial sustainability – around the globe, fits well with the home economics congress theme. Imagine the successful focus on sustainability (environment-consumption) spreading to financial sustainability with similar approach.

Integrative approach will focus on family as a unit and its members of all ages (child, youth, adult); it will look at the individual as a whole and recognise the physical, psychological, and financial aspects of an individual's life – imagine nutrition, kinesiology and personal finance specialists working together to address the two major problems facing people – obesity and financial vulnerability – imagine starting these explorations in child development programs and carrying them through resource management and family studies areas.

Slide 6

Financial Education

- **Formal or informal – learning is a life-long process**
- **Formal education plays a significant role in financial knowledge, which in turn affects financial behaviour**
- **Most financial management concepts and principles are universal and can be taught formally**
- **Financial knowledge, skills and behaviours vary widely between individuals and households**
- **Experiences and opportunities to learn through observation and role models are influenced by religion, ethnicity and culture learned from the family**
- **Families are important source of financial education**
- **Values, beliefs and attitudes underlying financial behaviours are developed in families**

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July 2012 6

- The overall objective of financial education is to prepare adults and youth for a lifetime of financial decision making and security in a dauntingly complex marketplace.
- Most broad-based financial education programs for adults and children attempt to bring all participants to a minimum basic knowledge of money management skills regarding banking, finance, saving, credit and so forth.
- Latest development is to include not only the concept of education but also access to financial services and institutions, arguing that knowledge alone without access to the resources and services of financial institutions, especially for those coming from under or unbanked communities will not ultimately allow people to choose a financially literate lifestyle (Johnson and Sherraden 2007)
- Financial education in conjunction with the opportunity to immediately put new relevant knowledge and skills into practice can lead to more effective behaviours.
- This means that the third, very critical component of financial education has to be teaching: values clarification – learning to act responsibly – and minimising selfishness, understanding the value in taking care of the bigger good (employees, customers/clients).



Slide 7

National Strategies Documents & Selected Resources

- Australia: NS - www.financialliteracy.gov.au/
- Brazil: www.esaf.fazenda.gov.br/esafsite/educacao-fiscal/39_reuniao_gel/APRES_Brasnet/Default.aspx
- Canada: NS - www.financialliteracyincanada.com/canadians-and-their-money.html
- Colombia: NS - www.superfinanciera.gov.co/ConsumidorFinanciero/estrategiaeducacion012011ev.pdf
- Czech Republic: www.mfcr.cz/cps/rde/xchg/mfcr/xsl/fm_financial_education.html
- Denmark: www.pengeogpensionspanelet.dk/da/Forside.aspx
- Estonia: www.minuraha.ee/
www.fin.ee/finantskirjaoskus
- India: www.rbi.org.in/financialeducation/home.aspx
- Ireland: www.nca.ie/eng/About/Education/ www.lia.ie/
- Malaysia: www.bankinginfo.com.my
www.insuranceinfo.com.my www.duitsaku.com.my/
- Mexico: www.condusef.gob.mx/
www.consar.gob.mx/
- The Netherlands: www.wijzeringeldzaken.nl/home.aspx
- New Zealand: www.financialliteracy.org.nz/national-strategy
- Peru: www.sbs.gob.pe/0/home_usuarios.aspx
- Poland: www.knf.gov.pl/dla_rynku/edukacja_cedur/index.html
- Portugal: [http://www.cmvm.pt/CMVM/Cooperação%20Nacional/Conselho%20Nacional%20de%20Supervisores%20Financieiros/Documents/Plano%20Nacional%20de%20Formação%20Financieira.pdf](http://www.cmvm.pt/CMVM/Cooperacao%20Nacional/Conselho%20Nacional%20de%20Supervisores%20Financieiros/Documents/Plano%20Nacional%20de%20Formacao%20Financieira.pdf)
- South Africa: www.fsb.co.za/
- Spain: www.cnmv.es/DocPortal/Publicaciones/PlanEducacion/PlanEducacion_eeen.pdf
- Sweden: www.gilladinekonomi.se/
- Turkey: www.yatirimyapiyorum.gov.tr/
- United Kingdom: www.moneyadviceservice.org.uk/
NS - moneyadviceservice.org.uk/_assets/downloads/pdfs/businessplan_20112012.pdf
- United States: www.mymoney.gov/about-us.html
NS - www.mymoney.gov/sites/default/files/downloads/NationalStrategyBook_12310.pdf

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July 2012

7

- In both developing and developed economies, the awareness of the importance of financial education has gained momentum among policy makers leading notably to the development of an increasing number of tailored national strategies for financial education in recent years.
- Receptivity to the need to set up a National Strategy for Financial Education (NS) has often been coupled with a greater national emphasis on financial consumer protection and inclusion measures.
- The interest in such endeavours is growing also at the international level. The OECD and its International Network on Financial Education (INFE) are currently working on a set of High-level Principles on National Strategies for Financial Education that are expected to be endorsed by G20 Leaders in June 2012.
- There are several advantages in the development of NS:
 - The first goal of a national strategy remains to be adaptable to national circumstances.
 - They can provide the prerequisite for efficient financial education efforts at national level.
 - They promote a smoother and more sustainable co-operation between interested parties and stakeholders, avoid duplication of resources and, more importantly, allow the development of articulated and tailored roadmaps with measurable and realistic objectives based on dedicated national assessments and following the most efficient and innovative practices.
- However, such initiatives are fairly new and there is a lack of comparative analysis on the approaches taken by countries and on the objectives, framework and implementation of national strategies.
- The analysis shows how countries that have already set up NS overcame a series of challenges from the lack of resources to the difficulty of identifying a leader, gathering all stakeholders around common objectives to maintain their long-term commitment and move efficiently to the operational phase.
- The OECD through its INFE will continue monitoring the design of new NS and the evolution of existing initiatives, notably their implementation and evaluation, in order to update this report as necessary and to provide policy makers with insights into this rich body of experiences.

Slide 8

Challenges in Financial Education

- **Consensus on the core content**
- **A standard measure of outcome (financial wellbeing)**
- **A simple and easily administered outcome measurement**
- **Valid and reliable evaluation approaches and outcomes**
- **Commitment to financial education in formal education sector**
- **Emphasis on *the person* and inclusion of *values* in teaching personal finance**

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July 2012 8

- Financial education programs are characterised by great heterogeneity in the topics and issues covered as well as the populations served, making it challenging to develop reliable and valid measurements that can best capture program outcomes and compare findings across programs.
- However, funders of financial education programs want to be able to measure the impact of these educational efforts on learner knowledge and behaviour. For example, they are looking for some reliable and objective indication of what participants already knew before the program in comparison to what new knowledge they gained.
- Assessing the validity and reliability of the evaluation outcomes, however, is a real challenge. While every effort should be made to enable educators to conduct properly designed evaluations for their programs, we must exercise caution when expecting financial education to automatically result in behaviour change.
- Assessing the validity and reliability of the evaluation outcomes, however, is a real challenge. While every effort should be made to enable educators to conduct properly designed evaluations for their programs, we must exercise caution when expecting financial education to automatically result in behaviour change.
- We must not forget that changing human behaviour is a very difficult job. Financial behaviours are formulated and developed over a long time period and are affected by many factors besides education. To expect a one-hour class or a semester-long course to result in changed behaviours in all of the participants, who have different backgrounds and needs, is unrealistic (Vitt et al 2010).
- Values and responsibilities in both personal and community financial decision making context; improvements in wellbeing - life dignity, are directly linked to capacity.

Slide 9

Opportunities

- **Development of a framework of its own**
- **Focus on longitudinal, reality-based and applied research**
- **Preparation of qualified teachers**
- **Promotion of values-based responsible and sustainable approach to financial behaviour**
- **Collaboration and partnership between educators and researchers**

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July 2012 9

- The field of financial education continues to struggle with several issues including the lack of consensus on the core content of basic financial literacy courses.
- A simple and easily administered measurement that is widely accepted in the field as an indicator of financial wellbeing, and a consistent assessment of the impact of financial education efforts.
- The profession is also searching for a theory of its own because most of the current theories address financial learning and decision-making but not financial literacy.
- In addition, there have been calls for long-term reality-based collaborative and applied research that has the capacity to inform policy and education.
- Financial sustainability is achieved when personal and household resources are managed in a manner that ensures sufficient funds to meet personal financial obligations and resources over the life cycle and through changes in financial conditions.
- Personal finance teaching should be far more values-based and reflective of personal financial situations, not just mathematical and mechanical instruction.
- The long-term financial sustainability of individuals and families should be at the heart of all financial behaviours and all approaches to providing financial education (Mofid 2011).
- We must promote and support an ethical and sustainable approach to financial behaviour, while addressing critical questions such as:
 - should money be a means to an end or the goal itself? What is true affluence? What is genuine wealth?
 - what are the sources of true happiness and wellbeing?

Responsible living involves

- the readjustment of present priorities
- the redefining of human relationships
- the transformation of how societies deal with existing economic, social and ecological challenges
- the intensification of the dialogue between science and society.

Slide 10

Factors Influencing Financial Behaviour

The factors influencing financial behaviour:

- **External/macro factors**
 - **markets (inflation, interest rates), social mood, moral hazard, business (products, services, practices)**
 - **government policies/regulations, peers, schools**
- **Internal/micro factors**
 - **individual (personality, psychology, cognition, emotions)**
 - **family (parents, ethnicity, culture, social environment)**
 - **community (ethnicity, religion)**

- Complexity of financial behaviour is affected by a large number of internal and external factors.
- Factors influencing household finances and financial behaviours can be divided into two major groups - external (macro) factors and internal (micro) factors.
- External factors include inflation, interest and unemployment rates, quality of financial products and services and predominant marketing practices (same).
- Internal factors include individual and cultural values, attitudes, beliefs, knowledge, skills and practices, as well as personal financial resources.
- Internal factors also include individual psychology, cognition, family history and environment, while external factors include financial markets, peers, schools and the media.
- In addition, financial behaviours also differ by culture and are affected by moral hazard, social mood and unconscious herding behaviours.
- Cognitive factors that have been shown to be significant include numeracy, propensity to plan, and future discounting. The development of children's cognition is related to their financial socialisation.

Theories that help explain the complexity of the behaviour and challenges to behaviour change:

- Transformative learning theory engages learners' personal experiences of self and others to help transform perspectives and acquire new view points. Increasingly there is a recognition that transformative learning theory would be most effective because of its engagement with psychological and socio-cultural factors.
- Behavioral economics theory assumes that large proportion of people lack necessary willpower and self control and thus promotes extremely imposed controls such as a providers of a financial product, employer and government. The key principles of behavioural economics, especially as it applies to financial regulation include simplicity, constraining choices, automaticity, mental accounting and creation of social norms.
- While behavioural economics should never be seen as a substitute for financial education, it is a compatible strategy with statistically significant evidence of effectiveness. Thus behavioral economics and financial education used together can be powerful for achieving better financial outcomes in the future.

Slide 11

Strength of Home Economics

- **Its historical origins are placed in homes and wider living environments**
- **The capacity to draw from large range of disciplines**
- **Concerned with the empowerment and wellbeing of individuals, families and communities**
- **The potential to be influential in all sectors of society by intervening and transforming social, cultural, political, and economic systems at glocal level**
- **Capacity to facilitate the development of attributes for lifelong learning**
- **Its emphasis on improvement in quality of life**

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July 2012 11

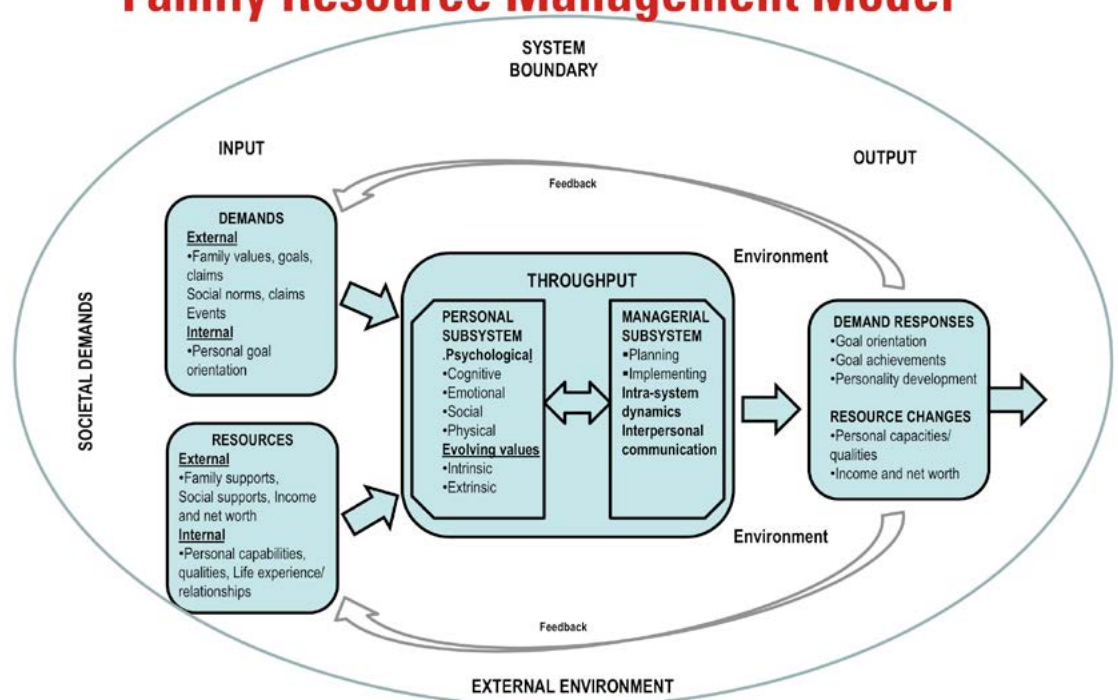
Strength of Home Economics – philosophy and education

- Home economics is a field of study and a profession, situated in the human sciences that draws from a range of disciplines to achieve optimal and sustainable living for individuals, families and communities.
- Its historical origins place home economics in the context of the home and household, and this is extended in the 21st century to include the wider living environments as we better understand that the capacities, choices and priorities of individuals and families impact at all levels, ranging from the household, to the local and also the global (glocal) community.

- Home economists are concerned with the empowerment and wellbeing of individuals, families and communities and of facilitating the development of attributes for lifelong learning for paid, unpaid and voluntary work and living situations.
- Home economics content draws from multiple disciplines, synthesising these through interdisciplinary and trans-disciplinary inquiry. This coalescing of disciplinary knowledge is essential because the phenomena and challenges of everyday life are not typically one-dimensional.
- The content (disciplinary bases) from which studies of home economics draw is dependent upon the context, but might include: food, nutrition and health; textiles and clothing; shelter and housing; consumerism and consumer science; household management; design and technology; food science and hospitality; human development and family studies; education and community services and much more.
- The disciplinary diversity coupled with the aim of achieving optimal and sustainable living means that home economics has the potential to be influential in all sectors of society by intervening and transforming political, social, cultural, ecological, economic and technological systems, at global levels.
- This is driven by the ethics of the profession, based on the values of caring, sharing, justice, responsibility, communicating, reflection and visionary foresight.
- 49 institutions in the United States offer home economics education - though now under different names - many programs under this label are offered.

Slide 12

Family Resource Management Model



The paper defines home economics as the study of laws, conditions, principles and ideals which deals with man as a social being and takes cognisance of his interaction with his immediate physical environment.

- The outcome that we look for universally is Intra-systems in financial wellbeing, leading to - empowerment - life dignity

- Deacon and Firebaugh's (1988) Resource Management Model offers a unique framework to understand the complexity of financial behaviour - its emphasis on Individual Personal/Managerial System is very useful in understanding and promoting a resource management approach:
- This model is composed of three major components:
 - input, throughput, and output.
 - The throughput component is further identified as having two subsystems within the resource management system of each individual:
 - the managerial subsystem and the personal subsystem.
 - When discussing the personal subsystem in an earlier version of their book, Deacon and Firebaugh (1981) described an individual's approach to decision making as intuitive or rational.
- While acknowledging intuitive decision making, Deacon and Firebaugh devoted the vast majority of both versions of their book to a detailed description of the more systematic, rational decision making and management process.
 - Two subsystems within the individual system are the psychosocial subsystem and the managerial subsystem.
- Included within the psychosocial subsystem are knowledge; attitudes; motivation; the ability to think logically; confidence; a sense of self-worth; loyalty; concern for others and for the environment; and the use of time and energy in consumption Gross, Crandall and Knoll (1981).
 - Deacon and Firebaugh Model in addition recognises the role of macro-external system - and its impact on the personal and managerial sub systems; more importantly this is a dynamic model believing in people learning from their experiences and reacting to the outcomes - and making adjustments in their personal and managerial approaches to matters to achieve desired results.

Slide 13

Where to Now

- **From theory to practice – applied research to provide evidence about what works**
- **Specialization to integration – recognition of commonalities among various behaviors – eating, spending, exercising**
- **Involving family to bring about change in behaviour – recognition of the critical role family plays in shaping and molding a person**
- **Focusing on children – the importance of childhood experiences on later age behaviours**
- **Partnership and collaboration – within and across field**
- **Building connections between health wealth (sorting out the role of education, environment, personality on behaviour)**

Home economics focuses on individuals and family units in their homes. The work of home economists is to keep individual families strong so that the collective whole of humanity is strong. They are a fundamental social institution (Sue McGregor).

People living in a family unit learn the skills, knowledge, values, processes, attitudes, principles and behaviours needed to function as a basic social unit and as part of a larger social group, like communities, societies and cultures.

if we have strong individuals and family units, we will have stronger societies and humanity. Families and their homes are the backbone of the human condition.

Our efforts to improve each family improve its wellbeing and quality of life - contributes to the greater good - improvement in the financial health of the communities, countries and the globe.

Slide 14

Correlates of Financial Success

- **Personality**
 - Independent, high self concept, internal locust of control
 - Planners and managers, future oriented
 - Responsible, grounded in reality, knowledgeable
- **Practices**
 - Efficient allocation of resources: money, time, savers
 - Able to differentiate between needs and wants, set priorities
- **Family**
 - Family communications, healthy families
 - Good role models, values, beliefs, attitudes
- **External Environment**
 - Business products, services, practices
 - Government policies and regulations

Other practices that are common among financially successful people:

- They set financial goals
- They make financial decisions jointly
- They have fewer number of credit cards
- They pay off their credit card balances
(they are not Minimum payments people)
- They do not carry large credit credit card balances
- They save regularly - regardless of the amount

It's the practice - not the amount!

Research has provided us the evidence about:

- What role parents exactly played
 - Showed them (by doing it) how to spend, save and give
- What personality traits are essential
- What financial practices work

And these findings have universal applicaton

Slide 15

Best Practices

- **Track their expenses and know how much they spend on various items**
- **Develop a spending plan to live within their means**
- **Start building an emergency fund**
- **Start saving regularly to meet their goals**
- **Develop and keep current their cash flow and net worth statement**
- **Pay their bills on time**
- **Pay credit card bills in full**
- **Understand the basic principles of investing and make safe investments**
- **Understand basic principles of risk management and take steps to protect themselves from various risks**
- **Estimate financial needs during retirement and develop a saving plan to meet those needs.**
- **Show positive trend in household cash flow and net worth**
- **Feel satisfied, empowered and in control of their finances**

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July 2012 15

- The primary objective of financial education efforts is to equip learners with attitudes, knowledge and skills that enable them to manage their financial resources in a manner that assures their long-term financial wellbeing, regardless of the external economic or personal ups and downs that may come their way.
- To know that our educational efforts are producing the desired results, outcome measurements must be explicitly connected with current challenges faced by many around the globe.
- Effectiveness measured by change in participants' select behaviour and outcomes listed on this slide

One of our challenges is agreeing upon and finding simple ways to measuring competencies outcomes - I feel the answers are in front of us - they are simple, they are universal.

- We have other issues that are more important
 - Existing financial education strategies:
 - Remedy imposed, to fix specific breakdown
 - Designed and delivered to target demographic group

- Intended to compensate already existing financial ordeals.
 - Future financial education strategies need to be:
 - Prescriptive, preventative, anticipatory, developmental
 - Delivered on a massive scale - generic and transferable to multiple audiences in various economic contexts.
- Role of the personality - responsible, mindful, deliberate, disciplined, future oriented
- And we must start educating our younger generation at a very early age - so they can develop appropriate values and form good financial habits - we all know changing habits at a later stage is much more difficult.

Slide 16

Values: Influencing Financial Behavior

- **Social values: family, friends and communities of interest, how we handle money is tied up in our family history, habits and cultural preferences**
- **Physical values: tangible aspects of life, health, physical wellbeing and environment (artifacts, clothing styles, vehicles)**
- **Inner values: psychological and spiritual, they frame the behaviours that lead to financial outcomes**
- **Financial values: sufficiency, sustainability, appropriateness, unrelated to how much money we make or have, or what we know about money**

Values are a big part of our personal subsystem. Our values, beliefs and attitudes play a significant role in how we behave and handle our money:

- Financial values are about money and finances, but they are unrelated to how much money we actually have
- Financial life values may or may not be related to what we actually know about money and finances
- These values reflect what we think or believe about our money and financial affairs
- They reflect how we value money, what it can buy and or how much we save and grow it through investments for various segments of our life cycle
- However, nearly everyone, regardless of educational level or affluence, or the part of the world they live, is concerned with:
 - the sufficiency of their money - do I have enough

- the sustainability of their resources - how long will the money last
- the appropriateness of their financial decisions - is this the right choice for me
- The answers to these questions have different meanings for different individuals based on their financial values
- So what is enough to one person can differ greatly from the 'enough' of the person standing next to him or her.
- Those who think more about the sustainability of their money generally have healthier bank balances.
- Parents seem to be the major agents for financial socialisation; they most significantly influence children's norms and values
- Specific life events such as marriage, divorce, childbirth, and the death of a spouse or parent have been shown to be strongly correlated with increased motivation to learn about specific aspects of financial management.
- Finance is 80% behaviour and 20% head knowledge: we have to make a change in the attitude - you have to have a plan for your money.

Slide 17

Partnership for Education and Research about Responsible Living-PERL

- **A partnership of educators, researchers and practitioners working to assist people around the world who are trying to change from being uncritical consumers to becoming more conscious and active citizens**
- **Works to assist people around the world who are trying to change from being uncritical consumers to becoming more conscious and active citizens**
- **Aims to advance education for responsible living by focusing on consumer citizenship, sustainable lifestyles and social innovation**

- PERL is a partnership of educators, researchers and practitioners from more than 120 institutions in over 50 countries, and is based on six years of work of the Consumer Citizenship Network. PERL is coordinated at the Hedmark University College in Norway.
- PERL's approach is to build bridges and to collaborate by recognising that people need to determine their own lifestyle changes -based on good information, consultation and the principles of sustainable human development.

- PERL's main work involves undertaking research and debate, creating teaching methods and materials, encouraging and giving visibility to social innovation, providing recommendations based on its experience and influencing policy.
- PERL works to assist people around the world who are trying to change from being uncritical consumers to becoming more conscious and active citizens.
- Consumer Citizenship Network: PERL aims to advance education for responsible living by focusing on consumer citizenship, education for sustainable consumption, social innovation and sustainable lifestyles.

In PERL the concept of responsible living is defined as the readjustment of present priorities, the redefining of human relationships, the transformation of how societies deal with existing economic, social and ecological challenges and the intensification of the dialogue between scientific community and society. Education for responsible living provides opportunities for learning about the systems and processes connected to consumption. It involves relearning and reorganizing information in wider contexts. It is contingent on reconsideration of such central questions as the value of material and non-material prosperity, and the significance of respect and service to one's fellow human. The present situation indicates the need for the further development of reflective thinking and analytical skills in order to decode the extensive and aggressive commercial messages to which individuals around the world are constantly exposed. (For more information on responsible living see: www.perlprojects.org)

The toolkit aims to promote financial literacy. It provides background information on financial education, as well as an original card game which can be used in various ways. The target audience for the toolkit is educators, teachers and organisations that would like to run seminars and workshops on themes related to personal finance. The main objective of the toolkit is to help learners make responsible choices and take action for their own benefit and the benefit of others.

Copies of the Toolkit are available free of charge from perl@hihm.no

Slide 18

Youth Financial Education: *Aflatoun*

- **Empowering children with social and financial education and financial inclusion**
- **Socio-financial capability – the ability to make informed decisions that benefit the individual and the community**
- **Seeks to nourish a strong sense of self with attention to each individual's rights and responsibilities**
- **Is supplemented by economic content that focuses on instilling a saving habit**
- **Familiarises children with basic planning and budgeting, and introducing them to elements of entrepreneurship**

- In the current financial crisis, children and youth are uniquely impacted by household finance complexities.
- Advertising heavily targets and influences children. They are in stores and retail venues an average of two to three times weekly, exceeding in a typical week the time dedicated to reading, youth group and household activities and outdoor play (Suiter & Mesazaros 2005).
- Moreover, children, especially those who do not go directly to post-secondary education, are quickly faced with adult financial tasks and responsibilities.
- 'Aflatoun' means 'explorer' in Urdu - its aim is 'system change' through partnership. This endeavour was based on the belief that children hold the key to bringing about change in the future ...
- The Strategic plan 2008--2010 refers to: building financial capability, creating access to child friendly financial products and services by changing the financial systems sand regulations to include and stimulate child friendly banking.

People behind this program believe that

- The socio-financial capability - and the ability to make informed decisions is influenced by the appropriateness of the content, quality of the teacher and the personal characteristics of the learner herself - confidence, motivation, willpower and self control play an important role in one's ability to apply financial information and knowledge to one's financial behaviour.
- This program is guided by the 'theory of change' and the belief that financial education in concert with social education and financial inclusion will lead to empowered and socio financially capable children and youth who will, in turn, provide leadership for more economically and civically engaged future generations (Adams, CYFI paper 2012).
- Aflatoun works closely with banks and other financial institutions to stimulate financial education - establishing children's saving groups and accounts.
- A set of 8 class learning books for children 6-14 years of age, instructions for teachers, and one-page 'desired core competence' are available for anyone's use.
- Teacher training is provided - games, songs, and play stimulate teachers to embrace child centered methodology -
- Local people contextualise the curriculum, resulting in 24 language version of the Aflatoun curriculum.
- Aflatoun's world-wide financial education programs that are being successfully delivered offers perfect setting to conduct a learner focused research study to determine the pedagogy, teacher preparation, and delivery methods appropriate for diverse cultural and economic environments.

Slide 19

Resources

- **Creating Home Economics Futures: The Next 100 Years, edited by Donna Pendergast, Sue L.T McGregor & Kaija Turkki 2012**
- **Well-being, Wellness and Basic Human Needs in Home Economics, Sue L.T McGregor Monograph Series No. 201003, 18 October 2010**
- http://www.youtube.com/watch?v=XKchzrCepbU&feature=youtube_gdata_player
- www.SmartAboutMoney.org
- www.challenge.treas.gov
- www.MyMoney.gov
- perl@hihm.no
- www.aflatoun.org/
- www.ted.com/talks/sugata_mitra_the_child_driven_education.html
- MoneyasYouGrow.com
- www.nefe.org/

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July 2012 19

- The failure of markets, institutions, businesses and households during the current financial crisis has shown that both the current economic framework and the current household financial management framework have proven to be ineffective.
- These times demand a revolution in thought, as well as new ways of improving our own financial behaviours and new approaches to teaching resource management and personal finance courses with much more emphasis on personal values and responsibilities.
- The fundamental question, however, is whether we want people to be informed, intelligent people who are capable of making independent decisions they can live with - or whether we want to make decisions for consumers and ask them to accept the decisions that outside sources believe are good for them.
- We must consider that there are only limited places where we can offer opt-in and opt-out approaches. Default programs can be applied only in places where people receive some benefits, such as in workplace retirement savings and not where they are buying merely a product or service.
- We must create an environment in which people have the opportunity to make positive decisions and are 'able' to make decisions because they had the appropriate attitude, knowledge and skills.
- The goal of all financial education policies and practices must be to help people increase their financial capabilities so they are willing and able to achieve desirable financial behaviours for improving their long term financial wellbeing and the overall wellbeing of their communities (Hira 2010).

So home economists, we must take charge of teaching management of personal finance to our children, to our students in our family studies, marriage and family therapy and gerontology programs.

If the world belongs to children why don't we give it to them - Sugata Mitra

Slide 20

Questions – Discussion

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July 2012 20

Each one of us can

- Make a commitment - change our relationship with money
- Be responsible for our financial wellbeing
- Assess our current financial situation
- Get organized – have all critical information at hand
- Set priorities – know where we want to be today and where we want to go tomorrow
- Understand the difference between needs and wants
- Act with full information when making big financial decision
- Manage cash and debt, arrange to protect ourselves from obvious risks
- Manage debt, use it as leverage- understand basic principles of investment
- Invest - don't gamble
- Stay flexible - revisit our financial plan often and make changes as needed

Keynote presentation, IFHE World Congress 2012

Thursday 19 July

What can we do to recover sustainability?: Challenges in rebuilding lives in the wake of disaster

Yukiko Kudo IFHE Vice President, Asia Region

Introduction

It is indeed a distinct honour and privilege for me to be here with you today. When I think about the topic 'Capacity building and education', I have no choice but to start with the story on March 11th, 2011. As most of you know, the Great East Japan Earthquake, tsunamis, and the Fukushima nuclear power plant accident destroyed the sustainability of Japanese society in an instant; the damage this disaster caused to Japanese people's lives was devastating.

It taught us not only about the risk of natural disasters but also the increasing risk and uncertainty of advanced technology. It also made us revisit the relationships between human societies and nature.

After 3.11, regardless of ages, regions and occupations, people started to question what kind of problems this society contains structurally. We have become painfully aware of the importance of environment and of the lives that exist within the environment.

Despite past experiences of Chernobyl and Tokai Village, it is surprising how little we have learned from them. The nuclear accident in Fukushima prefecture revealed the absence of sufficient safety measures in so-called 'safe' nuclear plants in Japan.

Before my presentation, I would like to express my deepest appreciation for all of your cooperation, support and kindness. The material support was very valuable, the emotional and spiritual support you have given us has been tremendous as well. It reminded us of the strength of living in a global community. Thank you very much from the bottom of my heart.

The earthquake and tsunami took over 15,000 lives and still well over 3000 are missing. In the Tohoku area, millions of people are still forced out of their home towns and leading inconvenient lives as evacuees. Japanese society is taking every possible approach to quickly reconstruct the damaged communities.

While this disaster caused the catastrophic damage in Japan, from the global perspective of the IFHE alliance, this is one of the examples to show that we live in a society with a growing risk for major disasters at the global level.

How do we make this society more sustainable? Under this universal issue for contemporary society, I would like to discuss education practice to ensure social changes that support sustainability.

Story

Today, I will be focusing on three main topics.

First, I will reveal issues, both evident and hidden, of modern society through experiences of the 3.11 earthquake. The earthquake, which has destroyed the sustainability of our lives, re-emphasised issues and challenges for Japanese society; not only in terms of our individual lives but also society as a whole.

Second, necessary capacities to overcome these challenges and recover to more autonomous and creative living will be discussed.

Third, I will discuss the importance and role of home economics in building such capacities. Home economics, in its holistic and interdisciplinary nature, can provide an appropriate forum for this, and I will offer some examples of practices.

So much is lost – but life goes on

Our feeling now can be described by words such as anxiety, turmoil, confusion, despair, anger, and sorrow. We ask ourselves now what can we do to step out from the present? And what is our ideal future? From what I see, this is where we stand now. We are facing the fundamental questions of ‘what is life?’ and ‘what does it mean for humans to live?’

Issues and challenges for Japanese society

First, I will reveal issues, both evident and hidden, of modern society through experiences of the 3.11 earthquake.

This massive disaster left us with wide range of complex challenges to recover lives. Without doubt, the primary focus should be on recovering and revitalising the lives of disaster victims. It is necessary to assess how their lives were destroyed and what is required to recover their lives in order to provide adequate support in the reconstruction process.

However, this leads to a more fundamental issue of questioning our lives before the disaster. As mentioned before, we have lived under what was believed to be ‘safe’ and ‘everlasting’, but this massive disaster has destroyed such a conception. It is time to identify elements we truly require in building a sustainable and rich society. In other words, by discussing not only the material damage the earthquake caused but also various perspectives including relationships between human and nature, individual and society, family and community. Among these wide-ranged and complex issues, I would like to talk about several of them that seem important from the perspectives of home economics and building sustainable societies.

1. Recover autonomy and creativity to our lives

Vulnerability of basic infrastructure

Before March 11, Japanese people had believed that our basic physical and survival needs were met a long time ago. Moreover, we had thought that we also had met social needs and attained lives that would make cultural self-actualisation possible. But this disaster has made it clear that it was just an illusion. The experience of power shortage due to shut-down of nuclear power plants, fear of contaminated drinking water and food, and shortage of basic supplies to survive all pointed to the vulnerability of our basic infrastructure.

Loss of autonomy

We have lived as part of a large market economy, made more convenient and efficient through the socialisation of family activities. But movement towards the market economy and away from family socialisation has not nurtured people’s autonomy and capacities. It has become clear that human lives, which should be the core and goal, have lost their autonomy, and have become passive to the external economy and social systems.

Comprehensiveness of lives

It became evident that ‘living needs’ are closely linked with other factors.

For example, at the evacuation centres, healthy and well-balanced lunch boxes were provided to people. However, a growing number of people suffered from digestive disorders such as stomach ulcer. We have rediscovered that people’s basic needs go beyond nutritious foods and that eating hot meals with fulfilment of five senses in a pleasant environment are indispensable in maintaining good health.

Also, in terms of a place to live, evacuation centres provided people with protection from the external environment, and blankets to keep them warm. It seemed to be sufficient to meet people’s basic needs for shelter. However, thousands of reports were made on sleeping disorders and other problems. This too shows that our basic needs for shelter cannot be separated from such issues as comfort and privacy.

These are just a few examples of the processes to rediscover the comprehensiveness of lives but they all lead us back to the basics of home economics. When talking about ‘basic needs for human lives’, home economists consider a human as one with individuality and dignity. Therefore, ‘basic needs for human

lives' are wide-ranging, from 'a life to survive' to 'a life rich in pleasure and comfort throughout a lifetime', which include protecting natural environment, releasing anxiety about disasters, ensuring environmental sanitation, medical care, improving vocational lives etc. It becomes clearly important to recover autonomy and creativity to our lives.

2. The importance of finding a secure basis for living

The continuity of time is essential for sustainable life

The land that was destroyed and wiped away by tsunami after the earthquake was a place to live. It was a place to not only work and grow, nurture children, hand down the wisdom, skills and culture across generations, but also to give a sense of belonging which is essential for sustainable life.

In the wake of this disaster, a number of people have had to relocate so many times just to survive. These cases of relocation are clearly different from the voluntary ones to pursue better lives and socioeconomic values. Evacuation centres are supposed to be temporary shelters and are not made as people's living space. However, many people have been stuck in such an environment for a long time. This kind of environment cannot adequately meet our basic needs for recognition as members of a society, and people living there have been suffering.

Soon after the earthquake, people in the disaster areas went back to where their home was located to look for pictures of their families and ancestors, proof of their existence. What they were desperately looking for, despite the danger of radiation and aftershocks, must have been the continuity of time linking their past and present.

Future is an extension of the present, and the present is a product of the past. It can be said that the future is built on the foundation of what we have established in the past. The action we saw in evacuees is a reflection of their hope to seek continuity of the time that was disrupted by the disaster in order move forward into their future.

These are examples that clearly show how important it is for human beings to have a basis for their living and the continuity of time. In contemporary Japanese society, a growing number of people change their jobs often as work styles become more diverse. We are also having big social problems such as older people after retirement and young people without places they can fully belong to. Such conditions should not perpetuate isolation, which does not adequately meet people's basic needs to be recognised and qualified as members of society.

It is an extremely important challenge for the whole society to build the basis for people to safely feel the sense of belonging, which is an essential need for human beings.

This disaster has also made us ask ourselves 'What are necessary and sufficient elements for us to have the power to live?' Improving life is a necessary element, but it is not a sufficient one. This disaster has made us painfully realise that for our life prospects, having a view to the future is a sufficient element to give us power to live.

3. Gaps between 'scientific expertise' and 'comprehensiveness of life'

What is an 'expert'?

The earthquake and the nuclear power plant accident have caused fear of severe radioactive contamination in our essential environment, including air, soil, and water; the effects of such contamination to our health could be extensive. The experts provided data and information based on their own expertise, but they were all different and we could not tell which one was correct. Sometimes numbers were different beyond comparison. Data were also revised so many times. We did not know what to believe.

Under such circumstances, assessing and locating correct information was not possible. We did not know what to believe, and our lives were filled with confusion and anxiety. As we live in a society with complex problems that require a comprehensive judgement, such gaps among experts made it impossible to provide sufficient information and proper answers. This disaster has clearly shown the limitations of specialised science that we had taken for granted and highlighted the need for experts with more holistic views, who

are able to make comprehensive judgement and understand the whole picture while considering the roles of each part.

We need to revisit the concept of science and bring it closer to our lives. In other words, scientists should work together across the disciplinary borders, including natural and human sciences. They also need to have dialogue with citizens and look at interaction and interrelations among various issues. I believe this kind of movement is helpful to find the best answer in a holistic way rather than optimising only a part of the big issue.

And this is not just about experts. We can say the same thing for everyone.

To place 'life' at the centre, what should we value the most? What kind of physical and mental state are we really supposed to be in? How can we live safely and comfortably? What kind of skills do we need? We should find answers to these questions, and we need education so that we can build capacities in these regards.

This is where the interdisciplinary and collaborative problem-solving skills across the academic border are needed. While each of us has his or her own specialty as a base, we also need education to build the 'capacity to coordinate and integrate' so that we can understand the whole picture of the challenges we face in our living and solve problems while paying attention to relationships among different factors in our lives with a trans-disciplinary perspective.

Capacity building for the sustainable future

Now, I would like to turn to the second topic of my presentation. I will discuss necessary capacities to overcome these challenges and to recover to more autonomous and creative living.

4. Creation of a society that sustains life: Life-oriented society

There are many capacities needed to recover people's lives and our society, but at the end what it comes down to is the protection of life:

- Sustaining oneself
- Sustaining each other
- Sustaining the environment.

Here is an example.

In Iwate and Miyagi Prefectures where tsunamis have hit so many times, there is a tradition called 'tsunami tendenko': to prepare ourselves and protect our own lives at our own judgment. The story tells us, 'When a tsunami hits, you should escape to a hill even if your families are scattered around or "tendenko". When you escape while believing that all of your families have also escaped in their own judgment to support themselves, all of you will turn out to be safe. So you should protect your own life'.

The education program that implemented this tradition has brought about the 'miracle in Kamaishi'.

Kamaishi city in Iwate Prefecture has historically experienced so many tsunamis. In the 3.11 disaster, many people were missing in the city. But 99.9% of 3026 elementary and middle-school students in the city and all of the children at school were safe. This is a good result of a disaster prevention education program that is collaboratively provided by the city and the university.

Educating children on disaster prevention, these children will educate their own children in later years and the wisdom is transmitted to the next generation. This education program is a conscious initiative to create the circle of transmission of wisdom, generation to generation.

When the earthquake hit, the middle-school students in Kamaishi city ran to an evacuation centre, the students of elementary school followed them, and on the way to the evacuation centre, the middle-school students helped to carry the small children and baby carts to the evacuation centre.

When the centre was not considered safe the students escaped further to a hill. Their flexible responses saved all of their lives.

In the thorough education and training on disaster prevention, students have learned that when facing a situation that is beyond imagination, like a huge earthquake, you just protect yourself. Do not cling to the manual but escape at your own judgment. That is what the students have learned.

'Tsunami tendenko' embodies the importance not only of 'acting by our own judgment' to enhance the capacity to support ourselves in any circumstance but also of 'the capacity to actively overcome' crises in our lives. Because this is a capacity to support ourselves that is different from individual selfish behaviours, it can lead to helping others and is becoming the new energy after the disaster.

This example shows the capacities to act by our own judgment when quick thinking is required, to be self-motivated, to be active and to be creative. These capacities are particularly essential for people in a society.

Our society will be even more diverse in the future, and we will no longer have solid lives that are determined by social norms or values. Instead, each of us has freedom to make the best choice autonomously from many options, and at the same time each of us has responsibility for the choice.

We should build such a society - that will nurture responsible people and organisations rather than create more irresponsible people and organisations.

By the way, 'tsunami tendenko' will be taught to children across the nation as a government education program on disaster prevention.

5. Basic skills sustaining life

Skills and knowledge to create, maintain and recover optimal conditions among individuals, families, communities, and society are absolutely important in areas such as food, clothing and housing. Besides those, self-motivated attitudes, creativity, information skills and communication skills are already pointed out in this report as important life skills in a contemporary society.

Through the 3.11 experience, we are painfully aware that we live in a society with a growing risk for major disasters at the global level, and regarding the universal issue of how to make this society more sustainable, I would like to add the following as important life skills as well.

Integration

As I mentioned before, we lack experts who could take a holistic approach to understanding our needs. Through the reconstruction process, we have realised that all the issues in our lives are interrelated. Nurturing capacity to solve problems while comprehensively understanding our lives and looking at relationships among different factors has become ever more important. Trans-disciplinary knowledge integration is now being urged to take a view from a step higher to take a holistic approach to tackling issues we face every day.

Resilience

Flexibility to recover equilibrium is important. We are all part of a big ecosystem closely connected with each other, and everyday living is in balance among surrounding elements, maintaining equilibrium. However, it may sometimes lose its balance through risks that our society inherently contains.

Resilience and reparation are essential to responding to crisis at individual, family, community and societal levels.

Acceptance

In this society, we need to consciously form a mutual support network in our close living environment. In such environment, it is important to have capacities not only to dispatch information and provide support to others but also to listen to others and receive and accept support from others.

How can home economics ensure and nurture these capacities? Challenges facing home economics

So far, I have been through the movement to recover lives in the wake of March 11 as well as directions and necessary capacities to turn this movement into creation of sustainable societies. It is indeed the examination of the effectiveness of home economics methodology as well as the need for further empowerment of capacities that are nurtured by home economics.

So, now I'd like to move on to the third topic of how home economics can ensure and nurture these capacities.

From now on, we will be living in a society with more diversity and risk. Each individual will be more directly exposed to the society. In order to protect our lives under these circumstances, we need to build a safe base between individuals and society.

This is where 'life' is put at the centre. This is where individuals are surrounded by familiar goods and people. This is the private, comfortable and healthy environment where families communicate and live their daily lives.

While this space protects people's privacy, it is not isolated. It is open to and interacts with the external environment at various levels. This is where people have equal opportunities to participate and communicate regardless of age or physical and mental state, and it provides safety and disaster prevention. A social security safety net, rich social capital, unique natural environment, climate, culture and history are around it.

Now is the time for each and every one of us to take action to consciously build such place.

Who creates 'the place'?

That is us, each individual who can integrate people and people, people and nature, people and skills and create the place to make our lives more autonomous and creative.

And how can we attain this?

Now is a good time to bring back the ties with nature, communities and other people. While we long for revitalisation of communities, are we to return to the old days of big families and solid communities? I think it is neither possible nor desirable.

We must consciously develop measures to build new forms of networks, while accepting the individual independence and externalisation of our living that have been caused by economic development.

The power to live is not accumulated just inside ourselves and it is not apart from our living environment. It can be only cultivated through the process of living in and interacting with the environment.

Such ideas are already cited by the great home economists such as:

'The goal of home economics is to create the environment surrounding the human being in which every matter, goods, time, and place needed for existence for human being are integrated to accomplish complete fulfilment of our life nature' (Fusa Sekiguchi 1977).

We need to ask ourselves what lies underneath diversity. In order for people to lead truly rich lives, we should call for different kinds of public responsibilities. In addition to maintaining internal conditions, such as human relationships, housekeeping work, and operation of durable goods, and external conditions, including goods and services in the market, social security and welfare, we also need to arrange relationships between them. We have to go beyond individual and family problem solving and start managing our lives in ways that can lead to formation of a new society (Sachiko Matsumura 2010.)

Of course, this leads me to the IFHE statement:

Home economics is a field of study and a profession, situated in the human sciences that draws from a range of disciplines to achieve optimal and sustainable living for individuals, families and communities.

Home economists are concerned with the empowerment and wellbeing of individuals, families and communities, and with facilitating the development of attributes for lifelong learning for paid, unpaid and voluntary work; and living situations. Home economics professionals are advocates for individuals, families and communities (IFHE Position Statement 2008).

The society we call for is not the one that puts more importance on natural environment, places, history, comfort and security than efficiency and convenience. Instead, the society we call for is the one that can balance natural environment, places, history, comfort and safety with efficiency and convenience.

Home economics has taken steps to achieve these goals.

We will go beyond the interface and become more actively involved in building creative lives that would change our society. This is a capacity to balance independence and coexistence more creatively. This is a capacity that enables us to respond to social changes and to make flexible choices. It is such a fundamental capacity that we must build and have in the modern world.

Epilogue

We have lost too much but still we have to go forward. In the wake of a crisis that cut off sustainability the negative side of our lives has been exposed. A space has emerged where we can recover our lives more autonomously and creatively. In that space, we would like to spread out a beautiful panorama to sustain life

On March 11, eleven new lives were born in the disaster areas. Although they live in hardship, they are growing up healthy and strong, surrounded by the love of their families and many people around them.

When we focus too much on 'safety' in the environment for children, we may make the mistake of seeing nature as trouble and trying to keep them away from it. For example, we may keep children inside as much as possible and keep windows closed, cutting off nature so much that they cannot even smell fresh air, or hear birds sing a song.

Instead, we would like to commit ourselves to bring back nature with infinite potential to children, so that we can help children discover their interests in deeper and more fundamental matters, develop their vivid sense and wisdom to grow physically and mentally.

Young people are starting to play active roles in many places. Students in the disaster areas are filled with enthusiasm to positively build a new society. Starting from cooperation among people with the shared goals, we are now beginning to see new collaborative activities among people, corporations and schools from different backgrounds and cultures. Volunteer activities and involvement have nurtured media literacy and social literacy among them. And resources for personal development, such as empathy, unselfish acts, and feelings of contribution are cultivated. This is an example of creative reconstruction education.

Although it is still small, we are beginning to see a new movement in Japanese society. And we need to nurture this movement and lead it to formation of a sustainable society.

How we turn our lives to more sustainable ways depends on our will regarding what kind of lives we would like to lead and what kind of richness we would like to attain. It would be wonderful if we can nurture the capacities that can redirect social trends with people's wisdom, experiences and sensitivity while cherishing decent lives and building good relationships within a society. This is the time research and education in home economics is expected to play a leading role in redirecting our lives toward sustainability.

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Keynote presentation, IFHE World Congress 2012

Friday 20 July

‘This is the life’: Being a home economist

Jody Vassallo Food writer and publisher, food stylist and consultant

I'd like to use this time to reflect on my absolutely wonderful life as a home economist. At the ripe old age of 26 I decided it was time for me to find myself an occupation that would allow me to stay at home, work, have children and earn a little bit of money. So I enrolled at East Sydney TAFE to be train as a home economist.

I am now much older and that humble little occupation has taken me around the globe numerous times and opened doors I could never imagined walking through back then. I don't *work* as a Home Economist, I *am* a home economist and unbelievably proud of that fact. Never will I allow myself to be passed off as a chef as we are fundamentally different occupations attracting people with hugely different personalities.

I don't care to be yelled at and never would I wish to cook the same recipe time and time again at under ridiculous pressure. Instead I choose to delve into the world of food like an intrepid explorer, continually seeking to unearth a secret recipe or a food remedy from anyone willing to share.

I have written over 30 books, owned and operated my own publishing company, headed up the food department in one of the world's most successful food publishers, styled countless cookbooks and advertising campaigns, taught elite athletes, diabetics, coeliacs and yogis how to cook, styled restaurants in five-star resorts, worked with large food manufacturers to develop healthy snack bars, breads and soups, written healthy room service menus for a major hotel chains; the list goes on but we have a limited amount of time.

I am now honoured to be engaged as Food Consultant for Jamie's Ministry of Food Australia while continuing to operate my own freelance business as a home economist.

Some believe I have the best job in the world. I tell them if you enjoy carting your kitchen around in the back of your car, rising early and putting your head on the pillow late, researching and trouble shooting then consider it, study it and do it. If you are born to multi task and have been known to pull a rabbit from a hat or at least have the ability to find someone who can - then this is the life for you. I have been mentoring young home economists for the last ten years and I am yet to find one who has hung up their apron and moved into a different field, I am constantly amazed at the diversity this profession offers not just to me but to all of my peers.

So I'd like to go back to the beginning my education and training as a home economist and look closely at the elements of that training that have served me, the areas that experience has taught me could have been expanded on and with the benefit of hindsight the areas I think are lacking.

Cooking is the very foundation of my job as a home economist and sound knowledge of basic food skills has been essential for me to work confidently in my role. To this day, I will not agree to mentor or train anyone who has not studied some type of food skills/commercial cookery training. I prefer their training to be in home economics but because these courses are no longer available in NSW I have had to put a lot more time in my role as a mentor. They can learn how to cook and that is the most important place to start.

Next they need to be taught how to write a recipe; yes, I know everyone thinks they can write a recipe, but it is a skill like any other and it requires both methodology and practice, practice, practice. I often struggle with chefs as they have no concept of measuring ingredients and the idea of 'Serves 4' is a totally foreign concept to them.

Once a recipe has been written it needs to be tested and this too is a disciplined task that requires the

home economist to be a bookkeeper, food scientist, artist, editor and - if they are testing another person's recipe - a good communicator. Telling someone their recipe tastes like crap (best not to use those words) or didn't work can often ruffle feathers or bruise egos - so again this requires practice.

After testing this recipe will probably go to photography or be filmed for TV. The home economist will prepare the recipe for photography. It sounds simple enough, I know, but this part of the job can make or break the career of some home economists as it requires one of the toughest skills of all - listening!

Food stylists are a very fussy bunch - and I can only say that because I am one! We have particular ways of doing everything. And if you are going to work with me I will tell you how I want my onion cut, my meat diced, my capsicum sliced, my bean sprouts trimmed, my gravy thickened - absolutely every part of the recipe will be pulled apart so I can get the absolute best looking most appealing food shot for the client. The food stylist and home economist work as a team and communication again is essential. And this starts from the moment the home economist receives a recipe by email from me. They will call and ask about all of the ingredients and it is their responsibility to ensure all the fruit and veg they source for the shoot are the best quality available. Money is never usually a problem for the client, but one thing I stress to most of my assistants is they need about \$15,000 in the bank before they start in this industry. This is because they will be expected to foot the bill for all of the ingredients on a shoot and often or usually clients can take up to three months (or on publication) to pay.

So basically in the food publishing world the home economist role is shopper, cook, cleaner, courier, bookkeeper and chief bottle washer.

But this is only one area a home economist may choose to work in - if television is chosen it is a different ballgame all together. Pressure is high, days are long and conditions can be very stressful. As most of you will know Australia is experiencing a flood of food programs so home economists are employed as food researchers, food directors and food producers. They work with the production team to deliver some absolutely ridiculous requests. TV is the land where pulling rabbits out of hats is expected on a daily basis. You are not asked 'Can you?' but told 'You can' and this is usually within a ridiculous unrealistic schedule.

Just last month I was commissioned to work as a food researcher on a new food program for SBS TV. I had 10 days to come up with five food stories for far north Queensland. I had to co-ordinate the five-day shoot, obtain information and write backstories on all of the talent who were appearing on the show. Edit and test all of their recipes. These create a step-by-step filming schedule for every part of the recipe for the producer.

At the last minute the whole schedule changed so I had to re-coordinate the entire schedule, juggle talent and apologise, apologise, apologise, while still asking talent to provide lunch for the crew!

If the pace of TV gets too much there are still so many options for the home economist. But I have to warn you, these are not usually jobs that you will find advertised on Seek.com.au or in the weekly newspaper. Networking is an integral part of this small often clicky 'not what you know but who you know industry'.

A lot of home ecs have kids so they will choose to work in full time jobs or part-time positions with flexible hours. Major appliances companies like Sunbeam and Breville employ in-house home economists to test their products before they are released onto the market. They write instructions and develop recipes for consumers to show just how easy it is to use their new products. Often they will work with the creative team to come up with new appliances and work right through from concept stage.

Food manufacturers also require the services of home economists who are needed to work with food technologists to develop new food products for the market. Over the years I have been commissioned to develop a range of healthy soups for a juice company that chose to diversify and extend their range. When McDonald's chose to go healthy I worked closely with them to come up with wraps, juices and burger options. Healthy gluten-free snack bars, native spice salt mixes, bread mixes and biscuits are other food items that I have been involved in bringing onto your shelves.

And while we are on the subject of shelves: supermarkets provide a massive opportunity for work for home economists. For the past couple of years Woolworths has been one of my major clients; I write, test, develop recipes and style their packaging.

Other job opportunities include working with high-profile chefs to develop dishes for their airline menus, demonstrating for appliance companies and food manufacturers, writing recipes and developing healthy menus for school canteens, restaurants and resorts, or working as a cooking instructor.

As you can see this humble little profession can take you into many walks of life. I have to be honest and say I never know what I will be doing from one week to the next and I love that. But let me warn you the freelance home ec life is not for the faint hearted. Many of my friends choose stable full time jobs as home ecs, for example as food editors at magazines, teachers at cooking schools, in-house recipe testers at big publishing companies; or we dance between all of these roles.

We all work crazy long hours and are consumed by our job, but I know I can say for certain we'd all agree, it is one of the best jobs in the world.

Keynote presentation, IFHE World Congress 2012

Friday 20 July

The intention of home economics education: A powerful enabler for future proofing the profession

Professor Donna Pendergast

Abstract

Home economics education is an important enabler for achieving preferred futures. With the benefit of predicted megatrends, there is an opportunity to shape the future of the profession to connect explicitly with the strategies and capabilities that are required for setting the compass towards a sustainable future for the profession. Following are the key points developed in this presentation:

- The intention of home economics education is to empower individuals and families to optimise their wellbeing and to develop lifelong learning attributes.
- These intents connect strongly with worldwide agendas about the importance and value of education.
- Little explicit evidence exists to validate the claims made by the home economics profession of its intended learning outcomes.
- Opportunities to validate the profession must be a priority for the profession, offering the means to undertake research that investigates the degree to which home economics education achieves its stated intents associated with wellbeing and lifelong learning.
- Recognition by those external to the profession of the valued contribution, for example the food literacy exposé, are important for gaining validation.
- Re-branding the name 'Home Economics' is an important strategy for setting a future path for the profession.

Introduction

In this presentation, I will highlight the contribution of home economics education to develop lifelong learning capabilities and to contribute to optimising individual and family wellbeing. The intention of home economics education is explored and connections to generational theory and other 'convergent factors' are heralded as key factors impacting on the future home economics education agenda. In order to achieve this, a review and re-presentation of some of the thinking by the author over the last decade will be featured in this presentation as the foundation to the renewed call for a focus on the capacity to develop lifelong learners, who are expert novices in and of their profession. Connections to five interrelated megatrends will highlight the ways in which a proactive position can be taken to ameliorate the trends in ways that set the path for professionals and the profession on a preferred futures trajectory, leaning heavily on the argument that home economics education is a powerful enabler of such an achievement and can be used as a means to empower individuals to be effective agents in the techniques of future proofing.

- The intention of home economics education

Home economics curriculum differs around the world, whether in a school, university or other educational location. Students undertake context-specific content in a range of domains, yet, there is a shared theoretical and philosophical base and set of core practices that bind home economics curriculum globally. Recently, the *IFHE Position Statement - Home Economics in the 21st Century* (IFHE 2008, p.1) captured this shared meaning by formulating the statement that as a curriculum area, home economics:

... facilitates students to discover and further develop their own resources and capabilities to be used in their personal life, by directing their professional decisions and actions or preparing them for life.

Hence, through the engagement in home economics curriculum, the individual is provided the learning opportunity to develop capabilities to enhance personal empowerment to act in daily contexts. Contexts may include, but are not limited to: food, nutrition and health; textiles and clothing; shelter and housing; consumerism and consumer science; household management; design and technology; food science and hospitality; human development and family studies; and education and community services. In the Position Statement, it is argued that the capacity to draw from such disciplinary diversity is 'a strength of the profession, allowing for the development of specific interpretations of the field, as relevant to the context' (IFHE 2008, p.1).

Further, the Position Statement explains that home economics is:

... concerned with the empowerment and wellbeing of individuals, families and communities, and of facilitating the development of attributes for lifelong learning for paid, unpaid and voluntary work; and living situations (2008 p.1).

The key concepts of 'wellbeing' and 'lifelong learning' are strikingly evident as intended outcomes of home economics education. It is to these concepts, in the context of home economics education, that this paper now turns.

Wellbeing

The concept of wellbeing has been explored in the literature for decades, including in the home economics literature (see for example Henry 1995; McGregor & Goldsmith 1998; Deagon & Pendergast 2012), which is unsurprising given that home economics is explicitly concerned with optimising wellbeing. It is used widely in health promotion fields, yet a single definition remains elusive (McGregor 2010). The idea of self-definition, as for family, remains the most useful as it enables a context specific focus. As argued by Twigg and Pendergast (2012, n.p.) the 'most accessible of all definitions is the simplest: wellbeing is good or satisfactory condition of existence, as defined by the individual or family'.

In Australia and globally, considerable research has sought to identify how to optimise wellbeing, including in educational contexts. Two categories of factors have been identified that impact on wellbeing: risk factors and protective factors. Risk factors are those that are likely to negatively affect the achievement of a state of wellbeing; while protective factors are those that are likely to contribute positively to the enhancement of wellbeing. These latter factors can be grouped into five domains: personal, family, formal learning context, life events, and community and cultural domains (Mission Australia 2005). With respect to home economics education, there is a particular opportunity to focus on reducing risk and enhancing protective factors through the curriculum, especially in the domains of the personal, and the formal learning context. By way of example, with respect to the personal domain, developing problem-solving skills, social competence and optimism are all powerful ways of enhancing protective factors to achieve wellbeing, and these are fundamental to home economics curriculum. With respect to the formal learning domain, developing pro-social behaviour, providing opportunities for hands-on activities and success and a sense of belonging, are also protective factors that are fundamentally incorporated in home economics curriculum.

In Australia, for example, the new nationally developed curriculum informed by the *Melbourne Declaration on Educational Goals for Young Australians* (MCEETYA 2008) notes the 'vital role' schools play in 'promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians, and in ensuring the nation's ongoing economic prosperity and social cohesion' (MCEETA 2008, p. 4). As an intended outcome of home economics education, individual and family wellbeing is a powerful aspiration. Combined with the achievement of wellbeing, the development of the attributes of lifelong learning is also explicitly stated to be the intention of home economics education.

Lifelong learning

Education systems around the world have embraced the ideals of lifelong learning since the 1980s. The aspiration of the development of attributes of lifelong learners is commonly embedded as a key component

of government reports and policy documents. It is rapidly becoming a generic educational target connected with and assumed to encapsulate the desirable characteristics of members of society, both during and after their formal years of education. The focus on lifelong learning has been prompted by the emergence of knowledge economies and information societies, the key features of which are well known and documented, including: globalisation and increasing trade liberalism; changing nature of work and employment opportunities; increased mobility; increasing impact of new and future ICTs; and a shift away from manufacturing towards knowledge and service economies (Bahr & Pendergast 2007). Interrelated megatrends indicate that the past trends leading to the need for the development of lifelong learning attributes continue into the predicted future, reinforcing the continued need for this aspirational outcome of education.

Lifelong learning focuses attention on the need for continual learning and on the sets of generic skills and capacities that will equip individuals and societies to embrace the expanded notion of learning and the challenges of living and working in knowledge economies and the new work order. As the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA 2005:5) notes in its position paper Contemporary learning: Learning in an online world, 'continuous learning with clear purpose and connection to the real-world is critical to developing the capabilities, dispositions and literacies required to participate in society and to deal with the complexity of issues and change'. From the point of view of educators, this approach means focusing on the development in students of traits associated with being 'expert novices' (Gee, Hull & Lankshear 1996); that is, someone who is an expert at continually learning anew and in-depth.

Just what is lifelong learning? In their report prepared for the Organisation for Economic Cooperation and Development (OECD), Selby Smith and Ferrier (2002) identify four key elements for education to lead to lifelong learning outcomes for contemporary societies, these being:

- Systemic view of learning - that learning, formal and informal, is linked to the full life cycle rather than 'front-loaded' into the compulsory years of schooling
- Centrality of the learner - recognition of diversity of learners and a shift in priority towards an increased client focus
- Motivation to learn - attention to self-directed and individualised learning
- Multiple objectives of educational policies - economic, social, personal.

Perhaps the best known and most useful of the lifelong learning conceptual frameworks is offered by UNESCO's International Commission on Education for the Twenty-first Century, under the leadership of Jacques Delors. The report, *Learning: The treasure within* (Delors 1996), outlines four characteristics of lifelong learners that are needed to set the parameters of a lifelong learning society:

- learning to *do* (acquiring and applying skills, including life skills);
- learning to *be* (promoting creativity and personal fulfilment);
- learning to *know* (an approach to learning that is flexible, critical and capable); and,
- learning to *live together* (exercising tolerance, understanding and mutual respect).

A curriculum review auditing the opportunities of *learning to do, to be, to know and to live together* offers the potential to understand the contribution disciplines make to achieving lifelong learning capabilities. Unsurprisingly, latterly, the measurement of lifelong learning attributes has become an important priority to achieve an evidence-base to demonstrate the effectiveness of curriculum, pedagogy and assessment practices. For example, the *Composite Learning Index* (Canadian Council of Learning 2010) has been designed to measure the progress of lifelong learning, using the Delors conceptual framework of *learning to do, to be, to know and to live together*. It is made up of 17 indicators and 26 specific measures.

Currently, there is limited research that has explored the effectiveness of home economics education to contribute to the development of lifelong learning attributes, a need for which there is a priority to build a justification for the future of the curriculum area. Although the profession has staked a claim to contribute

to lifelong learning, there is little evidence to support this claim. One piece of research that does provide evidence of home economics as a vital subject that develops valuable life-long learning attributes was undertaken in the Hong Kong home economics tertiary education context (Ma & Pendergast 2010).

In Hong Kong, the Curriculum Development Council (CDC) set as a policy priority that the school curriculum provides learning experiences with an emphasis on the development of generic elements for lifelong learning throughout all stages of schooling and across the key learning areas (CDC 2000). The consequential effect was the need to prepare pre-service student teachers that have the capacities to impart learning to enhance lifelong learning attributes, and to serve as lifelong learning role models. The comprehensive study of home economics teacher education students, specifically in the context of textiles study, revealed that students were engaged in 'RICCCH' learning activities, where the acronym represents: R – Research abilities; I – Information technology; C – Critical reflection; C – Collaboration; C – Creativity; and H – Higher order thinking. These six attributes, typically equated with lifelong learning attributes, were evident in the experiences of the participants of these studies; the students demonstrated the ability to impart this learning to their own students, hence providing experiences that lead to the development of lifelong learning attributes.

Connecting home economics education and the future of the home economics profession

Like most overarching outcomes of education, the development of lifelong learning attributes cannot be 'transplanted' (Bryce, Frigo, McKenzie & Withers 2000, p. 30), but must be developed over time and sustained by shared commitment. So too, the achievement of wellbeing is a long term aspiration and intention of education. If we accept that home economics education contributes to the achievement of wellbeing and of the development of lifelong learning attributes because it intentionally sets out to do so, then there is a need for a commitment, at a policy level, to the delivery of home economics education over time, in the core curriculum. Yet, the current trend is away from home economics as a preferred area of study, especially in school settings. This trend is not necessarily a response to the subject area, but to the more pressing demands of literacy, numeracy and other high stakes areas that are used as comparative measures for educational achievement by local, national and international stakeholders. What home economics has failed to achieve is recognition for the role it plays to intentionally address the optimisation of wellbeing and the development of lifelong learning attributes as core to the discipline. It is this failure, largely due to the lack of an evidence base, that may cost the profession its future.

Ironically, perhaps the best lesson that the home economics profession can learn about having its curriculum legitimated is one provided from outside of the field. Public discussion about the role of schools and formal curriculum to prepare young people to be food literate has received scant attention until recently, when medical experts dealing with the consequences of the obesity epidemic made the following plea: 'providing a mandatory food preparation curriculum to students throughout the country may be among the best investments society could make – bring home economics back' (Lichtenstein & Ludwig 2010, p. 1858). In their article related to the obesity epidemic in affluent countries, especially the United States of America, they suggest that '... girls and boys should be taught the basic principles they will need to feed themselves and their families within the current food environment: a version of hunting and gathering for the 21st century' (p. 1857). They argue that to date, most programs meant to address obesity have had limited success because they fail to connect knowledge, skills and critical decision making, and that any solution must address the poor food quality of the average diet and how to prepare food and plan meals. They argue the need for home economics education for all students:

... Home economics curriculum could equip young adults with the skills essential to lead long healthy lives and reverse the trends of obesity and diet-related diseases. This instruction will also help youth re-establish a healthy relationship with food, protecting them from the constant onslaught of weight-loss diets and body-building fads. (Lichtenstein & Ludwig 2010, p. 1858)

In the United Kingdom, the school curriculum has been identified as one area to focus reform in attempts to rein in the devastating effects of poor nutrition and its contribution to child and adult obesity and related chronic health diseases. The development of the Food Competency Framework (Food Standards Agency 2007) mandates the teaching of food skills and knowledge for children and young people for the ages of

7-16. Incorporating functional, interactive and critical food literacy, this framework includes knowing what foods to eat and why, how to read food labelling information and what it means, and how and why we need to prepare and cook food safely. This framework is being delivered in all schools in the United Kingdom by home economics teachers.

As a confirmatory note, Pendergast, Garvis & Kanasa (2011) recently analysed the commentary of members of the public regarding the role of home economics to deliver food literacy. Respondents revealed:

... the power of home economics to change their food literacy habits. In particular a number of males wrote of the importance of learning home economics at school ... Many of the males made references to using recipes they had learnt during home economics at school. This snapshot provides evidence of the importance of teaching home economics in schools for the future. Many of the male participants also wrote of building on previous skills and knowledge learned in home economics, demonstrating evidence of lifelong learning with food literacy (pp. 428-429).

What all of this points to is timing. It is apparent that food literacy education may provide one avenue to highlight the potential contribution of the discipline. The profession of home economics is closely linked to its viability as a curriculum area in schools and in universities and other places of learning. Home economics education remains the dominant area of work for professionals in the field. Hence, the issues that impact on the profession synergistically relate to the viability of the field as a discipline of study. Being opportunistic is important for shaping the future of the profession, and timing is vital in this regard.

In 2006 Pendergast coined the concept of 'convergent moment' to capture the idea that a number of important societal and historical factors are currently aligning, providing a never before experienced opportunity to re-vision the home economics profession. When taken together, these factors can be seen as catalysts for major reform - making this a defining moment for the profession. The current focus on food literacy is evidence of this impetus. The six convergent factors, along with a brief explanation, are presented in Table 1.

Table 1 Convergent factors in the home economics profession

Convergent factor	Explanation
100 year history of the profession	The past century since the inception of home economics has been one of invention, development and changes in roles for men and women generally in society. This current decade is unlike any of the ten before, as it signifies a major shift in society, with the effects of globalisation, Information and Communications Technologies, making this decade unlike any previously experienced. It represents a societal paradigm shift.
Consumption and globalisation	The global pattern of a divide between the developed and developing countries where around 20% of the worlds' population consumes 80% of the products and services, and the remaining 80% consumes the remaining 20%, has created problems for both groups, with the effects of abundance sometimes being described as 'affluenza,' while the effects of under provision leads to poverty, under nutrition, lack of educational opportunity and more. There is a lack of parity between the globalisers and the globalised.
Generational theory	The socio-cultural construction of society based on generations provides a valuable insight into the current issues confronting the home economics profession. The future of the profession lies in the hands of the Y and Z generations, the characteristics of which must be contended with and embraced by the profession if it is to pave its preferred future.
Societal context of the 'New Times'	The idea of societal paradigm shift from modernity to postmodernity is played out in workplaces, schooling, new literacies, new families and communities. Given that home economics engages and operates among these contexts, it must embrace and lead the fundamental dimensions of 'new times'. The Age of Terrorism and the Information Age are facets of the new times.

Convergent factor	Explanation
Family changes	Major changes occurring in individual and family characteristics around the globe. The United Nations identifies four trends that impact families around the globe: changes in family structures, demographic ageing, the rise of migration, and the HIV/AIDS pandemic.
The United Nations Decade of Education for Sustainable Development (2005-2014)	In a recently released document titled Guidelines and recommendations for reorienting teacher education to address sustainability, the importance of the world's 59 million teachers to educate for developing understandings about sustainable development is articulated and strategies for action outlined. It is argued that 'the core themes of education for sustainability include lifelong learning, interdisciplinary education, partnerships, multicultural education and empowerment' (UNESCO 2005 p.15). The approach urges a multidisciplinary approach, noting that 'no one discipline can or should claim ownership of education for sustainable development' (p. 27).

Adapted from Pendergast (2006, 2008)

It can be strongly argued that these convergent factors each have a role in the curriculum of home economics, as well as in shaping the future of the profession. This is the opportunity to reconfigure the profession as a cultural practice. However, there are a number of negative forces that need to be addressed to enable this process to flow. In Pendergast's (2001) theoretical work around home economics and the compliance of the profession to empower members as a reconfigured cultural practice, several consistent themes that characterise this mindset were noted, including:

- the splintering off of specialisations and of knowledge in the profession
- research in the field typically conducted as a small and piecemeal body of work, lacking impact and cohesive potentialities
- the loss of common professional purpose
- anti-intellectualism
- a reluctance on the part of many professionals to be self-reflective about their own beliefs
- a lack of respect for the academic world
- continuous struggles to gain legitimacy within patriarchal parameters
- the apolitical orientation of many members of the profession
- the dominance of transient social agendas driving home economics
- the difficult relationship between feminism and home economics.

Any one of these 'problems' would be cause for a profession to (re)consider its position. Taken together, these themes tell the story of a profession and its members that appear to be constantly struggling with, and grieving for, the repeated failure of attempts to establish a legitimate identity (Pendergast & McGregor 2007). It could be argued that home economics is in fact a failed institution. The profession has clearly failed to position itself as a leader, and to be progressive in its approach to defining its niche in the valued education curriculum. This predicament is astounding given the intention of the profession to enhance wellbeing and to optimise the development of lifelong learning attributes, both of which are key goals of education in the 21st century.

The way ahead is to make links with the opportunities. One way forward is to work closely with the megatrends predicted for the future, and to position the work of the profession, especially in the curriculum work, around these trends. Food literacy is, in fact, a good example of such as strategy, as it links strongly to megatrend 3, divergent demographics. Table 2 provides some examples of home economics curriculum relevant to the megatrends.

Table 2 Interrelated megatrends and examples of related home economics curriculum

Interrelated megatrends	Explanation	Examples of related Home Economics curriculum
More from less	This relates to the world's depleting natural resources and increasing demand for those resources through economic and population growth. Coming decades will see a focus on resource use efficiency.	<ul style="list-style-type: none"> • Home management • Food selection, preparation and storage • Financial management • Energy efficiency • Textiles selection and care
A personal touch	Growth of the services sector of Western economies is being followed by a second wave of innovation aimed at tailoring and targeting services.	<ul style="list-style-type: none"> • Creativity and design to meet individual needs • Problem solving and decision making strategies
Divergent demographics	The populations of the 34 OECD countries are ageing and experiencing lifestyle and diet related health problems. At the same time, there are high fertility rates and problems of not enough food for millions in poor countries.	<ul style="list-style-type: none"> • Food and nutrition literacy • Human development and relationships • Equity and resource management
On the move	People are changing jobs and careers more often, moving house more often, commuting further to work and travelling around the world more often.	<ul style="list-style-type: none"> • Housing • Time management • Interpersonal relationships
i World	Everything in the natural world will have a digital counterpart. Computing power and memory storage are improving rapidly. Many more devices are getting connected to the internet.	<ul style="list-style-type: none"> • Interpersonal relationships • Design and creativity for problem solving in a range of contexts

(Columns 1 & 2 from Hajkovicz & Moody 2010, p. 3)

Home economics as a sustainable profession

In order for home economists to be influential leaders in creating preferred, sustainable futures, there is a need to focus on the sustainability of the profession itself. This paper has sought to consider these two significant issues in tandem, highlighting the coincidences and convergences of events that serve as catalysts to taking such action at this time. There is no doubt the profession is positioned to play a pivotal role in shaping preferred futures, which are crafted in response to the megatrends – but it must attend to its own internal questions of sustainability first. The following is a composite of key messages for shifting to a positive capital position; hence, sustaining the profession:

1. The name must be better rebranded: Home economics is a great name, but it needs re-branding. Rebranding is about placing in people's minds the associations with a term, product or idea. Home economics has not, in its 100-year history, had a clear brand that positions it to reflect its intended contribution to achieving wellbeing and developing lifelong learning attributes. This is an institutional capital issue for the profession and the IFHE has now committed to a rebranding strategy.
2. Fragmentation of the field must stop: another inevitably failing strategy is the fragmentation of the umbrella profession into various micro-fields that lack a central understanding and a connection with the intent of the profession, leading to the integrity of the profession being diffused. Many examples of this fragmentation exist in almost every education system around the world, not just in home economics.

3. Curriculum content at all levels should always be contested: Much has changed in the last century, and the rate of change is only increasing. Students need lifelong learning attributes, for paid, unpaid and voluntary life roles. Students must be expert novices. Students need transportable essential learnings focusing on lifelong learning capabilities. Optimising their wellbeing is paramount to achieving this. While the profession makes claims about its intent, it is up to individual practitioners to ensure this intent is achieved.
4. Home economics requires academic evolution, both in the classroom and in the academy: The profession must have an internationally united philosophy that shifts it to an agenda-setting position and that clearly articulates the uniqueness of the discipline (adapted from Pendergast 2006).
5. Research to measure the efficacy of intentions is required: Claims made in the IFHE (2008) *Position Statement* must be validated through extensive research, and this process and attendant results must be validated through peer review.

Summary

Home economics education is an important enabler for achieving preferred futures. With the benefit of predicted megatrends, there is an opportunity to shape the future of the profession to connect explicitly with the strategies and capabilities that are required for setting the compass towards a sustainable future for the profession. Following are the key points developed in this paper:

- The intention of home economics education is to empower individuals and families to optimise their wellbeing and to develop lifelong learning attributes.
- These intents connect strongly with worldwide agendas about the importance and value of education.
- Little explicit evidence exists to validate the claims made by the home economics profession of its intended learning outcomes.
- Opportunities to validate the profession must be a priority for the profession, offering the means to undertake research that investigates the degree to which home economics education achieves its stated intents associated with wellbeing and lifelong learning.
- Recognition by those external to the profession of the valued contribution, for example the food literacy expose, are important for gaining validation.
- Rebranding the name 'Home Economics' is an important strategy for setting a future path for the profession.

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Keynote presentation, IFHE World Congress 2012

Friday 20 July

Closing address, IFHE World Congress 2012

Professor Geraldene B Hodelin

PhD, CPHE University of Technology, Jamaica; IFHE President 2008-2012

Distinguished ladies and gentlemen; members of the outgoing and incoming Executive Committees; Chairmen of Programme and Council Committees; Presidents of Honour; dedicated and hardworking members of the Congress Organising Committee; our very hospitable and generous hosts for this 22nd World Congress for the IFHE; and all the well wishers and friends of home economics in the hearing of my voice. I am proud and happy to stand here at this moment and help to bring the curtains down on this 22nd World Congress of the International Federation for Home Economics.

The pleasure and joy of serving the IFHE for the past four years as President and two years as President-elect during the previous two years, without a doubt, marks the pinnacle of my career as a professional home economist. I have used my home economics education to transcend many personal hurdles in my life, to impact my own family life but most of all to understand better the world in which I live and work, raise my family and influence the lives of many people. Over the last four years, I have been proud to advance the ideals of this noble world organisation, knowing that while I was growing interest in the work of the Federation and the discipline of home economics, I was as building a network of friendship. Young home economists with whom I have interacted in the different places I visited saw clear possibilities for themselves as a future leader in their field of education and of home economics because what and how I represented the IFHE to them. Experienced home economists and IFHE members became more committed and joined in the buzz of professional activities that symbolise collegueship, friendship and interdependency.

If I had more time as President, I would go to more places and share the message that as a home economists you can do well in most anything you do if you have the commitment, make a plan for your engagement, if you respect diversity in people as we work with them, if you share your knowledge and skill generously and *live the life you teach*.

I am often asked about the challenges that I encounter in leading a world organisation. Well, those of you who worked closely with me, certainly if you attend the EC meetings regularly, you know that the challenges are many and the solutions are often elusive. But when you believe in what you are doing, and more importantly when you believe in the people with whom you work, when you see the possibilities for growth and development in every problem, when you recognise that we each have something to share irrespective of the position we hold, and when you believe that each one of us can use our strength to help a weaker person become strong, you should embrace the notion and find joy in it, because you have found at least one path to work satisfaction and service to God.

I am inspired by the lyrics of a Jamaican reggae song which was adapted from a poem written in 1936 called *Book of Rules* and published by Doubleday (the author is uncertain).

The verse has been adapted in many ways over the years, and one of our creative musicians, Bob Andy, around 1983 popularised the verse within a song that became very popular in many places, not just in Jamaica.

The verse of the song from which I draw inspiration is:

- And I say common (small/poor) people like you and me
Will be builders of/for eternity
Each is given a bag of tools
A shapeless life
- And a book of rules

This is one of those ditties that cause you reflect on the message it contains and in doing so place yourself actively in the land of the living, not as a spectator but as ‘mover and a shaker’. I was always an active, solution-oriented professional, not sidetracked by status and self importance. So the words of this song resonates with me as an inspiration for me to report to ‘active duty’ when summoned. Those of us who have come to accept that our work is about creating futures and shaping lives, will respect the message in this little verse. I believe that as a home economist, as a teacher I am a builder of the future, and so are you.

My **bag of tools** was packed with my education, my search for knowledge past, present and future.

The shapeless life has been the many contexts in which I have had to operate; to make sense; to improve and place on the path of sustainability.

And my **book of rules** has been the organisations through which I have been able to do this work, my family, the University of Technology, Jamaica, the Jamaican Home Economics Association, the Caribbean Home Economics Association and very importantly, the International Federation for Home Economics

If there is one message I can leave with the incoming President and the new Executive, it is this. The future-building of the IFHE has begun. It is time to begin to prepare for the next wave of concerns and solutions that will help in the positive change in the ordinary lives of people and perpetuate the advancement of the IFHE agenda. Our work never ends until equity and full access to quality living exists around the world. Natural and manmade disasters will always create opportunities for our expertise. Systemic injustices impacting the everyday lives of people will always require our intellectual inquiry and solution formation approaches to define appropriate intervention. Even when all seems well economically and physically, there are psychosocial issues that challenge us to regularly revisit our ‘book of rules’. So, please remember to embrace the wisdom of our seniors and capitalise on the energies of our active members.

Use them well and grow our Federation for a sustainable future.

My profound gratitude goes to Anne von Laufenberg Beermann. Let me be personal for a minute and say, to you my sister. Thank you for your professional management of the IFHE office in Bonn, for the support given to the President, to the Executive and the Committee Chairs. The professional and responsive way in which you managed the staff and volunteers over the last four years was exceptional. To the entire Bonn staff I commend you to our incoming President, and thank you whole heartedly for the love and commitment to IFHE.

My keynote paper has given you a sense of how I feel about the IFHE accomplishments over the last four years. I know that we accomplished a lot but most of all, you, all of you IFHE members gave me a chance learn a lot about you, your passion and your commitment but most of all to learn a lot about myself.

There is much pleasure to be had in this work. Thank you wholeheartedly to my outgoing Executive Committee for their honesty and frankness as we dealt with the difficult as well as the easy issues. A very special thank you to my coopted members on the EC, who served for the four years: Margaret Arcus, Jane Lloyd Hughes and Margaret Jepson, for your advice, your dedication, your individual and collective wisdom. Thanks to our Young Professional Network representatives for keeping us future-oriented in our deliberations.

I am sorry that we lost some good friends along the way. Among them were Monica Tupay who told me that I would be president of IFHE eight years before the event. The insightful Maria Thiele Wittig who always had the right words to say even in a most difficult situation and Kulkanit Rashainbunyawat. My significant memory of Kulkanit is when I gave her a walk through of my home in Kingston in 2009. I believe that God has given them and all the other colleagues whom we lost over the last four years a gentle assignment in heaven.

A public thank you to my Canadian colleagues for their support over the last four years and who have taken on the challenge so energetically to host the 2014 Council meeting in London. Thanks to the Caribbean Association of Home Economists for their love, encouragement and strong support for my work; to three successive Presidents of the University of Technology, Jamaica who not only helped to nurture me through this work but gave me the chance to use my home economics education in creative and fulfilling ways in higher education; to my husband Milton and my children Khalid, Malaika and Omari who showed such a deep understanding of my passion for my work and never made it a problem.

Now is that time to hang the medallion around my successor's neck. Congratulations to President-elect Carol Warren and her new team of international colleagues. You have my continuing support and commitment for the greater good of the IFHE and for our continuing friendship.

Finally, thank you IFHE members, thank you for giving me the chance to serve you with love. God Bless.