

Keynote Speakers

XXIII IFHE WORLD CONGRESS 2016

Daejeon Convention Center, Daejeon, Korea
Sunday July 31 – Saturday August 6, 2016

Hope & Happiness:

The role of Home Economics
in the pursuit of Hope & Happiness
for individual and communities
now and in the future



Hosted by |



Sponsored by |





Keynotes and Speeches: Supplementary Material

Challenges and Future Directions for Home Economics Education

Virginia B. Vincenti, Ph.D 004
Professor, University of Wyoming

**Towards Hope and Happiness:
The Role of Family Policy in Korea**

Hee Young Paik 014
Former Minister of Gender Equality & Family
Professor Emeritus, Seoul National University

Hope: Because We Must

Peter O'Connor 016
Professor, University of Auckland

**Consumer Policy in Comparative Perspective:
Lessons in Humility and Hope**

Robert N. Mayer 022
Professor, University of Utah

**Hope and Happiness in Mothering and Fathering:
What Can "Positive" Approaches in Home Economics Education Do?**

Masako Ishii-Kuntz 062
Professor, Ochanomizu University

**Why GRIT is Important Especially for Children,
Students and Parents?**

Joohan Kim 082
Professor, Yonsei University

Working Together for Better Health - Act Local and Global

Ilona Kickbusch 096
Director, Graduate Institute Geneva

WLB Issues and the Supporting Roles of Public Agencies in South Korea

Tae-seok Kim 114
President, Korean Institute for Healthy Family

Monday August 1, 09:30-10:10



Challenges and Future Directions for Home Economics Education

Virginia B. Vincenti, Ph.D

Professor

Family & Consumer Sciences Department, University of Wyoming (USA)

Biography

Virginia Vincenti is Professor of Human Development and Family Sciences (HDFS) at the University of Wyoming from 1992 to today. Previously she was Program Director of Home Economics Education, University of Massachusetts-Amherst, 1988-1992 and was invited to teach home economics education graduate courses at The Pennsylvania State University and Iowa State University. Because of her involvement in the U.S. critical science movement, she has used practical reasoning, critical thinking, and ethical reasoning in teacher education, HDFS graduate and undergraduate courses, and journal articles and book chapters. She earned her B.S., Mansfield University, Pennsylvania and M.S. and Ph.D., The Pennsylvania State University, all in Home Economics Education. She also earned an undergraduate minor in Chemistry and graduate minor in Individual and Family Studies.

Her research has focused on the history and philosophy of home economics/family and consumer sciences and currently on financial exploitation by family members responsible for managing the affairs of elderly relatives, a growing problem globally. All her research has sought to strengthen professional practice and improve life for individuals, families and society.

Her publications include her dissertation: *A History of the Philosophy of Home Economics* and co-edited book: *Rethinking Home Economics: Women and the history of a Profession*, both translated into Japanese, and numerous refereed articles also focused on the history and philosophy and on issues, all related to strengthening the profession. She has also given keynote and numerous research presentations at national and international conferences.

Influenced by the work of Brown and Paolucci's (1979) reconceptualization of home economics, she has used a critical science approach, including practical problems, practical reasoning, critical thinking and ethical reasoning in her teaching and scholarship. She has served as president of the American Association of Family and Consumer Sciences and her state affiliate, and served in various leadership capacities. She also co-chaired numerous consumer conferences.

Challenges and Future Directions for Home Economics Education

Virginia B. Vincenti, Ph.D., CFCS

University of Wyoming

The purpose of this presentation is to provide an historical foundation for the following presentations on home economics education curriculum development in specific countries and to suggest a future direction for home economics education curriculum based on a philosophical orientation. I am humbled by this invitation to address such a broad and important topic. Although I've tried to include a few insights about the international/global development of home economics curriculum, my understanding is primarily from an U.S. perspective for which I apologize. Although, I suspect that the U.S. experience may not be unique, I look forward to hearing what my esteemed colleagues have to say.

History of Challenges and Changes in Directions for Home Economics Education Curriculum

It is widely accepted that by understanding our past, we can better understand our present, and more effectively influence the future. Because we are a mission-oriented field and discipline, we integrate knowledge from our own disciplinary research with that of multiple other disciplines (e.g. physical and social sciences) and interpretive fields (e.g. arts and humanities) to take action through our practice to address today's needs and problems of our students and society to ultimately improve life in the future.

While preparing for this presentation, I reread a 1987 article I authored on a history secondary home economics curriculum¹⁾ around the time of the Lake Placid Conferences on Home Economics (1899-1908), which changed the U.S. home economics movement into a profession. Among the attendees there was much debate about conceptualizations of school curriculum. What struck me was the similarity between contextual influences on home economics school curriculum then and now. Influences included industrialization's impact on income disparity as big industry grew and small businesses failed; exploitation of laborers required to work long hours for low pay in unhealthy conditions; pollution from industry and from new technologies, e.g. gas lighting that required improved ventilation; migration for jobs from rural areas and many countries, contributing to urban overcrowding; housing, public health, safety, and sanitation issues; the population's poor health; and the impact of Social Darwinism that justified blaming those struggling as being a drag on societal progress. The early home economics leaders recognized that these conditions were negatively affecting families and shifting responsibility for children more to schools, police and boards of health.

Beginning in the mid-nineteenth century, Catherine Beecher created girls' schooling to help students develop critical thinking and moral leadership they would need in their own homes as wives and mothers and in the wider community. By the twentieth century, the notion that all girls needed training was a pedagogical given (Apple, 1997, p. 80). The Lake Placid attendees agreed that home economics had an important role to play in the schools, but, like today, they didn't agree on a curriculum that would elevate and enlarge women's roles in the home and in society. Several conceptualizations were presented—science and art applied to "right living", manual training for home and possibly paid employment, and a broader preparation for home, community and civic life (Vincenti, 1987, p. 42-43). Home economics was being introduced into numerous schools, despite many educators' skepticism about

1) "Home economics" was not the term used throughout our history, but I will use it consistently for simplicity's sake.

its value and their belief that it was a fad that was contributing to the overcrowded school curriculum.

To address these criticisms, some home economists tried to design a curriculum that would prepare students for college and meet college entrance requirements, while others argued that instead of preparation for later advanced work, it should provide a complete program for the many not going to college. Proponents of the manual training curriculum argued that “preparing girls for their specific role as preservers of the home and family”, home economics was supporting the industrial economy that demanded more workers with skills previously only needed by a few. These strategies prompted the question “Is there danger of sacrificing the subject in order to get it recognized?” (Vincenti 1987, p. 48). This question is relevant still today. Companies prepare teaching materials and otherwise promote curriculum that supports their interests. A home economics teacher once told me that a sewing machine company would supply computerized machines and a scholarship for a graduating senior who would be majoring in clothing and textiles or fashion merchandizing as preparation for a career in the apparel industry, if she would revise her curriculum to meet the company’s requirements which she was doing. Whose mission is this serving? “When organizations with vested interests . . . are given the opportunity to influence or determine the curriculum, then educators allow themselves and their students to be treated like human capital or pawns” (p. 48).

None of the proposals then focused on preserving or promoting democratic valued and practices that would empower citizens to critically examine false and distorted messages and values of the dominant ideologies that conceal underlying causes of social problems. What appear to be problems, such as family violence, addiction, crime, and unhealthy diets, are often merely symptoms. Again, I argue that this concern is even more relevant today in our technologically connected world flooded with professional advertising and strategic media messages from various special interests.

During the Lake Placid Conferences these contextual conditions contributed to seemingly irreconcilable controversy between child-centered and subject-centered views of school curriculum influenced by the philosophies of European educators Pestalozze, Froeble, and Herbert, and American educational philosopher, John Dewey. Despite these social conditions, some advocated for the study of classic subjects believed to discipline the mind and character, strengthen transferable intellectual abilities, cultivate a sense of duty and moral obligation, imagination, and aesthetic taste regardless of subsequent occupational pursuits. Others supported education of physical and social sciences and practical subjects.

This contributed to the curricular change around the turn of the 19th century from emphasis from religious to secular knowledge and encouraged the adoption of mandatory schooling and increased support for practical subjects in secondary schools. These changes expanded and diversified the student body and changed the purpose of secondary schooling from preparation for college to preparation for community life and production of specialized, technical workers more efficiently than through apprenticeships (Vincenti, 1987, pp. 42-43).

The expansion and diversification of the student body prompted schools to include home economics which increased the need to teachers. Early in the twentieth century, women interested in science careers were counseled into home economics higher education programs, but as teacher training became more prominent, the perceived significance of the science in the field lessened (a challenge still with us to some extent).

By the second decade of the 20th century as American education influenced by a wider range of socioeconomic backgrounds, some schools made home economics mandatory for girls. However, because girls often left school at age 12, home economics education was offered in many schools at younger ages focused narrowly on vocational skills, primarily cooking and sewing rather than creative thinking and problem solving, although some textbooks emphasized them.

The transformation of American school curricula from preparation for college to education for the masses was

based on the belief in the efficacy of education to improve social problems and prepare workers for the increasing number of jobs requiring high school education. All this prompted discussion leading to the federal legislation that would fund skills-oriented courses stressing teaching of information and technique rather than thinking and judgment. This trend, already present and encouraged by middle-class male school administrators who saw women’s place in the home providing for the family, was contrary to the most prominent social vision of earlier home economists who to some extent envisioned home economics as important education for both boys and girls. Because this bill {not mentioned yet} focused on technical training, home economists generally and the American Home Economics Association in particular did not get involved in its development, even though some home economists supported home economics education as both the general and the vocational preparation. Despite the fact that it didn’t fund home economics at first, the Smith-Hughes Act of 1917 eventually established a relationship of home economics education with the federal government that continues to influence curriculum today. It did expand home economics education into elementary and secondary schools nationally, but it undermined the broader scientific and social reform conceptualized by earlier home economists and strengthened an administrative structure supporting pedagogical goals of the legislation and industry interests.

There are positives and negatives of these different curricular approaches. A negative was that the 1917 Act required long lab periods in secondary schools that prevented students in other learning paths such as college preparation from taking home economics classes, thus encouraging the belief that home economics was only for students incapable of going to college (Vincenti, 1987). The debate about whether home economics education is or should be vocational education or general education for all youth continues today.

As the social sciences developed, child development, parent education and family relations were added to the curriculum in the 1920s. However, even though the state and city objectives for school home economics programs emphasized “worthy home membership, health, right living and consumer information”, more than half the courses focused on foods, food preparation, clothing and sewing (Good, 1927 in Vincenti, 1980).

Throughout this century, there has been growing recognition of the importance of including boys and a broader perspective including problem solving by textbook authors, but home economics educators were slower to realize that they needed to be involved in construction of legislation that influences the curriculum (Apple, 1997, p. 92).

After the 1963 Vocational Education Act eliminated a specific amount of funding for home economics education, they realized the necessity and became more active in educating/lobbying Congress for more funding support. Home economists from three different professional organizations responded, but not with a united voice. This experience prompted them to establish a coalition to work with legislators toward agreement within political realities and social concerns. Rather than reacting to Congressional proposals, leaders from the three organizations designed sample legislation before bills were even drafted to educate legislators and increase their influence in shaping the home economics curriculum in public schools (Apple, 1997, pp. 93-94). Now home economics is for both boys and girls with a broader curriculum including consumer issues, environmental education, family relations and problem solving. The Coalition continues to lobby for a more comprehensive view of home economics education. We are not all united about what home economics and home economics education should be and what should be included and what should not and why, but we now know we need to collaborate in order to fulfill our dreams too often limited by legislative deliberations, gender stereotypes, patriarchal attitudes, curricular reforms concerned with economic and political issues, and bureaucratic maneuvers perceived as outside our control. The Family and Consumer Sciences Alliance of FCS-related 24 organizations to advocate for the profession is another example.

There is so much more that could be said about the history of home economics secondary curriculum, but time

does not permit so I will fast forward to the 1970s, when a new conceptualization of home economics was developing not only in the U.S., but also in Japan (and probably elsewhere) as well. First, I want to discuss some challenges to our curriculum.

Challenges of Home Economics Curricula in Schools

The ten megatrends enumerated by Pendergast, McGregor, and Turkki (2012) include some continuing contextual forces from our early beginnings as a profession and as a school subject, while others have emerged since those early debates about school curriculum: aging population worldwide, globalization, technological development, increasing prosperity for more people globally (and continuing severe poverty for others), individualization, commercialization, health and environment, acceleration, network organizing, and urbanization. I don't have time to discuss these, but I recommend their 2012 book, *Creating home economics futures: The next 100 years*. I will keep this section of my presentation relatively short so I can spend more time on directions for the future.

Although there are many contextual challenges that we have little control over, we need to take them into account in such a way as to maintain our purpose and integrity. Other challenges are within our locus on control, our circle of influence. This preconference, as I envision it, focuses on developing home economics curriculum with clarity, intellectual and ethical integrity, and on increasing our circle of influence so that we can increase our effectiveness.

Challenges to home economics education curriculum include the following:

- Public perceptions of home economics (Deagon, in Pendergast et al, 2012).
- Funding—federal, state, and local variations—and demands it places on curriculum
- Emphasis on vocational education, preparation for work/careers rather than education for life
- Interdependence of secondary and higher education
- Shortage of students in teacher education programs
- Need for male and female teachers to strengthen families and encourage more boys to prepare for family roles, not just careers
- Elective status of some secondary programs which may or may not apply in other countries
- Inconsistency between what we think home economics curriculum should be versus what will attract students to elective courses and gain acceptance by the school systems.
- Specialization without integration fragments knowledge and inhibits complex problem solving and weakens our effectiveness in improving the lives of individuals, families, and communities.
- Need for more critical thinking and ethical reasoning in teaching home economics content
- Need more research to determine effectiveness of programs to address and prevent problems

Directions of Home Economics Curricula in Schools

I am hoping that this preconference will not only provide a sharing of ideas, but also stimulate further discussion to ultimately create an approach that unifies us with a well-reasoned and ethically justified rationale for home economics education globally. Additionally, I recognize that external policies and realities vary around the world that need to be considered as well, but that very diversity can challenge our taken-for-granted assumptions and shake up our paradigms so that we create options we could not have generated alone. This is what a critical science approach can do.

When I was in college, I was taught with a technical, knowledge-and-skills-based approach to home economics curriculum for schools with little emphasis (as I remember) on a philosophical foundation to guide teaching. I'm grateful for the education I got, but am also immensely grateful for the historical and philosophical education that

I got during my graduate work in Home Economics Education at Penn State. It was perfect timing as I mentioned earlier, to have been there when the critical science approach we being introduced threw the work of Marjorie Brown and the landmark publication by Brown and Paolucci (1979).

I was excited 25 years later to read Fusa Sekiguchi's 1977 edited book (published in English in 2004), *A philosophy of home economics: Establishing home economics as a discipline for human protection*. After home economics was first incorporated into university education in Japan after World War II, Sekiguchi became disillusioned with the conceptualization of home economics as an academic discipline increasingly aligned with the methods of the natural sciences and focused on practical skills of home management. She raised philosophical questions such as 'What is home economics?' and searched for a philosophical foundation for a more justified conceptualization (Vincenti, 2009).

This book, one of her many books on home economics philosophy, described home economics in many ways similar to that of Brown's earlier, *A Conceptual Scheme and decision-rules for the selection and organization of home economics curriculum content*, and Brown and Paolucci's 1979 treatise, *Home Economics: A Definition*. Sekiguchi and her colleagues were heavily influenced over a ten year period by German philosopher and educator, Otto Bollnow; Marjorie Brown and Beatrice Paolucci drew heavily from the philosophy of another German philosopher, Jürgen Habermas.

Bollnow was influential in the human science movement in German education, partly because of his book, *Human Space*, one of the most comprehensive studies of space, dwelling on the home as the primary world of human existence and the center of security and protection from the larger world (Vincenti, 2009). His work is said to lie within and between existentialism and phenomenology.

Habermas synthesized previous theories to expand critical theory. His focus has been on societal reconstruction motivated by his examination of German lack of resistance to Hitler's ideas which allowed him to rise to power. He has dedicated his work to preventing this unreflective acceptance of abuse of power to reoccur.

Critical theory stresses the importance of reflective assessment and critique of society and culture by applying knowledge from the social sciences and the humanities. Developed at the Frankfurt School, also known as the Institute of Social Research in Frankfurt, Germany, critical theory is a social and political philosophical movement of thought designed to expose inherent incongruities related to social situations.

Brown and Paolucci (1979) first introduced Habermas' ideas (along with those of many other scholars) into their conceptualization of our field as a family-focused profession. They advocated that curriculum be organized not by specialized subject matter, but by use of what they termed practical perennial problems. Critical science is an interdisciplinary approach to addressing complex problems, so common in our highly interdependent world. It uses practical reasoning, a dialogue-based process of choosing and implementing the best rationally and ethically justifiable course of action to address "what-should-we-do" questions all families must address at some point. It involves self-reflection and dialogue and dialectical reasoning about opposing views using open, honest, and respectful dialogue to identify relevant facts surrounding a situation. It also encourages critique of values, interpretations, social structures, and assumptions as well as injustices within our families and society at different levels. Problems are distinguished from their mere symptoms and framed as underlying practical perennial problems that families must address regardless of where and when they live. The process includes development of an ethically justifiable vision of a guiding outcome (not an alternative) for addressing a particular underlying problem. Practical reasoning also involves a diligent search to identify a wider range of alternatives well beyond what might be typically recognized, followed by rational and ethical evaluation of the option most likely to create the agreed-upon guiding vision (Brown & Paolucci, 1979). Its main goal is improvement of families for the benefit of all family

members, others affected, and society. Rehm (1999) defines many of the key concepts needed to understand critical science.

Critical science is very appropriate as an orientation for developing home economics curriculum because it teaches critical thinking, ethical reasoning, situation analysis, problem identification and framing in a way that is opens up dialogue, helpful in meeting family challenges throughout the lifespan. Because it is dialogue-based, it helps students learn to use critical conversations, empathy, cultural critique, self-reflection, research from different disciplines focused on problem resolution, creation of justifiable visioning of desired outcomes, creative generation of alternatives, critical evaluation of alternatives, and judgement. All these intellectual skills as well as some practical skills are needed to live an integrated, satisfying and responsible life as individuals and families that contribute to the improvement of society. Students have difficulty connecting and transferring knowledge to various problems when they are taught fragmented information and predefined problems. Critical science goes well beyond that.

I was happy to see Dr. Yoo's interest in a critical science orientation to home economics education. We are both graduates of The Pennsylvania State University in Home Economics Education, although she came after me so I did not know her then. We were both exposed to the work on Marjorie Brown. Because I was there during the introduction of Brown and Paolucci's new conceptualization of the profession, I was part of a cadre of graduate students and practicing teacher educators who struggled together to understand this new conceptualization.

We, mostly teacher educators, worked for perhaps a decade or more to explore applications to that philosophy to professional practice, especially home economics education. Interest seems to have faded over time, but I never lost enthusiasm. Although my university has not had home economics education since the mid-1990s, I have continued to incorporate a critical science perspective into my courses, especially family decision making and resource management. Now I'm working on a collaborative program with Colorado State University to renew the opportunity for University of Wyoming students to become well qualified home economics teachers.

We all have to work within our own environments to negotiate what we believe is the best curriculum, but this is not an easy task, but it is extremely important that teaching be engaged in and committed to a larger philosophy so they don't lose sight of the ultimate aim while working with the many perspectives. Teachers are the primary developers of curriculum and certainly the implementers in classrooms. We can learn from each other new insights and teaching methods and support each other in being change agents. An example of a negotiated document between different curricular perspectives is the 2004 U.S. National Standards for Teachers of Family and Consumer Sciences that culminated from 2 years of discussion among educators with diverse perspectives. Those discussions "yielded a set of ten integrated standards: 4 focusing on content and 6 on professional practice" (Fox, Stewart, and Erickson (2010, p. 7). I will only mention the language of the 5th Curriculum Development and the 8th Professionalism that are most consistent with a critical science approach, not because they are perfect, but to indicate that some progress is being made:

Standard #5. Curriculum Development

- Develop, justify, and implement curricula that address perennial and evolving family, career, and community issues; reflect the integrative nature of family and consumer sciences; and integrate core academic areas.
- Implement curricula that address recurring concerns and evolving family, consumer, career, and community issues.

Standard #8. Professionalism

- Engage in ethical professional practice based on the history and philosophy of family and consumer sciences and career and technical education through civic engagement, advocacy, and ongoing professional development.

- Relate historical and philosophical perspectives of family and consumer sciences and career and technical education to current and future professional practice.
- Engage in civic activities to generate reciprocal support between communities and programs.
- Advocate for public policies that support individuals and families (knowledge and skills).
- Justify professional practices based on knowledge of ethics and the enduring values and beliefs of the profession (dispositions).
- Implement a plan to enhance professional growth.

The curriculum development standard was explained by Montgomery (2008) and in the professionalism standard was described by Rehm, Jensen, and Rowley (2009), both using a critical science approach. Despite these standards, given the policies and funding emphasis on vocational education, critical science is actually not widely used. We cannot stop here. Critical science teaches us not to accept "what is" happening as if it were therefore "what should be" happening and not to adopt a powerless position in accepting the dominant paradigm if it is not rationally and ethically justifiable. Brown and Paolucci (1979), make this point clearly for professionals and families in their mission statement for the profession:

The mission of home economics is to enable families, both as individual units and generally as a social institution, to build and maintain systems of actions which lead (1) to maturing in individual self-formation and (2) to enlightened, cooperative participation in the critique and formulation of social goals and means for accomplishing them (p. 23).

Yes, using a critical science approach is challenging to learn at first because it is so different from the technical approach, but once you make that paradigm shift, you are changed personally and your work is transformed and I strongly believe our profession will be transformed not only in our eyes, but in the eyes of those outside the field who have held stereotypical views of our profession. Those views are not entirely unjustified since some school curricula still focuses mostly on cooking and sewing from a skills perspective. Our lack of firm commitment to this loftier vision and purpose hurts us all, hurts our students and families struggling with the many influences in today's world that render them passive recipients of commercial and political messages that serve others' interests to their detriment and the detriment of the greater good. We can choose to be change agents or to be reinforcers of those dominant forces that would have us as home economics educators serve their narrow interests.

I want to congratulate home economics educators in S. Korea. You can be proud of having adopted the practical reasoning process and three systems of actions in the 2015 national curriculum. There are others who will share their successes as well.

Respectful, open, self-reflective, and deep dialogue is always needed to be able to learn from divergent and even opposing ideas so that new and better understandings and approaches can emerge to address questions of what we should teach, why we should teach it, and how we should teach it? We cannot be afraid to question each other's ideas to gain deeper understanding, but also to determine their value and to create new ideas that we couldn't have generated without each other. This kind of reasoning is not only important for us as educators, but it is also important to be teaching our students, especially now that technological communication encourages brief communication and selection of group interactions with people we agree with and "defriending", avoiding others we do not agree with, ridiculing them, and/or even violently responding to them. Let the discussion begin leading to action that creates the future.

References

- Apple, R. (1997). Liberal arts or vocational training? Home economics education for girls. In Sarah Stage and Virginia B. Vincenti (Eds.) *Rethinking Home Economics: Women and the history of a profession*. Ithaca, N.Y.: Cornell University Press, pp. 79-95.
- Brown, M. M. (n.d.). A Conceptual Scheme and decision-rules for the selection and organization of home economics curriculum content. (Bulletin No. 0033). Madison: Wisconsin Department of Public Instruction.
- Brown, Marjorie M. and Paolucci, B. (1979). *Home economics: A definition*. Alexandria, VA: American Home Economics Association.
- Fox, W. S., Stewart, D., and Erickson, P. M. (2010). Development of the National Standards for Teachers of Family and Consumer Sciences. In Erickson, P.M., Fox, W.S., and Stewart, D., Eds. *National Standards for Teachers of Family and Consumer Sciences: Research, Implementation, and Resources*. National Association of Teacher Educators for Family and Consumer Sciences. http://www.natefacs.org/Pages/Standards_eBook/Standards_eBook.pdf
- Montgomery, B. (2008). Curriculum Development: A critical science perspective. *Journal of Family and Consumer Sciences*. 26 (National Teacher Standards 3): 1-16. <http://www.natefacs.org/Pages/v26Standards3/v26Standards3Montgomery.pdf>
- National Association of Teacher Educators for Family and Consumer Sciences. (2004 December). http://www.natefacs.org/Pages/Standards_eBook/Standards_eBook.pdf
- Pendergast, D., McGregor, S. L. T., and Turkki, K. (2012). *Creating home economics futures: The next 100 years*. Bowen Hills, QLD: Australian Academic Press.
- Rehm, M. (1999). Learning a new language. In J. Johnson & C. Fedje (Eds). *Family and consumer sciences curriculum: Toward a critical science approach*. Peoria, IL: Glencoe/McGraw-Hill, (pp. 58-70).
- Rehm, M. L., Jensen, J. W., and Rowley, M. L. (2009). Professionalism: History, Philosophy, Ethics, and Public Policy. *Journal of Family and Consumer Sciences Education*. 27 (National Teacher Standards 5): 26-46. <http://www.natefacs.org/Pages/v27standards5/v27standards5Rehm.pdf>
- Sekiguchi, F. (Ed). (2004). *A philosophy of home economics: Establishing home economics as a discipline for human protection*. Fukushima, Japan: Koriyama Women's University Press.
- Vincenti, V. B. (2009). Exploring fundamental concepts for home economics and family and consumer sciences practice using A philosophy of home economics by Fusa Sekiguchi. *Family and Consumer Sciences Research Journal*. 38(1): 56-62.
- Vincenti, V. B. (1987). Secondary home economics curriculum: Past, present, prologue. *Educational Perspectives* 25(1 & 2), 42-49.

Additional Reading

- Brown, Marjorie M. (1985). *Philosophical Studies of Home Economics in the United States: Our Practical Intellectual Heritage*. Vol. I. East Lansing: College of Human Ecology, Michigan State University.
- Brown, Marjorie M. (1993). *Philosophical studies of home economics in the United States: Basic ideas by which home economists understand themselves*. Vol. II. East Lansing, MI: College of Human Ecology, Michigan State University.
- Vincenti, V. (1990, September). Home economics in higher education: Communities of convenience or purpose? *Home Economics Research Journal*, 19(2), 184-193.
- Vincenti, V. B. (1997). Home Economics Moves into the Twenty-First Century. Chapter. In Stage, S. & Vincenti, V. B. (Eds.), *Rethinking Home Economics: Women and the History of a Profession*. (pp. 301-320). Ithaca, New York: Cornell University Press. (Edited with Sarah Stage).
- Vincenti, V. B. (Spring 1980). Self-Examination of Secondary Home Economics: A Historical Approach. *The Distaff* 46 (2): 4-7.

Tuesday August 2, 10:30-11:15



Towards Hope and Happiness: The Role of Family Policy in Korea

Hee Young Paik

Former Minister of Gender Equality & Family

Professor Emeritus

Department of Foods and Nutrition, Seoul National University (Republic of Korea)

Abstract

According to the UN World Happiness Report 2016, Korea scored 5.8 points out of the perfect score of 10 points, ranking itself 58th among the 157 countries surveyed in happiness index. This score is considerably low given the national power or economic scale of Korea. So what is it that determines happiness of Koreans, who turned out to be not so happy?

The 2013 survey on Korean mindsets and values conducted by the Ministry of Culture, Sports, and Tourism found that "family" was the determinant of happiness for Koreans. The MK Economy, a Korean weekly magazine, carried out a similar survey in 2012, asking respondents, "With whom do you feel the most happiness?", and their answer was "family".

Happiness does not seem to have grown in proportion to economic development, but family is key to happiness for Koreans. This is the reason what gave birth to the family policy in Korea. Family had to face the crisis of care, as it was no longer able to function as the unit of reproduction due to reduction in the family size and increasing women's employment brought about by the industrialization and urbanization. Experience of such crisis formed a social consensus for the need to move away from the previous policy of supporting mainly vulnerable families to the policy of supporting all families of various types. Furthermore, witnessing the power of family's capability to react to the risk of family dissolution amid the economic crisis in late 1990s, Korea became interested in strengthening family healthiness.

The Act on Healthy Family was born in 2004 based on the three main idea that, first, economic development does not necessarily lead to happiness, second, family is the key to happiness in the Korean society, and third, strengthening the healthiness of family is what can bring more happiness to the Korean people. Family policy in Korea is in pursuit of happiness. The Framework Act on Healthy Families, which came into effect in 2004, also notes happiness in its vision.

The Healthy Family Support Centers, which provides customized family support services to reinforce family healthiness and improve family relations, was opened with only three centers in 2004 as a pilot project, but the number jumped to 151 centers in 2015. 2,038,437 people used the center in 2014, a demonstration of an enormous growth only within a decade. In addition, the Act on the Promotion of Creation of Family-Friendly Social Environment was enacted in order to collect the community efforts to enhance the healthiness of individual family. The number of businesses awarded the Best Family Friendly Certificate also increased from 14 in 2008 to 1,363 in 2015. Family, whose functioning was once taken for granted, has now turned into what men and women, business and community need to work together to make it function.

Economy, housing, and employment are main requirements for happiness, but there is more than that. Family policy that aims at strengthening family healthiness and making a society where both men and women can balance

work and family is an investment to and an endeavor after hope and happiness.

Biography

Dr. Hee Young Paik is a Professor Emeritus of the Department of Foods and Nutrition, Seoul National University, Seoul, Korea, and the Director of the Center for Gendered Innovations for Science and Technology Researches (GISTeR), Korea Federation of Women's Science and Technology Associations (KOFWST). Dr. Paik received higher education in USA and received Doctor of Science in Nutrition from Harvard School of Public Health. She worked as a faculty member at Seoul National University until February, 2016 and became a professor emeritus in March, 2016.

Dr. Paik's research area has been focused on evaluation of Korean traditional diet in nutrition and health of modern society. Assessment of Korean typical diet poses special problems due to high consumption of mixed dishes and by the custom of sharing dishes at the dining table. Dr. Paik developed computerized dietary survey system (DES) suitable for Korean diet in diverse settings and population. The system is well recognized and a joint effort to adapt the system for international collaborative research for Asian region is underway. She published more than 150 papers in peer-reviewed journals and several books in nutrition and home economics area. Her achievement was recognized by Excellent Research Awards in Science (2005), National Honor for High Achievements in Science (2008), Asia-Pacific Clinical Nutrition Award (2009) and Blue Medal of National Merit (2012).

Dr. Paik has been active in professional organizations in home economics, nutrition, and gender in science. She served as presidents of the Korean Home Economics Association (KHEA) (2003), the Korean Nutrition Society (2005), and KOFWST (2014-2015). During 2005-2009, Dr. Paik was the Council Member of the International Union of Nutritional Sciences (IUNS). Her leadership is recognized as crucial for development of recent family policies and programs in Korea. With members of KHEA, she led activities to pass the Framework Act on Healthy Families and establishment of NGO, Citizens for Healthy Families. She served as the Minister of Gender Equality and Family, Republic of Korea, 2009-2011.

Recently, Dr. Paik extended her activities to become a leader for women in science and technology in Korea and actively engaged in international team of gendered innovations in science and technology researches. Under her leadership, KOFWST established GISTeR and is leading a research team including diverse areas of science and technology.

Tuesday August 2, 11:30-12:15



Hope: Because We Must

Peter O'Connor

Professor

School of Critical Studies in Education, University of Auckland (New Zealand)

Abstract

There is a moral imperative as teachers for us to hope. To hope for young people, rather than fear them. To hope for a better world so we might in imagining it, recreate it. To hope that the work we do builds citizens who have belief and faith that the world can be remade. For over thirty years I have worked as a teacher in prisons, psychiatric wards and most recently in earthquake zones. In these places teaching is an act of defiance and hope. In working with sensitive issues including family violence and child abuse with young people I have worked so that pedagogy of hope might be realised in everyday classrooms. Hope needs to be reconsidered as an educational basic, as important as literacy and numeracy for surviving the trauma of twenty first century living.

Biography

Professor O'Connor is an internationally recognised expert in applied theatre. His research has focused primarily on using applied theatre as a public education medium to address major social issues including public health, gender equity in schools and the development of inclusive, empathetic and critical school cultures. Recent applied theatre research includes national programmes on preventing family violence and child abuse and parenting programmes in Youth Justice Facilities.

His work in Christchurch following the February earthquake has led to UNESCO funded research and programme development. In 2012 he was named the Griffith University School of Education and Professional Studies Alumnus of the Year. He is currently engaged in the ongoing debates about charter schools and the nature of quality public education. Peter was previously the National Education Manager for the Race Relations Office and the National Project manager for the Like Minds campaign with the Mental Health Foundation. His 2003 PhD on his work in forensic psychiatric units won the 2006 AATE Distinguished Dissertation Award in Washington DC.

*History says, don't hope
On this side of the grave.
But then, once in a lifetime
The longed-for tidal wave
Of justice can rise up,
And hope and history rhyme.
Seamus Heaney*

A number of years ago I was working with a group of twenty 8 and 9 year olds with autism. I began our work together by saying "In drama you can go anywhere. Where would you like to go?" One little boy said that he would like to go to the zoo. I took the role of the bus driver and working with the children and teacher aides we soon got our selves ready to go out. We wrapped up warm in pretend coats, boots, and scarves. I asked each pair of student/ teacher aides where they were going as they boarded the bus and I gave them their tickets. Those with strong verbal language were able to tell me, others barely acknowledged my presence. On the bus we sang "The wheels on the bus go round and round". We had a range of difficulties, of course, we had to overcome. The bus wouldn't start so we all had to get off and give it a push, and even then we had to sing louder because sometimes that helps. We boarded and reboarded the bus a number of times through the drama; each time I'd give them a ticket to join us on the journey. As we boarded the bus for the last time, a young boy, Stephen, who had given no indication of any connection to either the real or the fictional world simply uncurled his hand and held it out for me to give him his ticket. He wanted to be on our bus.

In simple terms Stephen's hand might remind us education can be the great intergenerational gift that promises we do not have to live and die in the same worlds into which we were born. His hand reminds us too of the potential of drama education for the silenced and the deliberately dis-abled to claim their rightful place in the world. Drama education which has at its heart an agenda for social justice understands that those stranded by the side of the road must not be left behind. Stephen potently reminds me as an educator I must recognise and validate each child's right to participate in the active art of creating beautiful powerful moments of learning in classrooms. I must provide opportunities for Stephen and I to imagine ways to travel into previously unexperienced and imagined worlds. Perhaps, most of all this, story reminds me of the potency of hope, that simple belief that our lives might be better collectively, not at the expense of others, but alongside others. Hope sits at the heart of education and of social justice.

The gap between the rich and the poor in every region of the world has grown significantly in recent years, largely as a result of a globalised capitalism on steroids. Wade (2013, 40) argues that

in many western countries the rich have been transforming themselves from an establishment elite concerned to foster the well being of a whole society to an oligarchic elite, concerned to use public power to redistribute society's resources upwards to themselves. This elite has acquired a vastly disproportionate influence in politics, civil service and media.

The anti-big government sentiments of neoliberalism dominates the political discourse of many modern Western states including the United Kingdom, Canada, the United States, Australia and New Zealand. The Global Financial Crisis has become the convenient backdrop for entrenching permanent austerity, of rolling back the progress since the second world war in addressing financial inequality. Rapacious global greed has returned the world to inequality levels reminiscent of fourteenth century Europe (Wade, 2013). Supported by a transcendent global right-

wing media conglomerate that triumphs and celebrates the free market, any attempts to reduce income inequality is seen as weakening the moral fibre of individualism and self-reliance. Increasingly, those who fall by the wayside in these worlds are held responsible for their own failure as human beings, in a world where the state increasingly resiles from its moral obligations to care for the weaker members of its nation. In New Zealand with a population of just over 4 million over 260,000 children live in poverty, where charities now provide basic items such as raincoats, shoes, and lunch.

One thing that has struck me is how similar education systems are. Curricula are standardized to fit to international student tests; and students around the world study learning materials from global providers. Education reforms in different countries also follow similar patterns. So visible is this common way of improvement that I call it the Global Educational Reform Movement or GERM. It is like an epidemic that spreads and infects education systems through a virus. It travels with pundits, media and politicians. Education systems borrow policies from others and get infected. As a consequence, schools get ill, teachers don't feel well, and kids learn less. (P. Sahlberg, 2011).

Neoliberalism's core tenets of free market ideology, unfettered individualism, and choice translated into the education sector sees the development of global metadiscourses or what Stronach (2010,112) describes as "hypernarratives which constitute the first global language of education and allows politicians the world over to talk nonsense about educational outcomes, while singing from the same hymn sheet."The common narrative is one of market force determinism, privatisation, deregulation, high stake testing, and a narrow focus on literacy and numeracy that collapses and destroys a broad and progressive curriculum. Reforms are called for on the back of government claims of a crisis in education that can only be repaired by market forces. Charter schools, heavy state investment in private schooling sits alongside an ever decreasing funding of core services in state schools, especially in special education provision. Teachers are held responsible for children not achieving in national and international testing, and outside factors impacting on student success are largely ignored or trivialised.

In New Zealand GERM policies including national standards, the devastation of the advisory services in curriculum areas, and the publication of national standards data have increased pressure on state schools to reduce their curriculum to the testing of literacy and numeracy. This pressure has already resulted in a narrowing of the curriculum and the collapse of the arts as viable subjects and as pedagogic tools (Thrupp, 2013).

The growing absence of the arts and the incessant focus on functional literacy and numeracy in state schooling in New Zealand suggests a complicity in international corporate capitalism's desire to train a workforce to serve its needs but not challenge them. GERM policies geared to making compliant and silent populations without the skills to think and act critically and creatively constitutes a threat to democracy.

Garth Boomer said in 1973:

In a time of growing complexity in society I crave simplicity in schools. Simplicity that values conversations between teachers and children... simplicity that allows time to talk about the way the world wags. Simplicity that spurns the enticing laboratory and exercise books, preferring the humble wisdom of the teacher and the real materials of life.

GERM polices deny the role and power of the imagination in education. Narrowly functionalist they have deliberately chipped away at progressive education, the bedrock of New Zealand schooling for generations, built on the pioneering thinking of John Dewey. Dewey (1916) wrote extensively on the cultivation of the imagination through music and drama. He suggested that education in the arts is not about training children simply in aesthetic

appreciation or understanding, but is about creating citizens who hold a belief in the potential of the imagination. Paolo Freire (1972) shared Dewey's conviction that education provides an opportunity to reimagine one's world. For Freire, agency was to be achieved through a process of conscientisation, a process of critically reading the world and then transforming or re-writing the world "by means of conscious practical work" (Freire and Macedo 1987, 35). Building on Freire's model, Peter McLaren (2000) argues that increasingly schools are reduced to preparing students as part of the capitalist machine that dehumanises and disempowers young people across the world. Like Freire, he offers critical pedagogy as an antidote to the GERM education system that "replicates social inequity and creates an unthinking consumer class" (2000,123).

A truly democratic society requires people who are fully conscious, or fully awake in the world, and Greene argues it is arts-making which brings the individual into awaken-ness (Greene, 1997). Nussbaum (2010) argues the moral imperatives sitting beneath a democratic society are based on the creation of empathetic citizens. She argues that empathetic imagination has been systematically ignored, and severely repressed, by neo-liberal models of education. The empathetic impulse of walking in someone else's shoes sits at the heart of drama education and so the marginalisation and diminution of drama education as deliberate GERM policy should be seen as a direct threat to democracy.

The true measure of public education is not in individual achievement, but in the success of participatory democracy. What we risk with the current educational reforms is creating classes of people disconnected from a sense that they are able to be active participants in their own lives. Alongside the yawning chasm that separates the rich and the poor, young poor people are being taught that their role in life is to obey, to conform, and to fit into the world rather than attempt to change it.

After nearly thirty five years of teaching and as I think back on these teaching moments I am reminded of Richard Flanagan who wrote so beautifully

Then you reach an age, and you realise that moment, or if you are lucky, a handful of those moments was your life. That those moments are all and that they are everything.

And as I look back on those moments which define my teaching the warning from Flanagan is clear

We should live for moments, yet we are so fraught with pursuing everything else, with the future, with the anchors that pull us down, so busy that we sometimes don't even see the moments for what they are. (2009)

The Possibility of Beauty

At times, when I confess, I'm startled by beauty, by sudden insight, by a glimpse of my soul. Everything comes together and apart in one brilliant, elusive flash. I sense the wonderment of feeling human (Lee, 2006).

And the beauty created by children in schools, whether through dance or movement or images displayed on the walls, reminds children of the possibility for beauty in their lives and worlds. For children, as for adults, the pursuit of aesthetic beauty through arts making has an important purpose. It reminds us that life is not purely functional and utilitarian; it is not merely about personal achievement. There is more to the world than economy. In this sense, drama acts as an antidote to the neo liberal agenda where schools are merely places where children are prepared for adult work. Perhaps, rather than focusing endlessly on the functional we might seek moments of beauty, moments that might startle us to realise that life can be bigger and more meaningful than mere consumption, for as William Wordsworth suggested,

*The world is too much with us;
late and soon,
Getting and spending, we lay waste our powers:
Little we see in Nature that is ours;
We have given our hearts away (1806).*

Moments of beauty are moments of great hope. As drama teachers we realize that our job is to create theatre that not merely describes the world, but points to ways in which it might be different. The hope of these moments stand as resistance to and as direct challenges to the Global Education Reform Movement. They are not just powerful instances of pedagogical intensity. They are also moments of political resistance and remind us that teaching is a political act, that teaching can still be a subversive process that might bring history and hope together. They challenge the neo-liberal assault on public education that deliberately creates communities without hope. Freire recognised that critical hope confronts “the fatalism that pushes us to compromise with the surrounding reality instead of attempting to transform such reality. This is hope that challenges the seeming fixedness of the future” (Freire: 2005,198). In the mad drive for functional literacy and numeracy at the expense of everything else, we risk losing hope, which as Norman Denzin suggests,

gives meaning to the struggles to change the world. Hope is grounded in concrete performative practices, in struggles and interventions that espouse the sacred values of love, care, community, trust, and well-being. Hope, as a form of pedagogy, confronts and interrogates cynicism, the belief that change is not possible or is too costly... It articulates a progressive politics that rejects ‘conservative, neo-liberal postmodernity’ (Denzin: 2003:174).

The global hyper-narrative of education policy is deliberately constructed to close down critical imaginative responses by the poor to the problems they face. Schools cannot be allowed to continue being places bereft of the beauty of young people tussling with matters of significance, of making sense of the world as it is in the now. We risk the possibility of creating a society being asleep to what is happening to it. The great Indian philosopher Tagore (cited in Nussbaum) suggests we might end up with “nations of technically trained people who do not know how to criticise authority, useful profit makers with obtuse imaginations ... a suicide of the soul” (2010: 142).

The great joy and the great beauty we recognise as teachers however is our audacious hope. Hope and belief not based on the evidence, but despite the evidence, hope which is the greatest challenge to social injustice that threatens its own tidal wave.

For as Seamus Heaney reminds us:

*So hope for a great sea-change
On the far side of revenge.
Believe that further shore
Is reachable from here.
Believe in miracle
And cures and healing wells
Call the miracle self-healing:
The utter self-revealing
double-take of feeling.
If there's fire on the mountain*

*Or lightning and storm
And a god speaks from the sky*

*That means someone is hearing
the outcry and the birth-cry
of new life at its term.*

It means once in a lifetime

*That justice can rise up
And hope and history rhyme.*

Seamus Heaney.

Wednesday August 3, 09:00-09:45



Consumer Policy in Comparative Perspective: Lessons in Humility and Hope

Robert N. Mayer

Professor

Department of Family and Consumer Studies, University of Utah (USA)

Abstract

Humility results from knowing that no single country or region of the world has a monopoly on consumer well-being. Rather, innovative public policies aimed at improving consumer well-being have originated in many countries. This presentation will review the diverse national sources of these policies.

Hope can be derived by recognizing the speed with which successful consumer policies spread among countries, typically becoming stronger and more effective in the process. Examples include auto safety, tobacco control, regulation of marketing directed at young children, and environmental protection. Hope is reinforced by examining the progression of international consumer protection standards, especially those articulated by the United Nations.

Biography

Dr. Robert N. Mayer is a professor in the Department of Family and Consumer Studies at the University of Utah. He earned his PhD in sociology from the University of California at Berkeley. Dr. Mayer's research has exposed consumer problems, evaluated consumer policy interventions, and examined the U.S. and global consumer movements. In 2013, Dr. Mayer published (with Larry Kirsch) *Financial Justice: The People's Campaign to End Lender Abuse* (Praeger, 2013) – an analysis of how the landmark Consumer Financial Protection Bureau was established in the U.S. More recently, he was co-editor (with Stephen Brobeck) of *Watchdogs and Whistleblowers*, a research guide to consumer activism worldwide. Dr. Mayer has won a number of teaching awards at the University of Utah, the most recent of which was the Honors College Professorship (2013-14). Dr. Mayer has been a board member of several consumer organizations, including the Consumer Federation of America, the American Council on Consumer Interests, and National Consumers League. The IFHE World Congress will mark Dr. Mayer's second visit to South Korea. In 2005, he delivered an address at the 40th anniversary celebration of the College of Human Ecology at Yonsei University.

IFHE

International Consumer Policy: Lessons in Humility and Hope

Dr. Robert N. Mayer, University of Utah
August 3, 2016

“International Consumer Policy” = ?

- **Consumer Policy**
- **Consumer Policies Around the World**
- **Internationally-Coordinated Consumer Policies**



Lecture in a Nutshell



1. Consumers around the world increasingly experience many of the same problems.

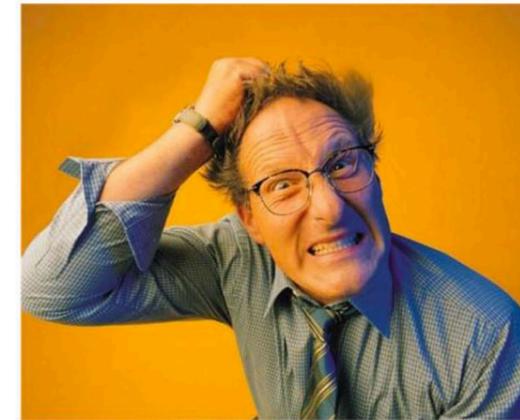
2. As individual countries enact policies to solve these problems, they create learning opportunities (“laboratories”) for other countries.

Humility

3. Some consumer problems can be best addressed via international cooperation, and international policy mechanisms are evolving to do so.

Hope

Consumer Convergence

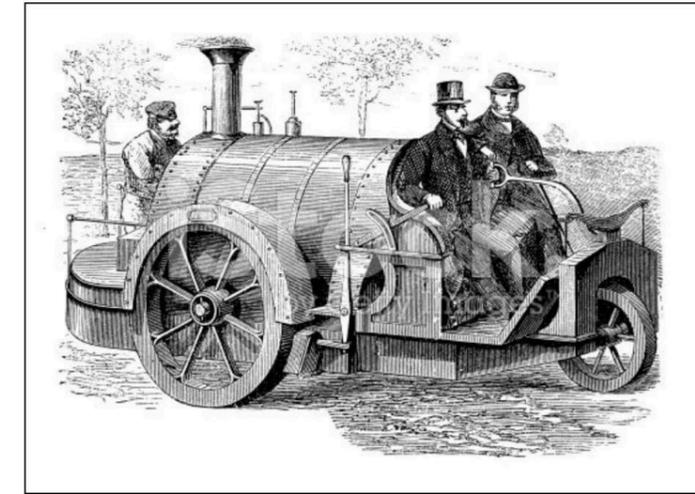


→ More competition, Lower prices,
More choices





Earliest “Car” Policy: Mid-19th Century England “Locomotive Acts”



RANDY ALFRED SCIENCE 05.21.08 12:00 PM
**MAY 21, 1901: CONNECTICUT
SETS FIRST SPEED LIMIT AT 12
MPH**



More Recent Policy Innovators

- **Mandatory Seat Belts Laws**

- Australia and New Zealand in 1972



- **Income-Based Traffic Fines**

- Finland 



Monday, 14 January, 2002, 14:29 GMT

Nokia boss gets record speeding fine



Mr Vanjoki: Appealing against fine of 14 days' income

A director of the Finnish telecommunications giant, Nokia, has received what is believed to be the most expensive speeding ticket ever.

Anssi Vanjoki, 44, has been ordered to pay a fine of 116,000 euros (\$103,600) after being caught breaking the speed limit on his Harley Davidson motorbike in the capital, Helsinki, in October last year.

<http://www.theatlantic.com/finance/2002/01/nokia-boss-gets-record-speeding-ticket/387484>

FACT

- **1.25 million annual fatalities (leading cause of death among people aged 15-29)**
- **90% of fatalities occur in low- and middle-income countries (despite only 50% of world's vehicles)**
- **Half of fatalities are “vulnerable road users” (pedestrians, cyclists, motorcyclists)**

<http://www.who.int/mediacentre/factsheets/fs358/en/>

Two billion vehicles projected to be on roads by 2035

About 2 billion vehicles are estimated to be on the roads by 2035, according to a report from Navigant Research. Currently, there are about 1.2 billion vehicles on the road.

By John Voelcker, GreenCarReports | JULY 29, 2014

Save for later



Reed Saxon/AP/File | View Caption

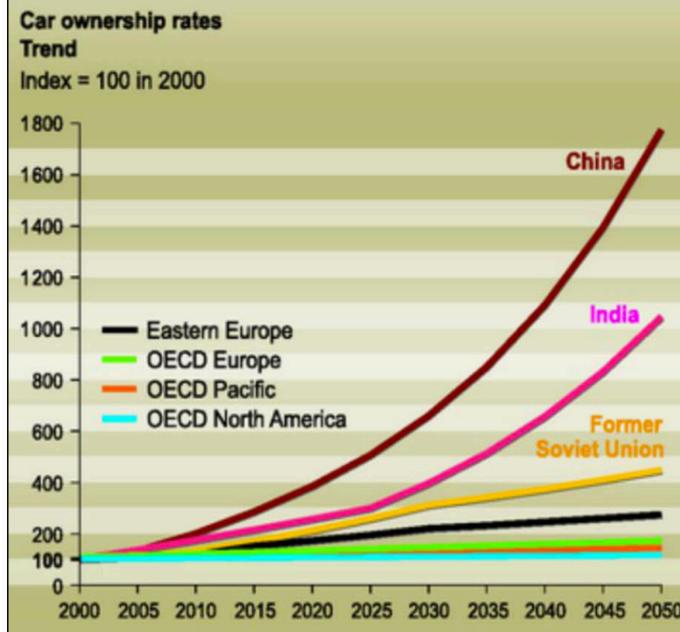
<http://www.csmonitor.com/Business/In-Gear/2014/0729/Two-billion-vehicles-projected-to-be-on-roads-by-2035>

Car Ownership → Car Accidents



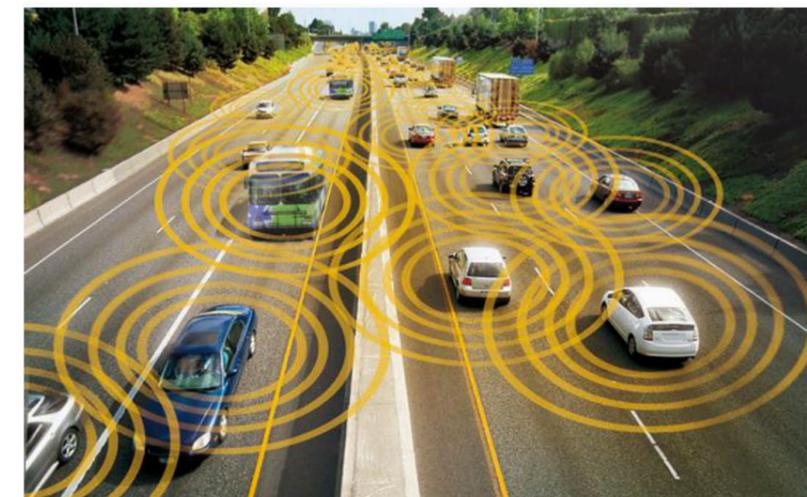
DREAMSCITY.NET

Car ownership rates projections



<http://www.eea.europa.eu/data-and-maps/figures/car-ownership-rates-projections>

Hi-Tech Solutions?



http://cars.sportsblog.com/posts/100736/future_car_technologies_and_car.html



Driverless cars could reduce traffic fatalities by up to 90%, says report

They're set to have one of the biggest impacts on public health ever.

BY BEC CREW 1 OCT 2015

<http://www.sciencealert.com/driverless-cars-could-reduce-traffic-fatalities-by-up-to-90-says-report>

International Policy Cooperation

- Global Activist Pressure
- Collective Goal Setting
- Collective Progress Monitoring

Low-Tech Solutions?



THE GLOBAL VOICE
FOR CONSUMERS



CI and its Members are calling for universal adoption of minimum UN vehicle safety regulations.

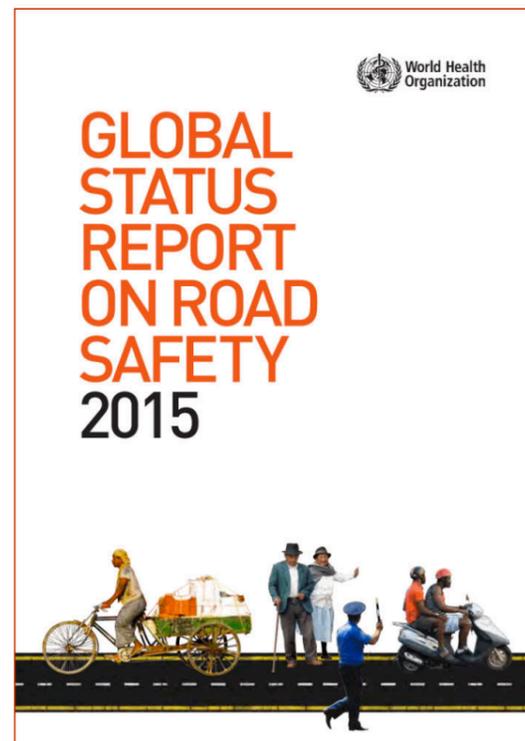
2015



Reduce road traffic fatalities
by 50% by 2020

**International
Cooperation:**

*Harmonized
Data
Collection* →
Peer Pressure

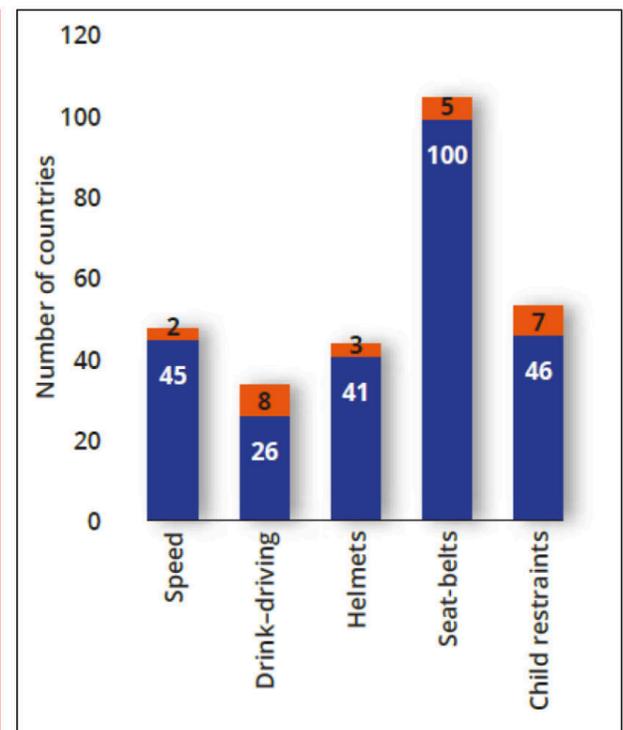


WHO Priority Driver Policies

- Limit speed
 - Reduce driving when drinking
 - Wear motorcycle helmets
 - Wear seat belts
 - Use child restraints
- (Also: safer vehicles and roads)

**Number of
Countries
with Best
Practice
Policies**

(new in 2011-2014)



http://www.who.int/violence_injury_prevention/road_safety_status/2015/en/

Rating Policy Enforcement



EXAMPLES

Country	Helmet/ Rider	Enforce- ment.
Samoa	Yes	3/10
Senegal	Yes	3/10
Singapore	Yes	9/10
Spain	Yes	9/10
So. Korea	Yes	6/10
Sweden	Yes	8/10

http://www.who.int/violence_injury_prevention/road_safety_status/2015/en/

#2 Tobacco



Many Anti-Tobacco Policies

- **Bans/Restrictions**



Policy Innovators: Bans and Restrictions

Complete (Bhutan 2010)

Age Restrictions (Great Britain 1908)

Media Restrictions (USA TV and Radio 1970)

Work and Public Place Restrictions (Ireland 2004)

In Cars with Children (Bahrain, South Africa 2009)

Beijing public smoking ban begins



Anti-Tobacco Policies—Cont.

- **Education**

- Anti-Smoking TV PSAs (1967-70)

- **Package Information**

- Warnings

Policy Pioneers: Warnings

- **USA: 1965 Side-of-Package Side Warning** (**WEAK** BY TODAY'S STANDARDS!)

- “Caution: Cigarette smoking may be hazardous to your health.”



Policy Pioneers: Warnings

- **Australia:** 1973 (Inconspicuous) Front-of-Package Warning
- **Sweden:** 1977 Rotating Front-of-Package Warnings
- **Iceland:** 1985 Simple Graphic Warnings
- **Canada:** 2000 Dramatic Graphic Warnings

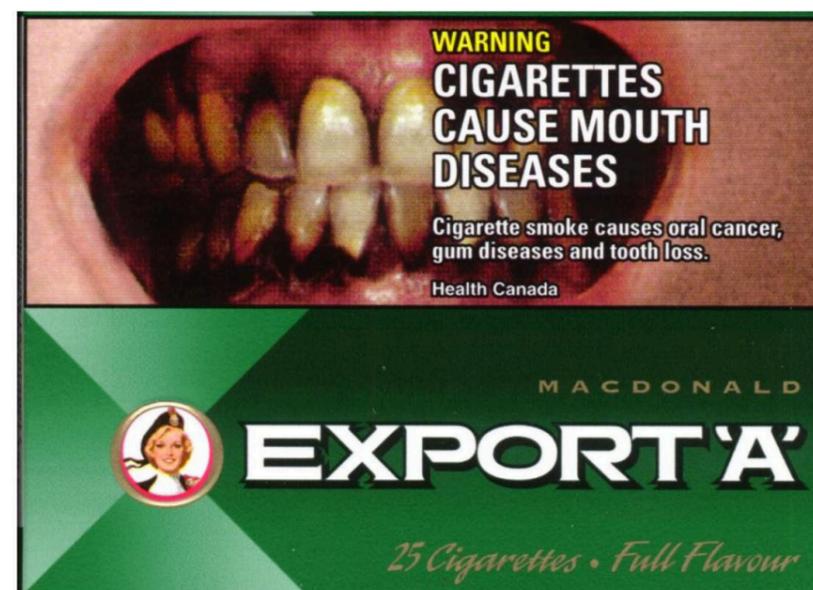
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3725195/>

#2: Brazil 2002



#1: Canada 2000

16 Graphic Cigarette Warnings



Challenges Remain

- Tobacco kills about 6 million people each year, including 600,000 from second-hand smoke
- **Nearly 80% of the world's 1 billion smokers live in low- and middle-income countries**

Industry Resistance

US cigarette makers sue over graphic warning labels

© 17 August 2011 | US & Canada

Philip Morris Sues Uruguay Over Anti-Smoking Campaign

by Leon Kaye on Monday, Apr 13th, 2015

Tobacco giant sues Australia

Tobacco Giants Sue Britain Over Rules on Plain Packaging

By DAVID JOLLY MAY 22, 2015



International Policy Cooperation

- Global Activist Pressure
- Policy Consensus/Treaty
- Collective Progress Monitoring

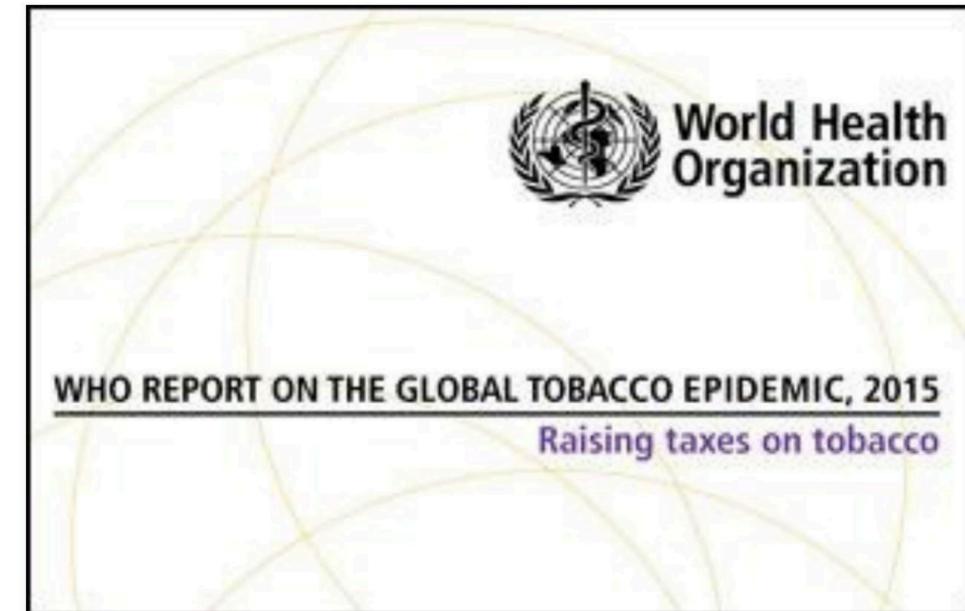
Global Activist Pressure



2016

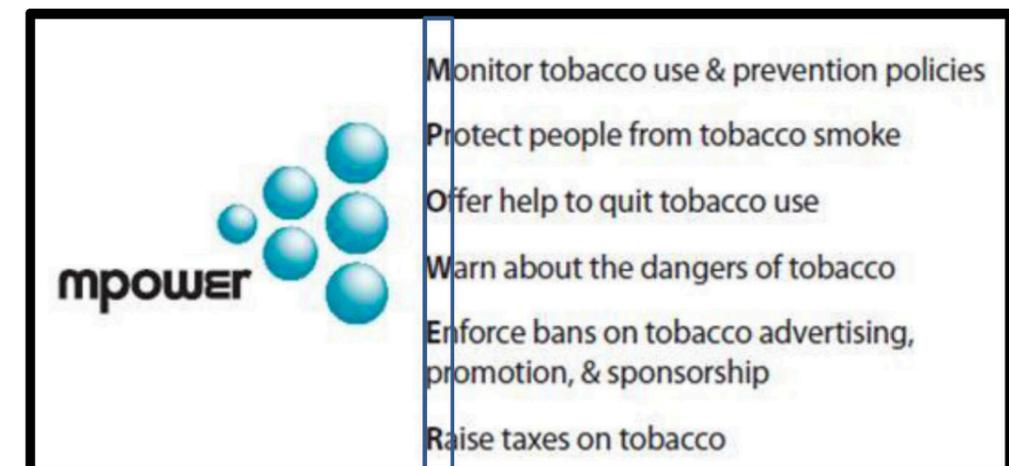


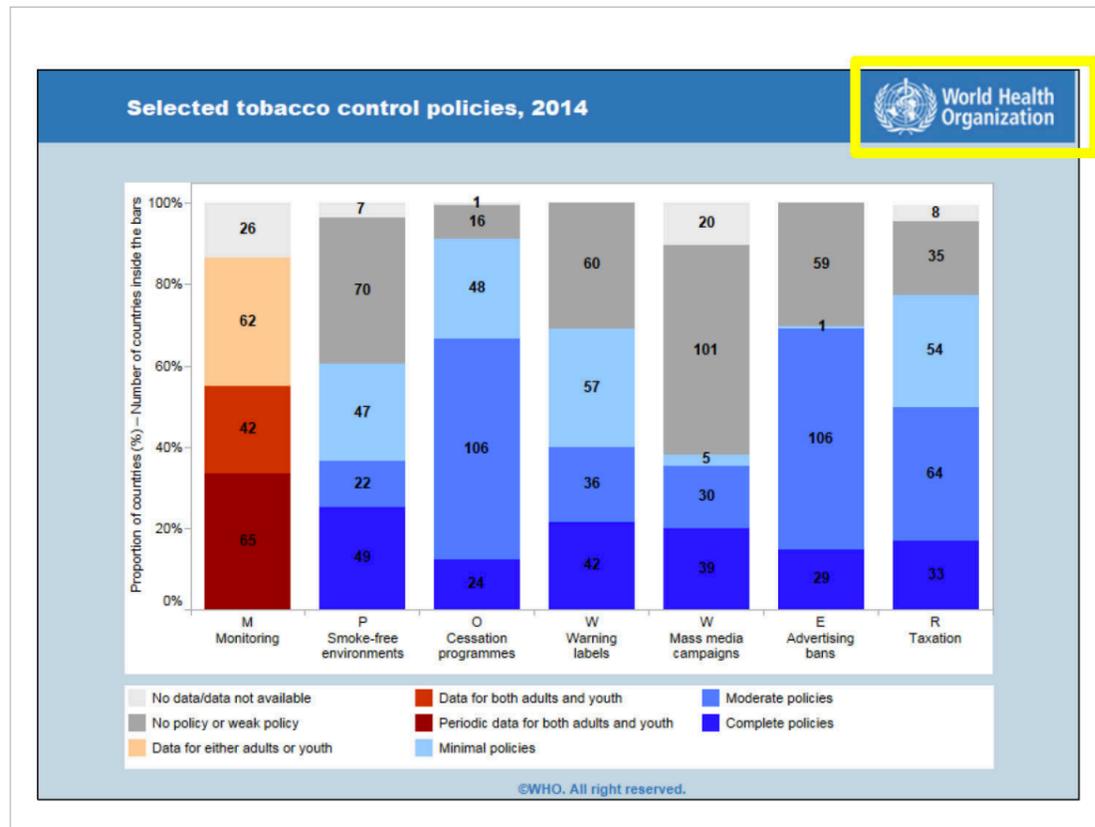
Progress Monitoring



- 2005: Entered into force
- 2015: Signed by 180 countries
- Promotes national anti-smoking policy, especially marketing restrictions
- Helps countries resist tobacco company lawsuits
- Addresses smuggling through international tracking system and other cooperative measures
- Strengthens international anti-smoking advocacy

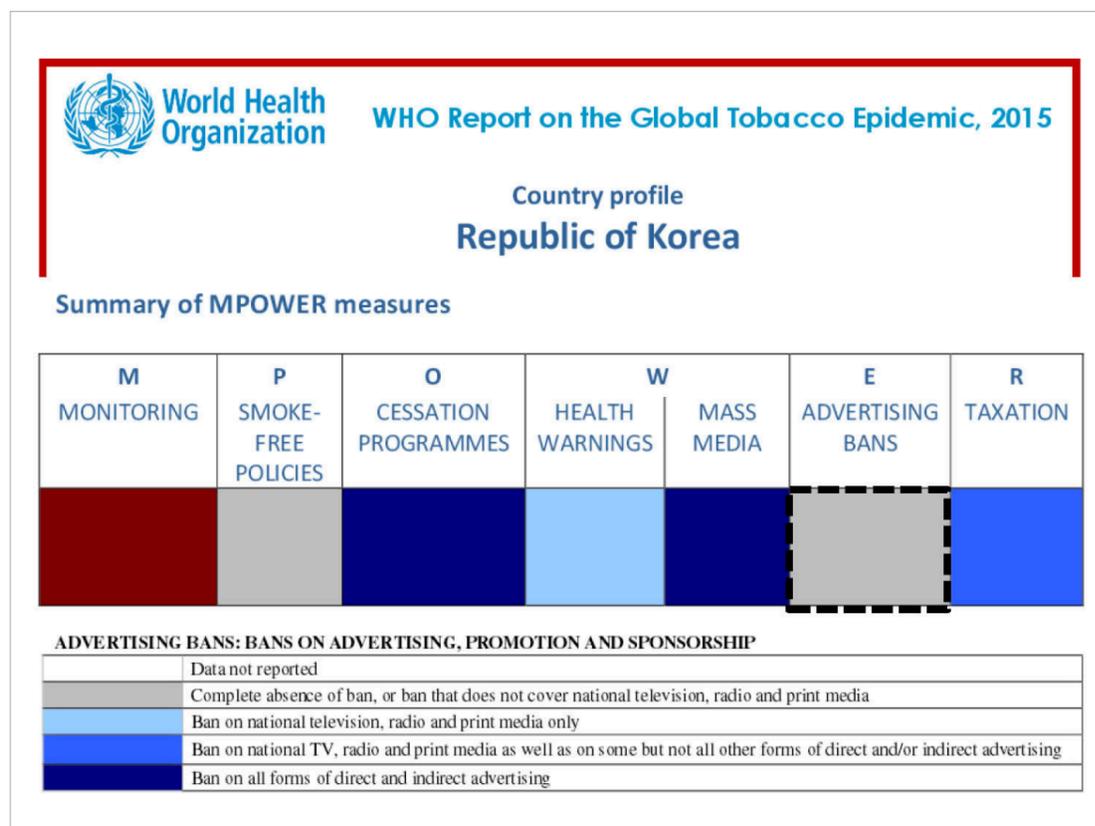
Policy Package





Collective Monitoring

- Stimulates action via measurement agreement, praise, and shame



Overweight/Obese Children



- The number of overweight or obese infants and young children (aged 0 to 5 years) increased from 32 million globally in 1990 to 42 million in 2013.



- The majority of overweight or obese children live in LDCs, where the rate of increase is 30% higher than in MDCs.

As Obesity Rises, Chinese Kids Are Almost as Fat as Americans

THE WALL STREET JOURNAL.

May 29, 2014 5:45 pm HKT



Mexico Obesity Rate Higher Than U.S., Says U.N. Report

Posted: 07/09/2013 4:32 pm EDT | Updated: 07/09/2013 4:51 pm EDT



GREECE: 44% of boys and 38% of girls are overweight or obese, making Greek kids the fattest in the world.

According to the OECD, one reason is austerity measures that have led to tightened household budgets and the substitution of inexpensive processed and prepackaged foods for fresh fruits and vegetables.

<http://www.takepart.com/photos/these-10-countries-lead-world-childhood-obesity-nope-us-isnt-no-1/1-greece>

Policy Innovators: Advertising

- 1991: **Sweden** – Ad ban under 12



Policy Innovators: Advertising

- 1991: **Netherlands** – Stylized toothbrush



Policy Innovators: Advertising

- 2008: **U.K.** – Ad ban for HFSS foods aimed at kids under 16



Policy Innovators: “Junk Food” Taxes

- 2011: **Denmark** – Tax on high-fat foods (repealed)
- 2011: **Finland** -- Tax on high-sugar foods
- 2011: **Hungary** -- Tax on high-sugar and other foods
- 2012: **France** -- Tax on high-sugar drinks (and with artificial sweeteners)

Policy Innovator

News > World news > Mexico

Mexico enacts soda tax in effort to combat world's highest obesity rate

Health officials in the United States look to Mexico's new law as an experiment in curbing sugar consumption

Sarah Boseley, health editor
theguardian.com, Thursday 16 January 2014 11.01 EST
Jump to comments (37)

2014



International Policy Cooperation

- **Global Activist Pressure**
- **Collective Policy Framework**

Activist Pressure



- World Obesity Federation

World Obesity Federation represents professional members of the scientific, medical and research communities from over 50 regional and national obesity associations. Through our membership we create a global community of organisations dedicated to solving the problems of obesity.

Our mission is to lead and drive global efforts to reduce, prevent and treat obesity.

Collective Policy Framework

- WHO Commission on Ending Childhood Obesity



Activist Pressure

- Consumers International WCRD



WCRD 2015: HEALTHY DIETS



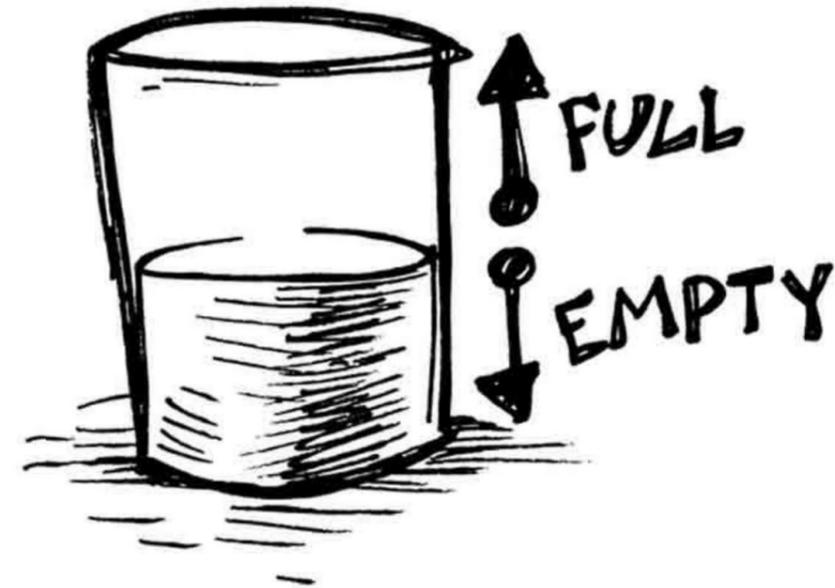
Many Other Consumer Problems Require International Policy Solutions



Additional Problems

- Counterfeiting
- Cybercrime and Identity Theft
- Climate Change

Reasons for Optimism



International Policy Cooperation

- Collective Goal Setting
- Collective Policy Frameworks
- Collective Progress Monitoring



General Assembly

Distr.: General
4 February 2016

Seventieth session
Agenda item 18 (a)

Resolution adopted by the General Assembly on 22 December 2015

[on the report of the Second Committee (A/70/470/Add.1)]

NEW UN GUIDELINES FOR CONSUMER PROTECTION AGREED

Added by: moderator



UNITED NATIONS SUSTAINABLE DEVELOPMENT SUMMIT 2015
25 - 27 SEPTEMBER

The United Nations Sustainable Development Summit for the adoption of the post-2015 development agenda and the Sustainable Development Goals will be held from 25 to 27 September 2015 in New York and convened as a high-level plenary meeting of the General Assembly.

1 NO POVERTY	2 ZERO HUNGER	3 GOOD HEALTH AND WELL-BEING	4 QUALITY EDUCATION	5 GENDER EQUALITY
6 CLEAN WATER AND SANITATION	7 AFFORDABLE AND CLEAN ENERGY	8 DECENT WORK AND ECONOMIC GROWTH	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	10 REDUCED INEQUALITIES
11 SUSTAINABLE CITIES AND COMMUNITIES	12 RESPONSIBLE CONSUMPTION AND PRODUCTION	13 CLIMATE ACTION	14 LIFE BELOW WATER	15 LIFE ON LAND
16 PEACE, JUSTICE AND STRONG INSTITUTIONS	17 PARTNERSHIPS FOR THE GOALS			

Future is Hopeful



Thursday August 4, 10:30-11:15



Hope and Happiness in Mothering and Fathering: What Can “Positive” Approaches in Home Economics Education Do?

Masako Ishii-Kuntz

Professor

Social Sciences and Family Studies, Ochanomizu University (Japan)

Abstract

Mothering and fathering practices in many contemporary societies have been influenced partly by the sociodemographic changes such as the delay in first marriage, a decline in fertility rate, a decrease in three-generational households, and an increase in women’s labor force participation. With these changes, for example, fathers who used to play only a peripheral role in the family are now expected to be more active participants in child care and housework. Paternal involvement has also been increasingly encouraged not only by their spouses but also by the governments such as Japan and South Korea that are concerned with the lowering of the birthrates.

In my presentation, I will first describe how the demographic and socioeconomic changes affected mothering and fathering practices in contemporary societies. Further, I will explain how unique cultural values and practices are influencing parental sharing in some countries such as Japan, China, Korea, the U.S. and Sweden. Second, using “positive” sociological approach and showing various international data, I will describe how contemporary mothers and fathers share their parental responsibilities as well as their hope and happiness associated with the parental roles. Third, “positive” approaches in home economics education related to mothering and fathering will be discussed in light of how they can contribute to increase the awareness and practice of the equal parental sharing of child care and housework.

Biography

Masako Ishii-Kuntz, Ph.D. is Professor of Social Sciences and Family Studies at Ochanomizu University, Tokyo, Japan. Prior to her appointment at Ochanomizu, she taught sociology courses at the University of California, Riverside for 20 years. She is an author of many books and articles on parental involvement in child care and housework in Japan and the U.S. Her most recent solo-authored book, *Sociology of Child Caring Men: In Search of Realizing Fathers' Involvement in Child Rearing* (Minerva Publications), is the first-ever academic book that proposes "positive" sociological approach to study fathers' participation in child rearing.

She served as a special editor of the two volumes of *Journal of Family Issues*. More than 120 of her articles and reports appeared in such journals as *Journal of Marriage and Family*, *Family Relations*, *Journal of Family Issues*, and *Sex Roles*, among others. Her most recent research project funded by the Japan Society for the Promotion of Science examines the use of internet technologies and social media services in fathering, mothering and grandparenting practices in Japan, Korea, U.S. and Sweden. Since her return to Japan, she has been actively involved in advising the governmental committees to facilitate work-life balance among employed women and men.

She served on the boards of the Japan Sociological Society, Japan Society of Family Sociology and Council on Family Relations of Japan Society of Home Economics. Ishii-Kuntz is also an associate member of the Japan Science Council.

At the international level, she was a keynote speaker at the United Nations 2004 commemoration of the 10th anniversary of the International Year of the Family. She was also invited to participate in the 2008 United Nation's Expert Group Meeting that produced policy suggestions on the topic of equal sharing of responsibilities between women and men worldwide. In recognition of her contribution to the international research and teaching of family sociology, she received the 2012 Jan Trost Award of the National Council on Family Relations in Phoenix, Arizona.

Hope and Happiness in Mothering and Fathering:

What Can “Positive” Approaches in Home Economics Education Do?

Masako Ishii-Kuntz, Ph.D.

Department of Social Sciences and Family Studies
Ochanomizu University, Tokyo

Keynote address presented at XXIII IFHE
Daejeon, Korea (8/4/2016).

©Masako Ishii-Kuntz

1

Outline

1. Positive approaches in studying parents and children
2. Sociodemographic changes and cultural values affecting mothering and fathering
3. Parental sharing of child care and positive outcomes (Hope and happiness)
4. Positive approaches in home economics education on sharing parental responsibilities

2

From Problem-Oriented to Positive Approaches in Social Sciences

- Problem-Oriented approach → Focus on social and psychological “problems” (Sociology and Psychology) → Why and how things do NOT work out. (Head and tail of a coin are not always opposite.)
- Positive approach → Without ignoring or replacing the conventional approach and scientific knowledge, it focuses on positive sides of human nature, and why and how things work out. → Effective intervention

3

Examples

- **Pathological problems**
 - Happiness and life satisfaction (personal growth)
 - Positive Psychology
- **Domestic violence**
 - “Survivors” of violence
- **Jobless youths**
Hope and the society
Economics (Not on how young people today remain jobless but rather on how young people can have a “hope” to look for jobs.)

4

Positive Approaches in Studying Parenting and Children

- **Maternal employment**
 - Negative effects on child development
 - Positive effects on child development
- **Fathers’ child care**
 - Lack of involvement (e.g., long work hours)
 - How and why they can be involved → **Positive Sociology**
- **Children’s Internet use**
 - Negative effects (lack of personal interaction, addiction)
 - Positive effects (academic learning, interaction with parents and others)

5

Demographic and Socioeconomic Changes

- (1) Changes affecting mothering and fathering
- (2) Parenting in South Korea, Japan, and China (compare with the U.S. and other countries, whenever possible)

6

Demographic and Socioeconomic Changes

- In the latter half of the 20th century, many Asian countries have undergone significant demographic and socioeconomic changes that have influenced families (Quah, 2009).

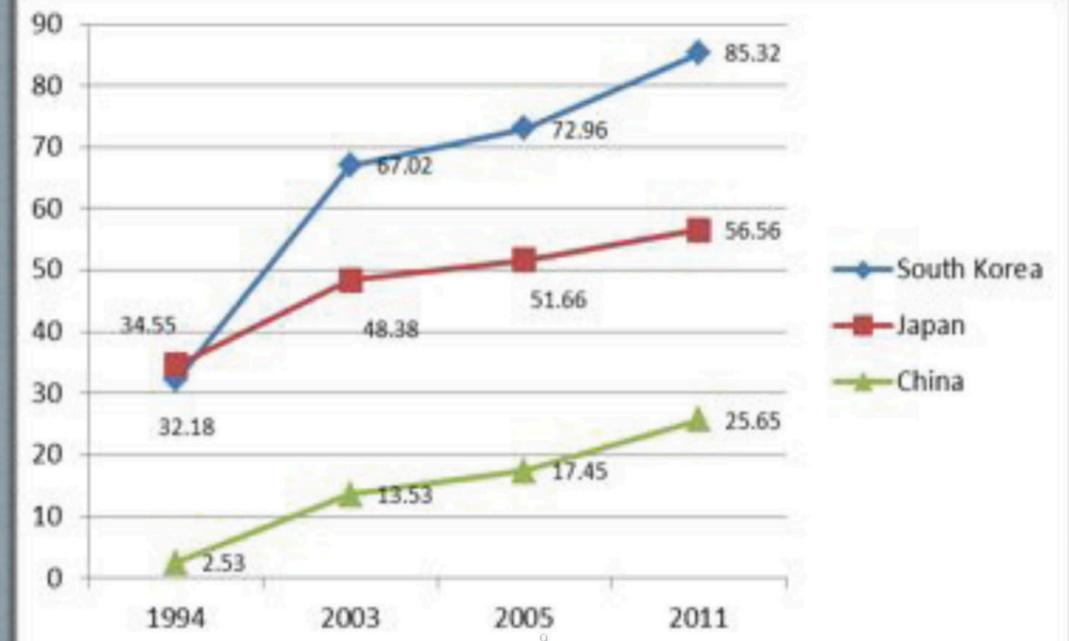
7

Demographic and socioeconomic changes affecting parenting

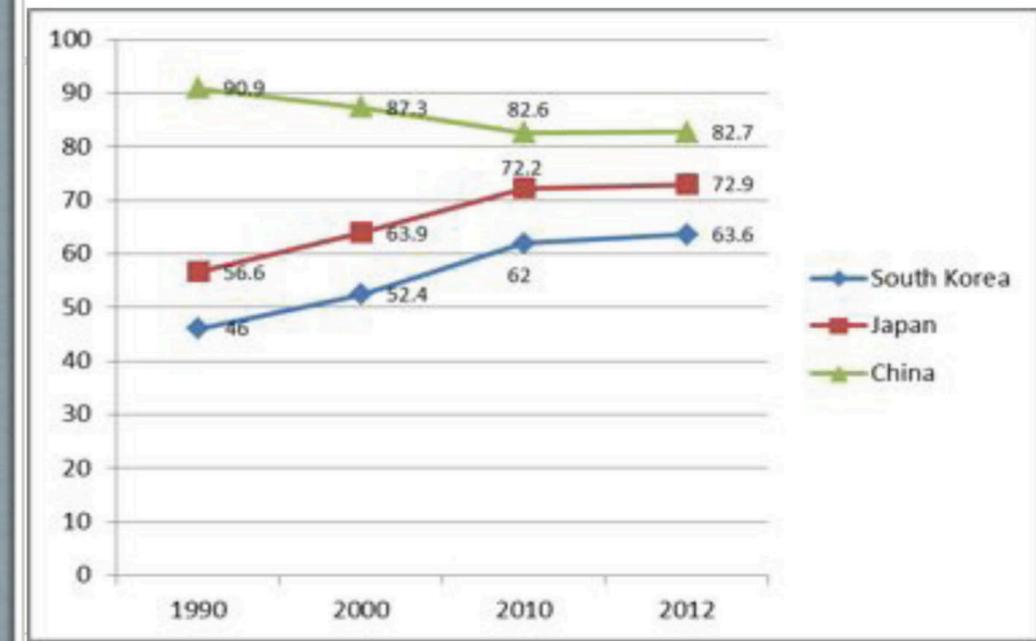
- Rise in women's educational attainment and labor force participation
- Delay in marriage
- Decline in fertility
- Decrease in average size of households

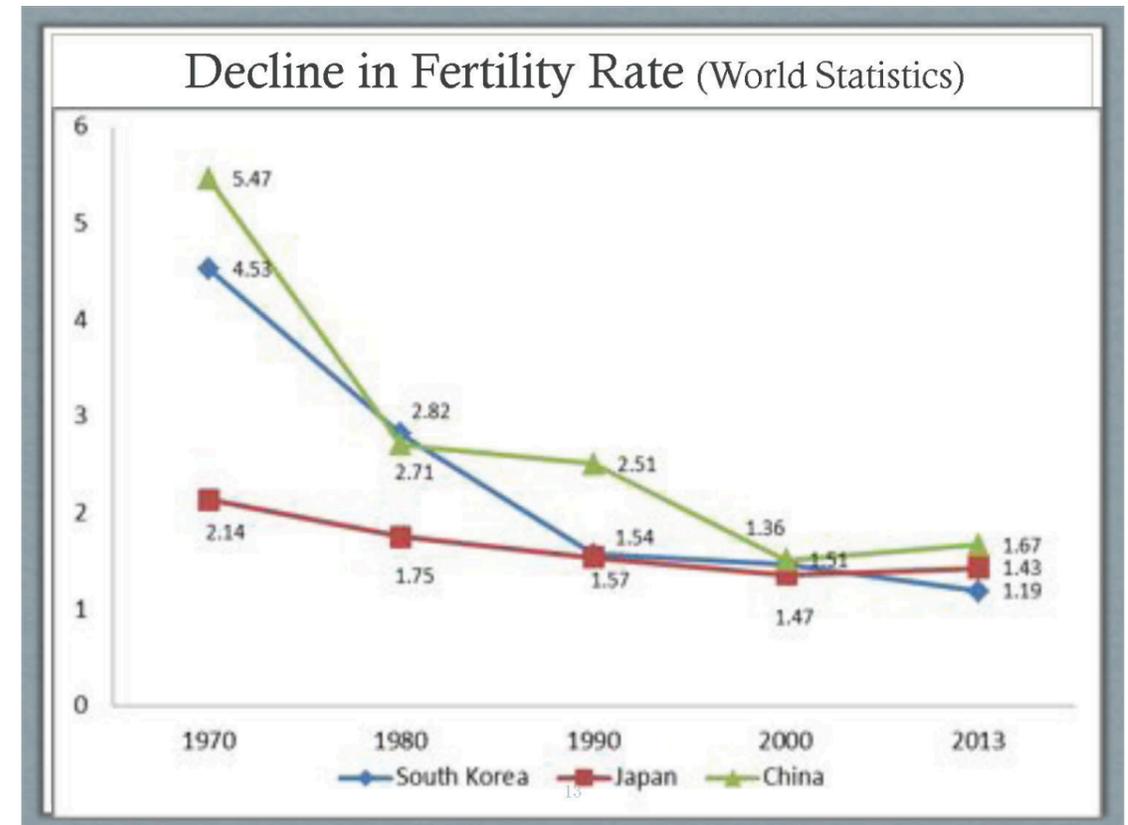
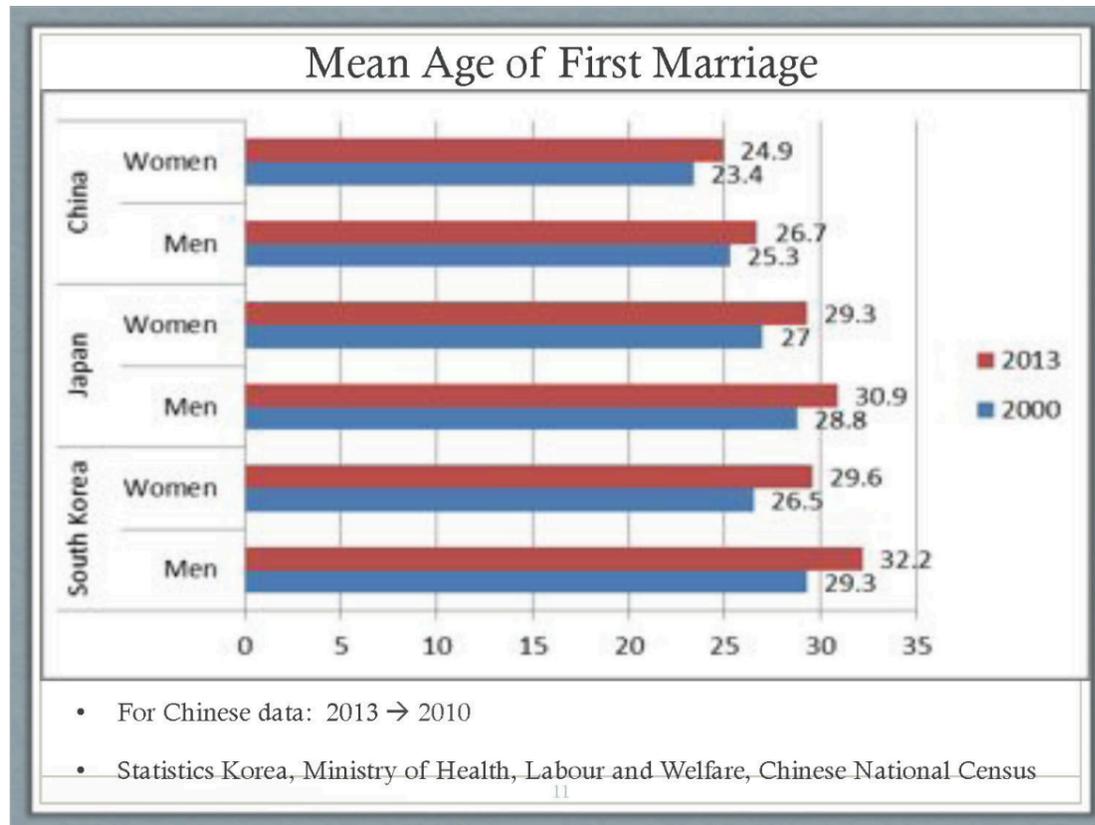
8

Women's Educational Attainment (%) (World Statistics)
Tertiary Education



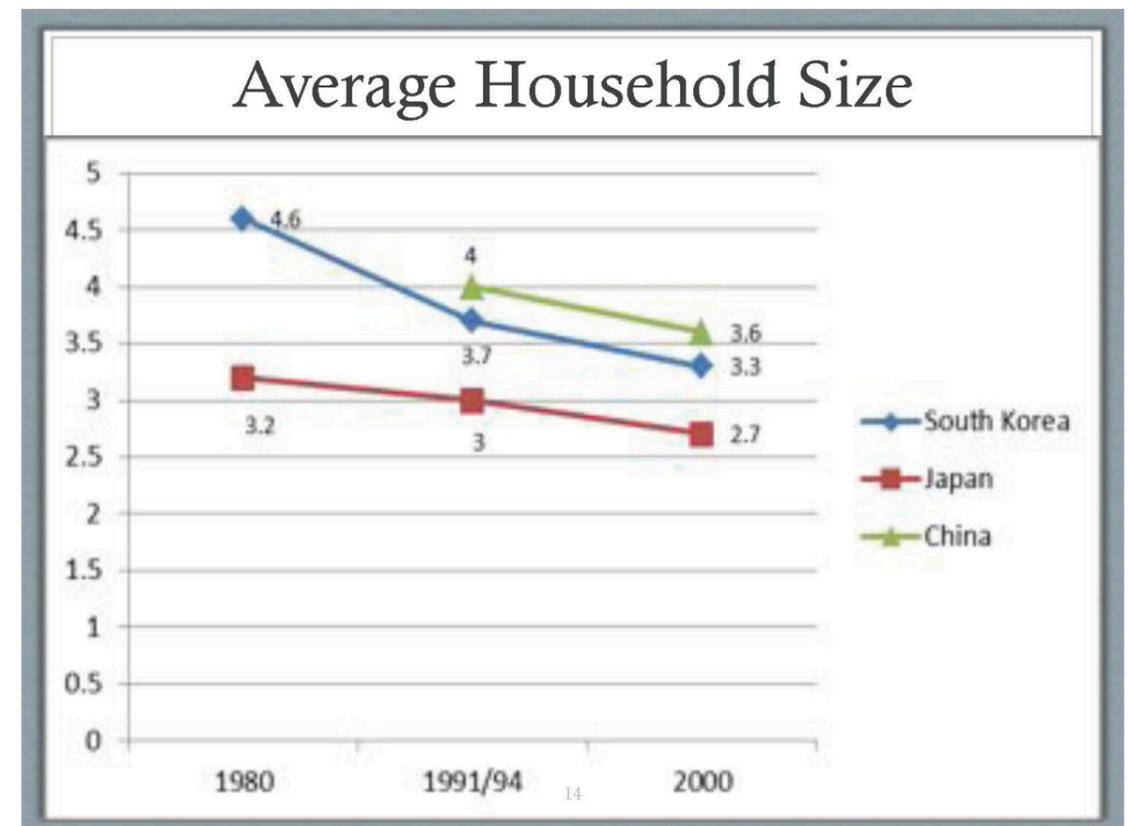
Female Labor Force Participation (%) (World Statistics)
Ages 25-34





Delay in first marriage in Japan (Women's expectations)

- **3H's:** Height, High education, High income
- **3L's:** Low risk, Low dependence, Low attitude (Vegetable eating men)
- **3-Hands:** Giving Hands, Holding Hands, Exchanging Hands



Decrease in Household Size

Extended household → Nuclear household

(1) Korea: 29.27% (1960) → 13.95% (1990)

Kwon, Kim & Ch'oe (1995) for 1960; Office of Statistics, Republic of Korea for 1995.

(2) Japan: 12.2% (1970) → 7.5% (2000)

Ministry of Health, Labour and Welfare (1970, 2000)

15

In Other Asian Countries

- Women's average years of schooling increased from the mid-1980 to 2000 in other Asian countries such as Malaysia (4.59 to 6.20 years) and the Philippines (6.73 to 8.18 years).
- Female labor force participation rate increased between 1990 and 2012 in other Asian countries such as the Philippines (48 to 51%), and Malaysia (43 to 44%).
- Women's higher educational attainment, through greater career aspirations and higher marketability, may account for the increase in female labor force participation, which, in turn, has been negatively linked to the fertility rate (Bloom et al., 2007).
- A decline in fertility has been recorded in countries where both women's educational level and labor force participation increased.

16

Sociodemographic Backgrounds

- Similarities → Demographic changes and cultural values of family loyalty and filial piety
- Differences
 1. History
 2. **Family cultures (e.g., socialization of children)**
 3. **Emphasis on education**
 4. Global Gender Gap Report (China 87th, Japan 104th, Korea 117th)

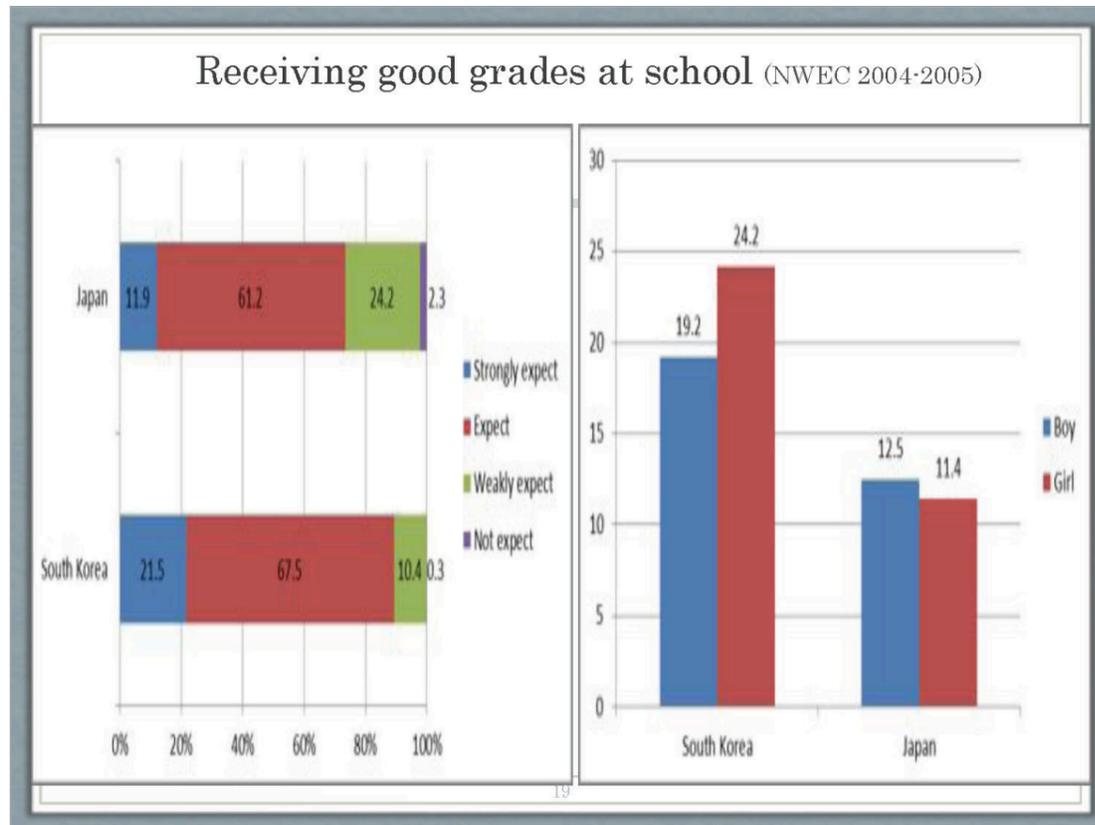
17

Family Cultures: Socialization of Children

What do parents expect most of their children? (National Women's Education Center, NWECC 2004-2005)

	South Korea	Japan
1	To have a goal in life (64.2%)	To clearly express own opinion (69.3%)
2	To clearly express own opinion (59%)	To get along with others (67.9%)
3	To get along with others (55.8%)	To help others in trouble (67.3%)
4	To take a leadership (54.9%)	To have a goal in life (56.6%)
5	To help others in trouble (54.6%)	To be masculine or feminine (35.1%)

18



Parental Sharing of Child Care and Positive Outcomes

- **Hope and Happiness**
 - Child's Social and Emotional Development (+)
 - Maternal Stress/Anxiety and Parenting Attitudes (-)
 - Mothers' careers (+)
 - Marital Quality (+)
 - Father's Growth (+)

- **Shared Parenting**
 - Women's Educational Attainment
 - Women's Labor Force Participation
 - Delayed Marriage
 - Fertility and Household Size

Why Parental Sharing?

To increase fertility rate, governments in various Asian countries began to identify the factors affecting couples' fertility decisions.

- Japan (Abe, 2001)
 1. Financial cost of raising children
 2. Shortage of child care facilities
 3. **The lack of husbands' support for child care**
- South Korea (Kim, 2014)
 1. High cost for children's education
 2. Difficulties that employed mothers experience in balancing work and family
 3. **It is suggested that an increase in Korean fathers taking child care leave to support their wives is sorely needed.**

Japanese Ministry of Health and Welfare's 1999 and 2003 Campaigns

"A man who doesn't raise his children
can't be called a father."



23

"I was a coward father who did not
participate in child care."



"Ikumen" Phenomenon

- "Ikumen" (育メン) → Men who actively participate in the care of their children. (phonetic resemblance to "Ikemen" [handsome men] also gives an impression that fathering is a "good-looking" activity.)
- The image of "child caring men = good-looking and cool" → A radical departure from the image of child caring fathers in the 1980s and 1990s.
- Reasons for the rise of "Ikumen":
 1. New policies and revision of laws to promote fathers' participation → Father-friendly child care leave law and "Ikumen" Project
 2. "Fathering Japan"
 3. Prior men's "movement"
 4. Maternal anxiety and stress (e.g., Makino 1982, 1983, 1987)

24

Fathering Research

- Asian fathers' involvement in child care is still relatively low → An increasing trend for younger men to be more involved than their own fathers' generations (Yeung, 2010).
- Little is known about fatherhood in Asian contexts, especially compared to the voluminous research in U.S., Sweden, Norway, and other Western countries.
 1. U.S. fathers' participation in child care has increased but the level of their physical care of children is still much less than that of mothers (Pleck, 1997).
 2. Positive effects of paternal involvement on children → Higher emotional stability, more positive relationships with others, less troubles in the neighborhood than those children with uninvolved fathers (e.g., Harris and Marmer, 1996).

25

Historical and Cultural Contexts of Fatherhood in Asia

1. Father's role has been influenced by the powerful teachings of Confucianism. → Within these traditions, family remains a strong socioeconomic unit in which each member is expected to perform distinctive roles such as fathers' breadwinning role and mothers' care giving role.
2. A dominant family ideology in many Asian societies is still patriarchy despite an improvement in Asian women's social status.

26

Other Characteristics affecting Asian Families

1. Migration within and across countries.

(e.g.) A large number of men in the Philippines and China migrate to other regions and countries, leaving behind their children under the care of the mother, grandparents, or other relatives.

2. Family policies

(e.g.) The one-child policy in China has impacted the way Chinese men view fatherhood.



Some findings about western fatherhood may NOT be directly applicable in Asian contexts.

27

Korean Fathers: Recent Trends

1. Mothers' work-related demands
2. An increase in nuclear families
3. Emergence of new social expectations regarding nurturing fathers has led Korean fathers to participate in parenting more than before (Chae and Lee, 2011).
4. Korean government's concern with the decline in birth rates.
 - (1) Promotion of men's active participation in child care
 - (2) Child care leave law in 1987 → A rise only since 2001 when employment insurance began to provide wage replacement at a flat rate.
 - (3) The number of workers who took the child care leave increased from 3,763 in 2002 to 58,137 in 2011 (Statistics Korea, 2012). However, only about 2% of child care leave takers were fathers in 2011.

29

Japanese Fathers: Recent Trends

There are several demographic changes that have necessitated more active paternal involvement.

1. Increase in women's labor force participation, especially among women of childbearing years.
2. Increase in the number of double-earner families → Traditional division of household labor where a man is the sole financial provider for the family is no longer the dominant pattern in many Japanese families.
3. Lower fertility (especially, from the Government's view)

28

Chinese Fathers: Recent Trends

- Younger Chinese known as "bā línghòu" (the first cohort of children born after the adoption of one-child policy in 1979.)
 - Fathers of the post-1980 generation show much affection and, in some cases, indulge them with material resources to the point of spoiling them as "Little Emperor" (Wu, 2012).
 - The children of the post-1980s are now in the midst of childbearing ages.
- Need to be aware that this pattern may vary considerably across ethnic groups (Wu, 1996).
 - An urban-rural diversity in fathering (migration) (Jyo, 2012).
 - Fathers living in urban areas are much more likely to be directly involved in caring for their children compared to migratory workers who are unable to see their families on a regular basis.

30

Chinese Fathers: Recent Trends

- Chinese fathers' increased involvement is particularly evident in areas of education.
- 55% of the parents reported their only children's good school achievement as the source of happiness, and more than half of the parents would punish if the child failed an exam. (Zhu, 1992)
- Parents of only children spent much more time than parents with two or more children to help their children's homework.
- 76% and 51% of Beijing mothers and fathers of only children, respectively, spent more than half of their leisure time with their children. (Chen, 1986)

31

Hope and Happiness in Parenting: A Recent Study

- Parenting Happiness Gap: Having children makes people significantly less happy compared to people who are child-free.
- Glass et al. (2016) studied social policies, parenthood and happiness in 22 European and English-speaking countries:
 1. "Parental happiness penalty" is NOT universal. (In Norway and Hungary, parents are happier than non-parents.)
 2. U.S. has the largest happiness gap.
 3. Presence or absence of social policies allowing parents to better combine paid work with family obligations (true for both mothers and fathers.) was a strong factor.
 4. Money was less of a factor than giving parents the tools to combine employment with parenting.

32

Summary

1. An increase of fathers' involvement in child care over the past few decades.
2. Despite the increase in fathering practices, Korean, Japanese, and Chinese men's participation in child care are still much lower than those of their wives.
3. Importance for mothers and fathers to be able to balance between work and family demands.

33

Obstacles to Fathers' Child Care Involvement

- Hegemonic corporate structures and environment
 - Lack of role (parts) models and mentors
 - Lack of understanding (bosses and coworkers)
- Traditional gender ideology
 - Men's ambivalence toward parental roles
 - Women's territorial concerns

34

Suggestions

- Research
 1. Comparative research (Cultures and structures)
 2. Longitudinal research
- Policies
 1. Child Care Leave
 2. Work-Life Balance
- Education
 1. Family Life Education
 2. **Home Economics Education**

35

Positive approaches in home economics education on mothering and fathering

What Can “Positive” Approaches in Home Economics Education Do?

36

Positive approaches to facilitate equal sharing of responsibilities between women and men

- Facilitate changes in gender roles
- Teaching of shared parental responsibility in child care
- Provide role (parts) models
- Home Economics Education is absolutely essential !

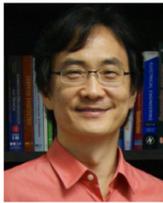
37

Home Economics Education in pursuit of Hope and Happiness in Shared Parenting

- Lessons about equal sharing of housework and child care
 - Lesson plans that focus on equal sharing between women and men
 - Women’s pursuit for careers, Men’s child care
- Practical teaching contents
 - Role play
 - Use of technology (computerized baby)
- Interactive approach with the local community
 - Direct interaction with babies and parents
 - Fathering homestay (collaboration with NPO)

38

Thursday August 4, 11:30-12:15



Why GRIT is Important Especially for Children, Students and Parents?

Joohan Kim

Professor

Department of Communication, Yonsei University (Republic of Korea)

Abstract

GRIT is mental muscles, or non-cognitive capabilities. GRIT stands for "Growing through Relatedness, Intrinsic Motivation, and Tenacity" which represent interpersonal capacity, self-motivation capacity, and self-regulation capacity, respectively. Numerous studies have shown that stronger GRIT results in better.

Performances in the areas of, but not limited to, academy, education, sports, music, and emotion regulations. At the core of GRIT, lies self-respect, which mainly comes from the sense of self-worth, or belief in oneself's value and worthiness.

Love and care that one can get during childhood, usually from parents, childcare givers, siblings, and family, are the most importance sources of the sense of self-worth, and thus, of mental muscles and GRIT.

Biography

Professor Joohan Kim, Dean of Graduate School of Journalism and Mass Communication, has been teaching at the Communication Department of Yonsei University, since 1999. Before coming to Yonsei, he taught at the Department of Communication at Boston College as a tenure-track position Professor. He earned his doctoral degree at the Annenberg School for Communication at University of Pennsylvania.

His current major research topics includes social neuroscience, communication competence, mental muscles, non-cognitive capabilities, psychological resilience, and GRIT. He has published numerous research papers in scholarly journals, including Social Neuroscience, NeuroImage, Teaching in Higher Education, Social Psychiatry and Psychiatric Epidemiology, Journal of Communication, Communication Theory, Journalism and Mass Communication Quarterly, Political Communication, International Journal of Public Opinion Research, Computers in Human Behavior, Human Studies, Semiotica, and Psychological Reports.

He also authored national best-sellers such as Resilience and GRIT.

- GRIT for Hope & Happiness -

Why GRIT is important especially for children, students and parents?

A Keynote Presentation
for the International Federation
for Home Economics World Congress

August 4, 2016

Joohan Kim, Ph.D.
Department of Communication
Yonsei University

GRIT stands for....

Growth through

Relatedness (= relational capacity),

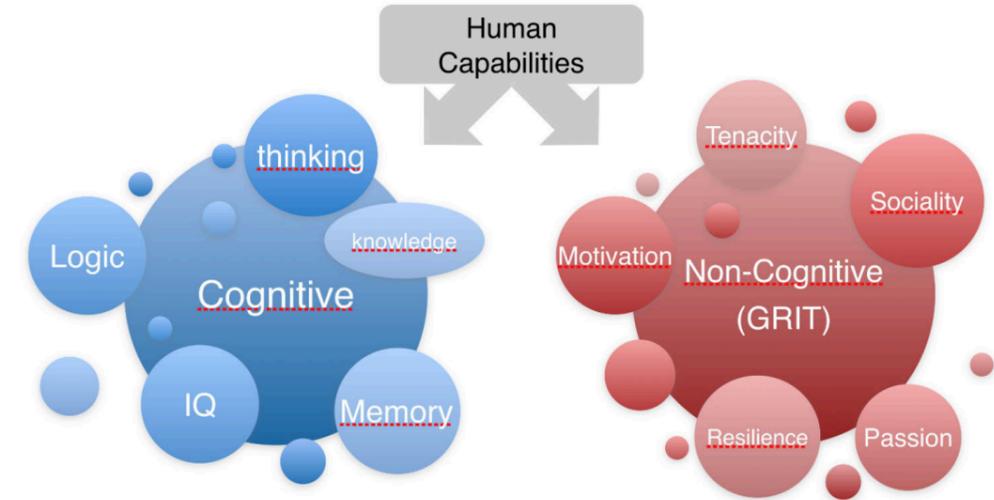
Intrinsic motivation (= motivation & passion),

Tenacity (= Self-regulation)

What is GRIT?

- GRIT is the essence of the non-cognitive capacity, or the basis of motivation, tenacity, resilience, and relational competence.
- For students, the Grit Training System (GTS), will help with raising their grades and getting higher academic achievement.
- For adults, GTS will help with gaining higher task achievement, lowering stress levels, and strengthening mental muscles.
- GRIT, known to be "mental muscles," can be developed and enhanced through regular and systematic trainings and "mental exercises."
- The fundamental basis of GRIT is "communication competence."

The Two Sources of Human Capabilities:
Cognitive & Non-Cognitive

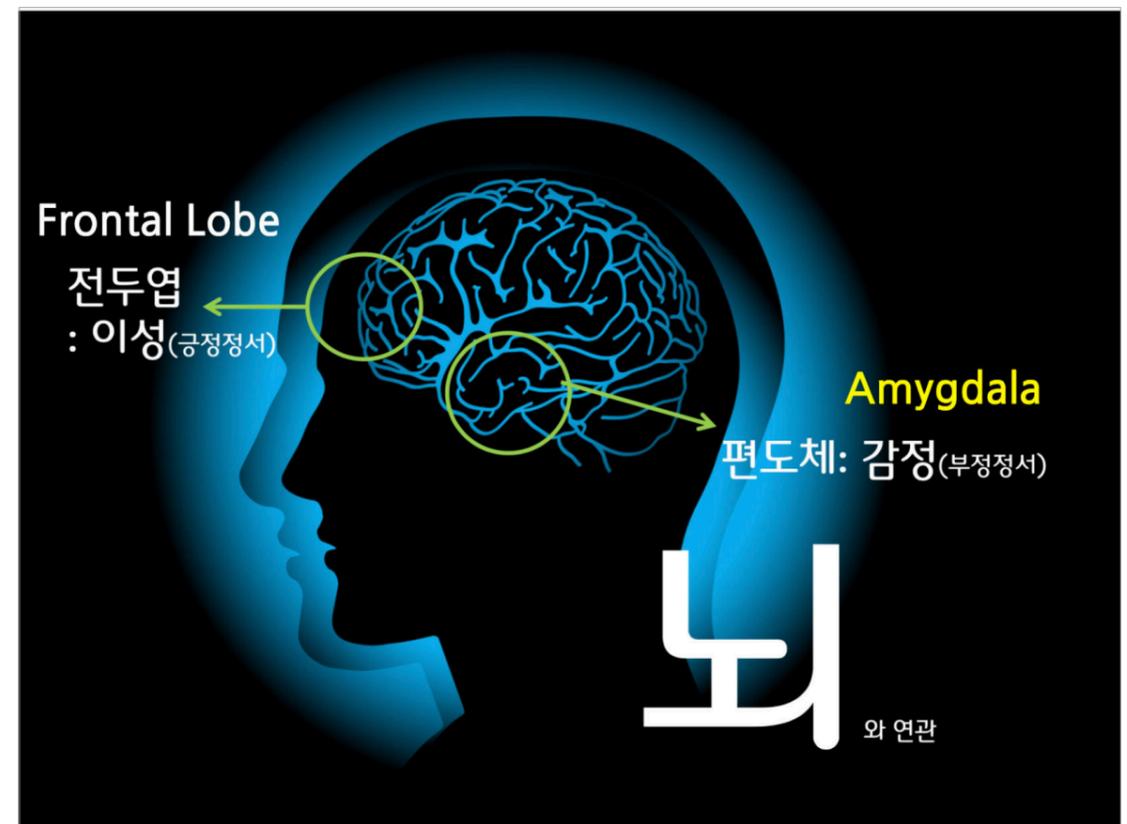


Achievement Competence Personality

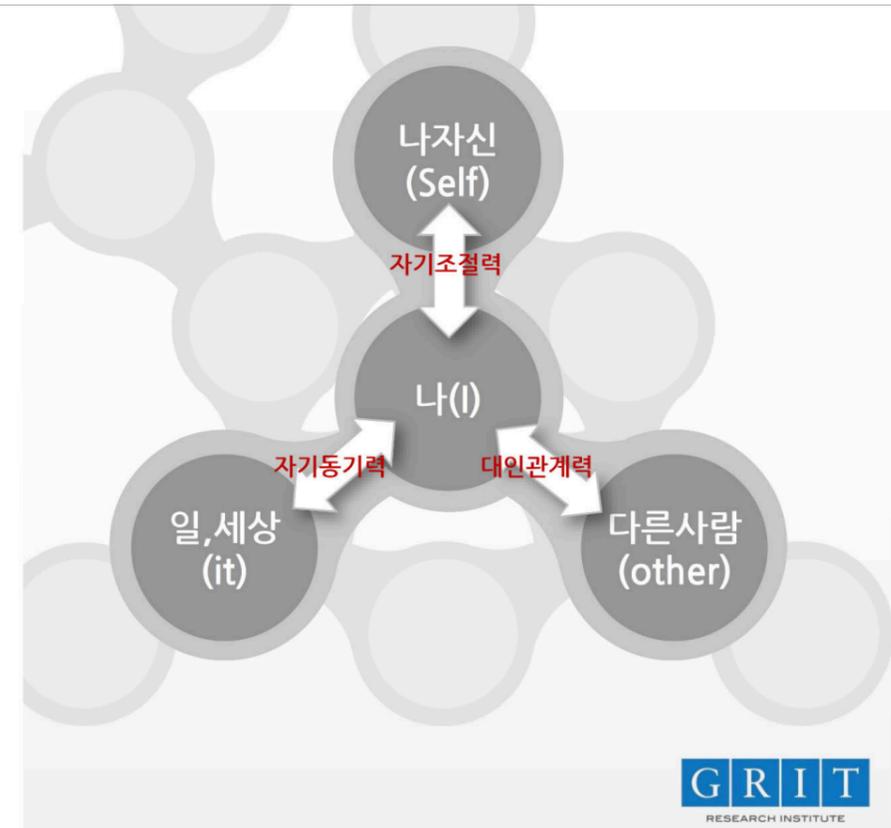
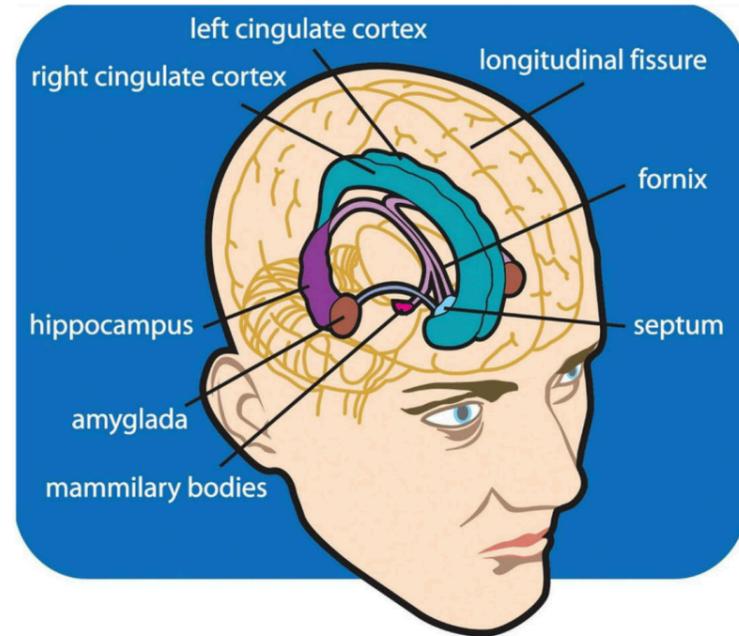
회복탄력성과 그릿, 그리고 소통 능력



Communication Competence



변연계 (Limbic System): 감정의 중추



Differences are in the brain! 비교

Milton et al. (2007). *NeuroImage*. 35. 804-813.

J. Milton et al. / NeuroImage 35 (2007) 804-813

807

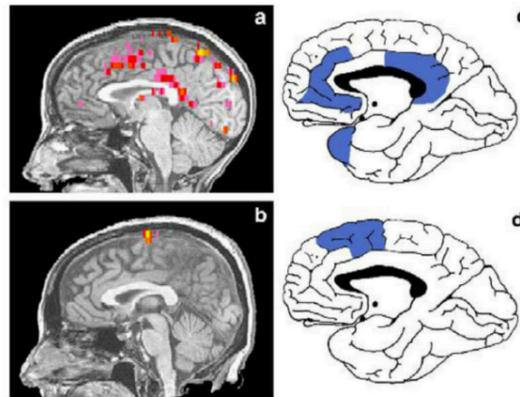


Fig. 2. Brain activation derived from 15 s from the onset of the pre-shot routine — control task for (a) a novice and (b) an expert golfer. In each case, the golfer shown represents the one whose overall brain activation was closest to the group mean. The color code gives the F values for the F -test of those voxels significantly different between the active and control tasks: red ($6.63 < F < 10$), orange ($10 \leq F < 25$), yellow ($F \geq 25$), where $F = 6.63$ correspond to the whole-brain corrected significance level ($p = 0.05$). The right hand side shows a schematic representation to summarize those brain regions which were activated during the pre-shot routine for the two groups of golfers: (c) novice golfers activated the limbic regions including the cingulate and temporal pole and (d) expert golfers activated the supplementary motor region.

Self-Regulation: I \Leftrightarrow Self
Capacity of dealing with oneself
Emotional Regulation
Perseverance
Positivity

Relational Capacity: I \Leftrightarrow Others

Capacity of dealing with others

Empathy
Sociality
Self-Expression

Motivation: I \Leftrightarrow Work

Capacity of dealing with work

Intrinsic motivation
Autonomy
Competence

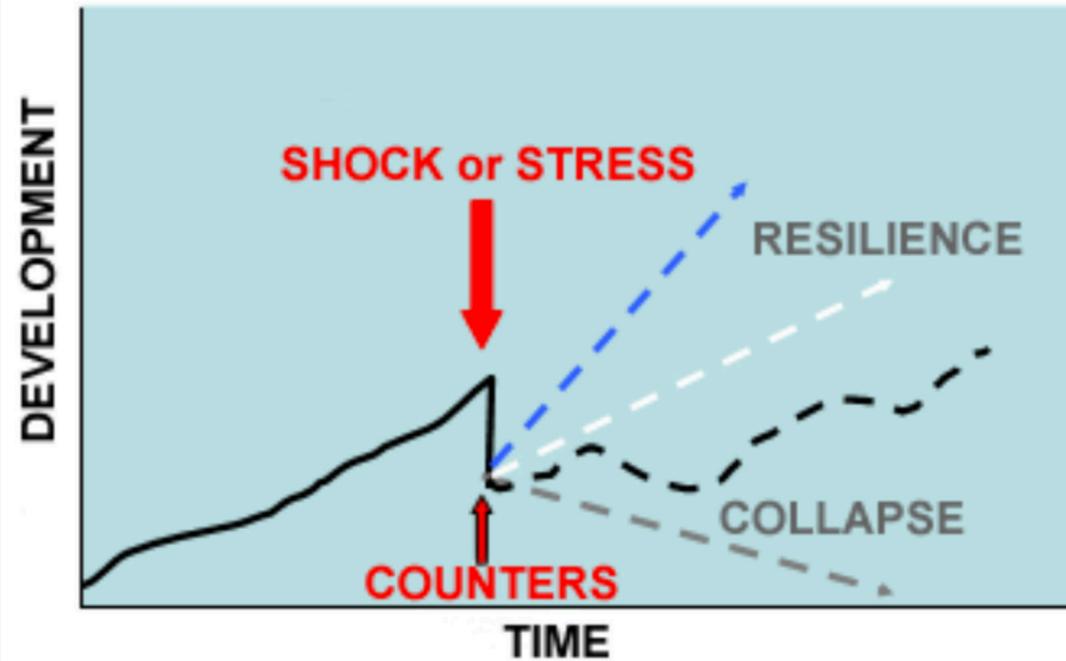
GRIT and related concepts and components

성취역량 GRIT (Joohan Kim)	Emotional Intelligence (Goleman)	Multiple Intelligence Theory (Gardner)	Self- Determination Theory (Deci & Ryan)	Soft Skill (Heckman)	Grit (Duckworth)	Growth Mindset (Dweck)
Self-regulation capacity (Resilience & Tenacity)	Self- awareness Self- regulation	Intrapersonal intelligence		Perseverance	Grit	
Self-motivation capacity (Growth mindset & Intrinsic motivation)	Motivation		Competence Autonomy			Growth mindset
Relational capacity	Empathy Social skill	Interpersonal intelligence	Relatedness	Social skill		

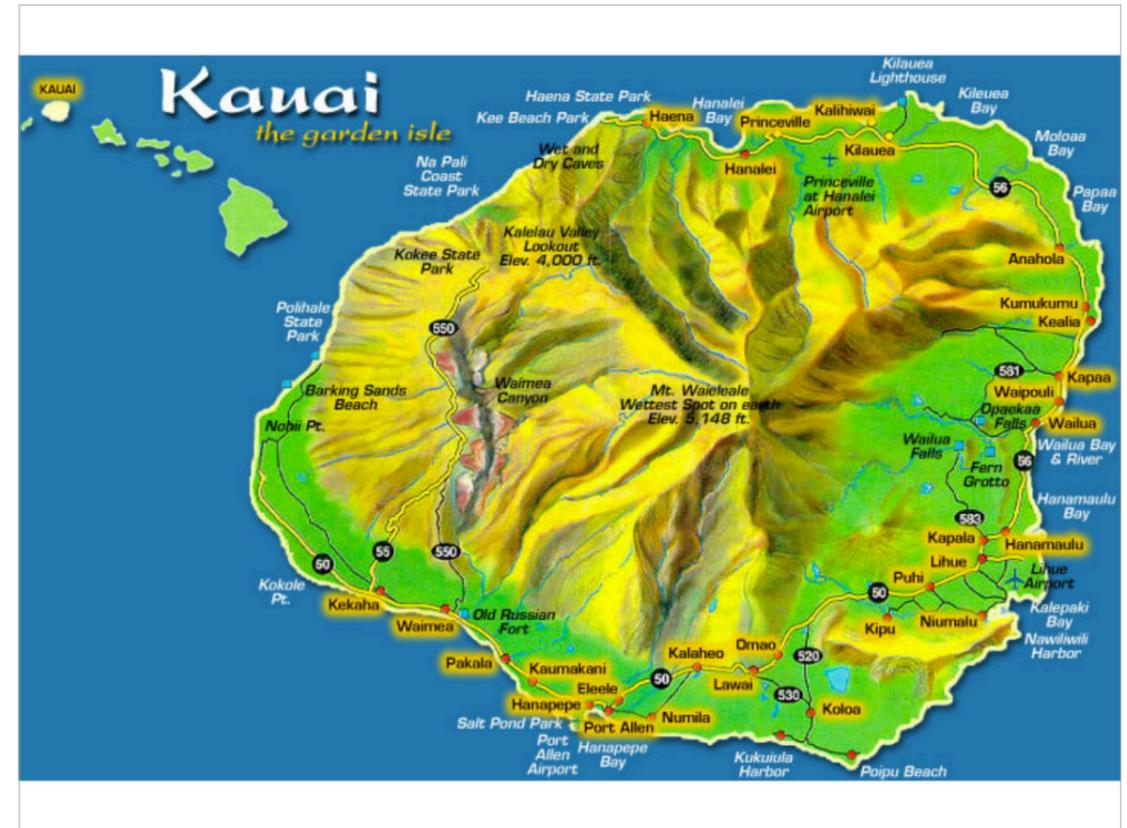
Resilience

Mental muscles that provide power through which one may transform adversities, setbacks, and failures into a springboard for success.

Figure 1 - Concept of resilience



The two kinds of balls



Emmy Werner's Findings

1. Emotional supports
They were loved when they were young!
 2. Healthy interpersonal relationships
Capacity to love and respect
- Sense of self-worth → Self-respect

James Heckman's Findings

We need to foster "soft skills" for children

1. perseverance → self-control capability
 2. social skills → relational capability
- ⇒ Capacity toward oneself & others

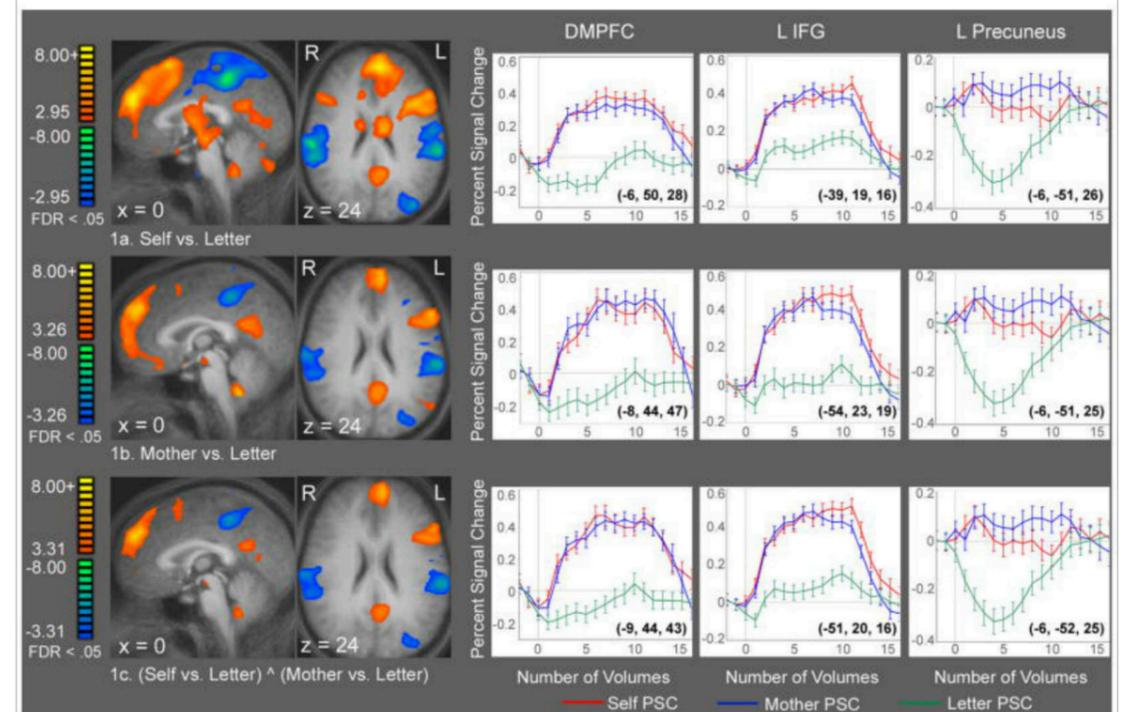
Two Components of Resilience

1. Self-Control Capability
= Emotional Regulation + Perseverance + Positivity
2. Relational Capability
= Empathy + Relatedness + Communication Competence

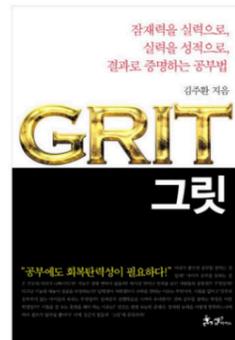
Sense of Self-Worth

--> Self-Respect

--> Self-Regulation



Works on GRIT and Non-Cognitive Capabilities



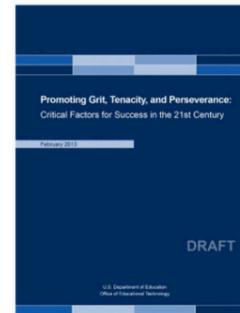
GRIT (2013)

The Best Seller by Professor Joohan Kim



Resilience (2011)

Another Best Seller by Joohan Kim



Promoting Grit, Tenacity, and Perseverance (2013)

An Extensive Report on GRIT and Non-Cognitive Capacities by U.S. Department of Education

Self-Affirmation Theory

Talk to yourself the right thing

I respect myself
I respect people around me
I respect what I do



Recursive Processes in Self-Affirmation: Intervening to Close the Minority Achievement Gap
Geoffrey L. Cohen, et al.
Science 324, 400 (2009);
DOI: 10.1126/science.1170769

The following resources related to this article are available online at www.sciencemag.org (this information is current as of April 16, 2009):

Updated information and services, including high-resolution figures, can be found in the online version of this article at:
<http://www.sciencemag.org/cgi/content/full/324/5925/400>

Supporting Online Material can be found at:
<http://www.sciencemag.org/cgi/content/full/324/5925/400/DC1>

This article cites 12 articles, 1 of which can be accessed for free:
<http://www.sciencemag.org/cgi/content/full/324/5925/400/otherarticles>

This article appears in the following subject collections:
<http://www.sciencemag.org/cgi/collection/psychology>

Information about obtaining reprints of this article or about obtaining permission to reproduce this article in whole or in part can be found at:
<http://www.sciencemag.org/aboutpermissions.dtl>



Science (print ISSN 0036-8075; online ISSN 1095-9203) is published weekly, except the last week in December, by the American Association for the Advancement of Science, 1200 New York Avenue NW, Washington, DC 20005. Copyright 2009 by the American Association for the Advancement of Science; all rights reserved. The title Science is a registered trademark of AAAS.

Respect is the Key!

Respect for self --> self regulation
Respect for others --> relational capacity
Respect for work --> motivation and passion

Friday August 5, 10:30-11:15



Working Together for Better Health - Act Local and Global

Ilona Kickbusch

Director

Global Health Centre, Graduate Institute Geneva (Switzerland)

Abstract

We live in a health society. Health is created in the context of our everyday lives: where we live, love, work, play, travel, shop and google. Health is also ever more important in the political, the economic and the social sphere. But health and well-being cannot be produced by one sector - it requires the whole of government to be committed to health.

Yet even that is not enough - the whole of society (individuals, communities, families, business, associations) needs to contribute to make our environments and our lifestyles more supportive of health. Especially business is challenged to ensure and promote healthy workplaces, environments and products. Health is determined by the resources we have at our disposal - the greatest threat to health are inequalities. Globalization, urbanization and commercialization significantly influence the choices we (can) make for health as does our level of health literacy. What does it take to make the healthier choice the easier choice for citizens - and health the political choice for decision makers? How does our local health link to global health? How can we jointly create a healthier planet? These issues will be raised and discussed - also with reference to the global agenda of the sustainable development goals SDGs.

Biography

Ilona Kickbusch is the Director of the Global Health Programme at the Graduate Institute of International and Development Studies, Geneva. She is senior advisor to the Regional Directors of the WHO Regional Offices for Europe and the Eastern Mediterranean. She has been deeply involved in the development of the Health 2020 European health policy framework. She is a member of the independent Ebola interim assessment panel of the WHO.

In Switzerland she serves on the executive board of the Careum Foundation and on the expert panel to the Federal Councillor to advice on the implementation of the Swiss Health Strategy 2020. She has contributed to innovation in health in many ways throughout her career and now advises organisations, government agencies and the private sector on policies and strategies to promote health at the national, European and international level. She has worked with the WHO at various levels and in academia as professor at Yale University. She has received honorary doctorates from the Nordic School of Public Health and the University of Girona.

She has published widely and is a member of a number of advisory boards in both the academic and the health policy arena. She has received many awards. Her key areas of work relate to Global Health Governance, Health Security, Public Health, Health Promotion, Health Literacy and Health in All Policies. She has a strong commitment to women's rights. Details and updates can be found on her Website: www.ilonakickbusch.com and on wikipedia. You can follow her on twitter @IlonaKickbusch



Working Together for Better Health - Act Local and Global

Professor Ilona Kickbusch
Director, Global Health Centre
The Graduate Institute Geneva
IFHE World Congress 2016

Kickbusch © Graduate Institute Geneva
2016

A global risk society

A SHARED GLOBAL SPACE OF THREAT and a shared global space of RESPONSIBILITY

A new global ethic - new concepts of security, justice and governance
(Commission on global security, justice and governance)

Shared benefits of growth

Paris 2015
Getting a global agreement on climate change



Kickbusch © Graduate Institute Geneva
2016

Combined impacts

- Many of the risks we deal with in the 21st century are related to both **unintended and neglected consequences of progress and change**, a chain of secondary effects on which we are now required to act. This means dealing with *"the combined impacts of rapid demographic, environmental, social, technological and other changes in our ways-of-living"*.

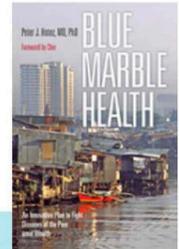
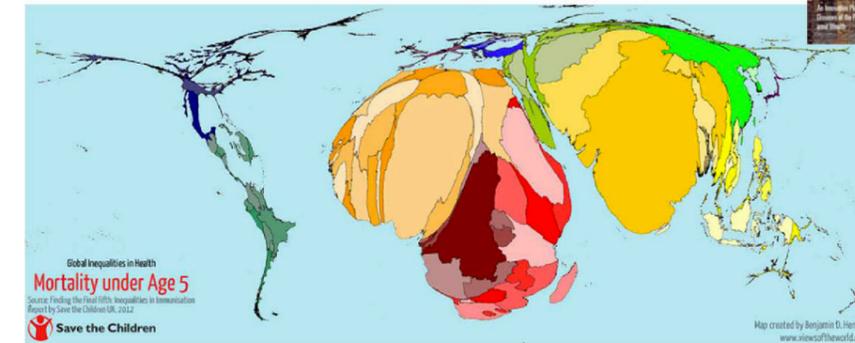
6 Challenges for health at global and local level



Kickbusch © Graduate Institute Geneva
2016

1. New landscapes of inequality

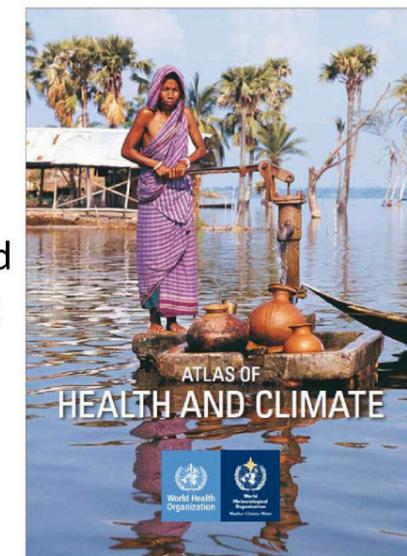
poor people living in wealthy countries account for most of the world's poverty-related illness.



Kickbusch © Graduate Institute Geneva 2016

2. Global health – planetary health

- the health of people can no longer be seen separate from the health of the planet and wealth measured along with parameters of growth will no longer ensure health.



Kickbusch © Graduate Institute Geneva
2016

3. Challenges of Health Security



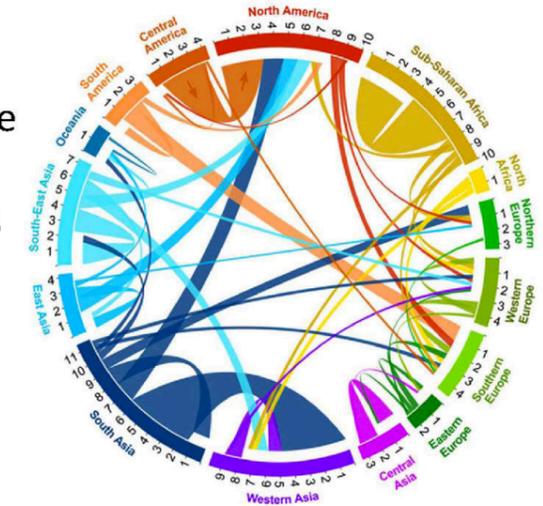
Ebola
ZIKA
AMR
FLU
Yellow fever



Kickbusch © Graduate Institute Geneva 2016

5. Movement of people

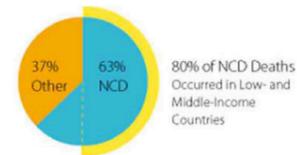
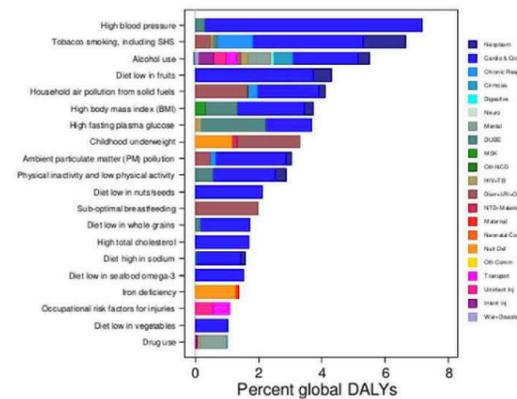
- Almost **216** million people, or **3.15%** of the world population, live outside their countries
- 5th largest country



Kickbusch The Graduate Institute 2016

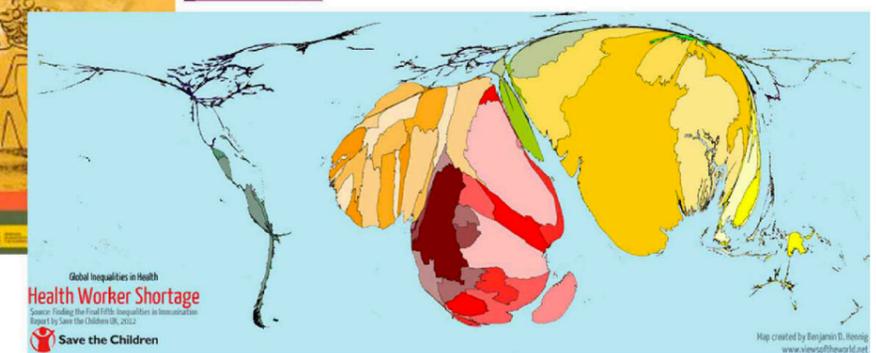
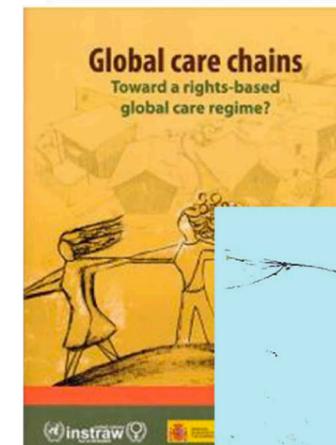
4. NCDs and Obesity

Leading risk factors for disease burden in the world in 2010



Kickbusch © Graduate Institute Geneva 2016

6. Global Care Chains



Kickbusch © Graduate Institute Geneva 2016

People

- But we have not only failed the planet –
- we have also failed the most vulnerable: populations in fragile states, victims of war, refugees, asylum seekers, trafficked populations, people in forced labour, slaves and global migrant workers.
- The number of people affected by crises around the world has almost doubled over the past decade: **60-80 million people**

Kickbusch © Graduate Institute Geneva
2016

2015 Year of global problem solving

- the [Third International Conference on Financing for Development](#) in July 2015 adopted the [“Addis Ababa Action Agenda”](#),⁴
- the [United Nations Summit in September 2015 adopted the post-2015 development agenda](#) and agreed on seventeen [Sustainable Development Goals \(SDGs\)](#),⁵
- the [2015 United Nations Climate Change Conference \(COP21\)](#) adopted the [Paris agreement](#),⁶ the first-ever universal, legally binding global climate deal and
- the [World Trade Organization Ministerial Conference](#), also in December 2015, adopted the [Nairobi Package](#)⁷ with a focus on agriculture, with the aim to support the least-developed countries.

Kickbusch © Graduate Institute Geneva
2016

The way forward.....

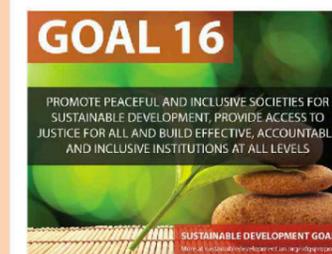
- **"The only way to build a shared living space deliberately is through politics". (Purdy 2015)**



Kickbusch © Graduate Institute Geneva
2016

UN - Transformative agenda

- .. global risks open up a complex moral and political space of responsibility in which the others are present and absent, near and far, and in which actions are neither good nor evil, only more or less risky. The meanings of proximity, reciprocity, dignity, justice and trust are transformed within this horizon of expectation of global risks. (Ulrich Beck 2009)



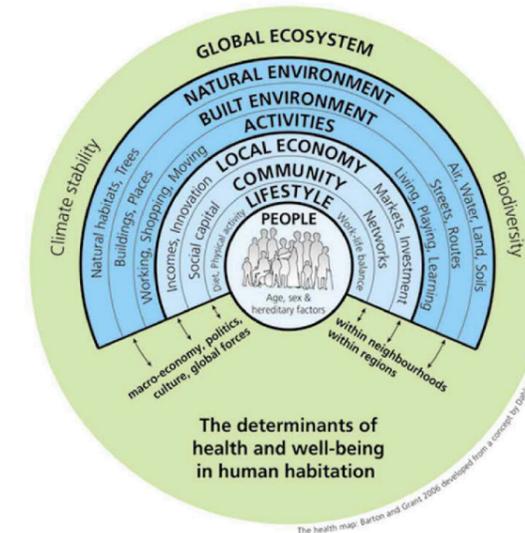
Kickbusch © Graduate Institute Geneva
2016

The Sustainable Development Goals



Kickbusch © Graduate Institute Geneva
2016

What creates health?



Health Determinants:

- Political
- Economic
- Social
- Commercial
- Environmental
- Behavioural

Kickbusch © Graduate Institute Geneva
2016

GOAL 3



Kickbusch © Graduate Institute Geneva 2016

Increasing focus on Governance

- Governance is **the process** through which governments and other social organizations interact, relate to citizens and **take decisions** in an increasingly complex world.
- It differs across political systems, with many ways in which „individuals and institutions, public and private, **manage their common affairs.**“ (Commission on Global Governance 1995)

Kickbusch © Graduate Institute Geneva
2016

“Safeguarding both human health and the natural systems that underpin it”.

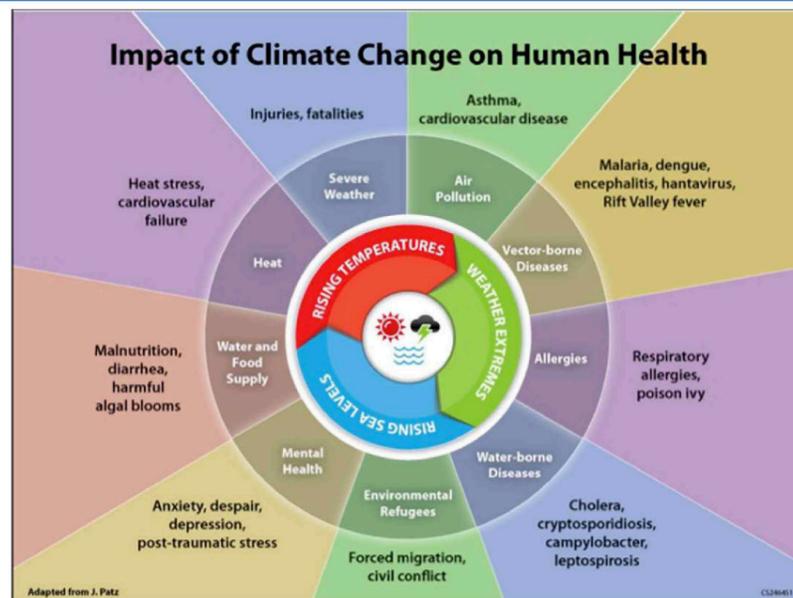


Health – wealth interface

- Health no longer automatically follows wealth because:
- much of the progress in health *"has so far been achieved at the price of increased CO2 emission that drives the imminent climate crisis"*.
- Economic growth presently linked with rise in NCDs
- Increase of health inequalities - the concentration of wealth and power in fewer hands

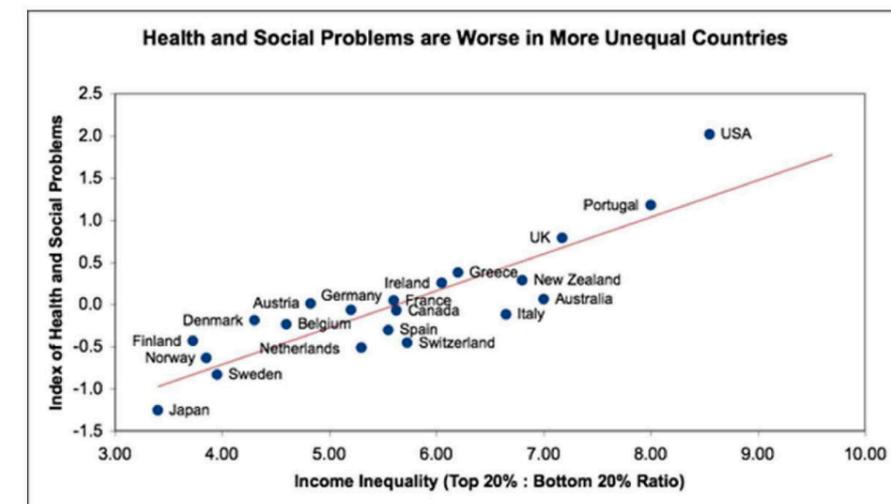
Kickbusch © Graduate Institute Geneva 2016

Health – Climate Interface



Kickbusch © Graduate Institute Geneva 2016

How we organize our societies...



Kickbusch © Graduate Institute Geneva 2016

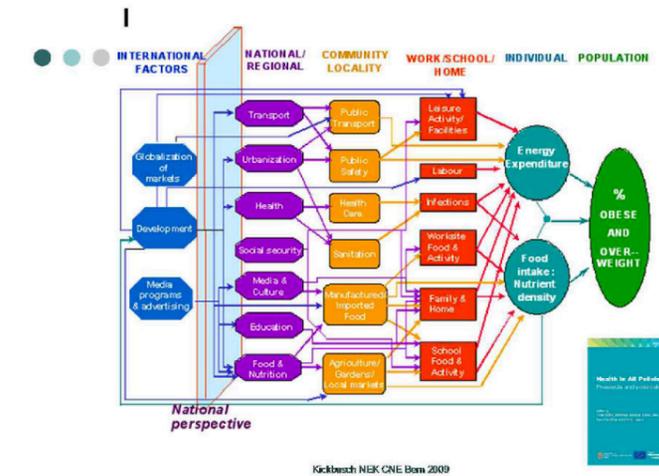
The local - global interface

- Health is created in the context of everyday life, where people live love work and play – travel, shop and google...



Kickbusch © Graduate Institute Geneva 2016

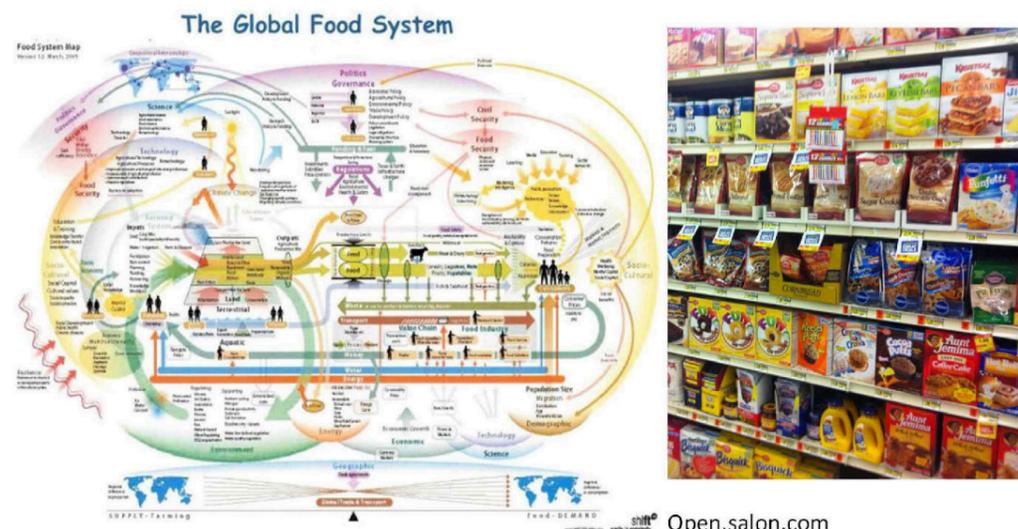
Health in all policies: the food system for obesity



Source: S Kumanyika, RW Jeffery, A Morabia, C Ritenbaugh and VJ Antipatis Public Health Approaches to the Prevention of Obesity [PHAPO] Working Group of the International Obesity Task Force [IOTF]: International Journal of Obesity [2002] 26, 425-436

Kickbusch © Graduate Institute Geneva 2016

The global food system



Kickbusch © Graduate Institute Geneva 2016

WHO leadership

- The challenge for the WHO is to reinterpret its constitutional role "to act as the directing and coordinating authority on international health work".

Until recently, this was seen mainly as coordinating health actors at different levels of governance - today this must be understood as positioning health in the global political landscape where decisions are taken by heads of government and in other sectors.



Kickbusch © Graduate Institute Geneva 2016

Role of heads of state – G7 presidency response 2015 and 2016



Kickbusch © Graduate Institute Geneva
2016

Role of business



Kickbusch © Graduate Institute Geneva
2016

Politics of health at the United Nations



- Security Council HIV AIDS 2000
- Millennium Development Goals 2000
- UNGASS HIV AIDS 2001
- UN General Assembly: Global Health and Foreign Policy 2009 ff
- UN General Assembly: Non Communicable Diseases 2010
- Post2015 MDGs // SDGs starting 2013 UNGASS
- SDGs 2015
- Security Council Ebola 2015 – High level panel
- UNGA Ebola AMR 2016

Kickbusch © Graduate Institute Geneva
2016

The role of cities



What can Toronto learn from Copenhagen, Melbourne and New York?

Kickbusch © Graduate Institute Geneva
2016

Friday August 5, 11:15-12:00



WLB Issues and the Supporting Roles of Public Agencies in South Korea

Tae-seok Kim

President

Korean Institute for Healthy Family (Republic of Korea)

Abstract

Which comes first, work or family life?

Many Korean working women are plagued by this question. It is not easy to do both well. Many women start working to use what they studied in school and build their career but suffer from mental stress.

According to a recent (April 2015) survey conducted by Statistics Korea, the number of married women aged 15 – 54 who have experienced interrupted careers stood at 2.05 million, i.e., 21.8% of all married women (9.42 million). Their reasons for stopping working included marriage (36.9%), child care (29.9%), pregnancy/childbirth (24.4%), and family care (4.9%).

Many of the women who have gone through interrupted careers work as irregular workers to make a living, and their jobs are generally inferior to their previous jobs. It means that their potential is not fully utilized, which results in the drop of national competitiveness. Thus, it is necessary to come up with a step designed to make work and family life compatible by preventing interrupted careers experienced by women and encouraging them to take part in economic activities more positively. The government needs to promote a family policy focusing on compatibility of work and family life through efforts made to improve corporate culture and the view adopted by the general public.

For said goal, the government has adopted policies encouraging family-friendly management, husbands' temporary retirement for childcare, working couples, and provision of reliable childcare services. Public agencies need to set examples in adopting measures like these. The government has made it compulsory for all public agencies to undergo family-friendly certification since 2017.

Through such efforts, the workplace atmosphere is expected to be created in a way that is welcomed by employees' families, which in turn will help enhance the country's national competitiveness, with public agencies playing a leading role.

Biography

Academic Background

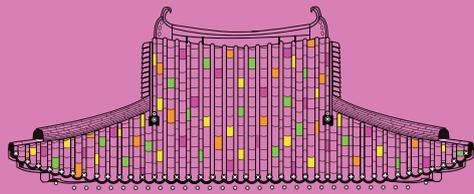
Feb 1976 Graduated from Dong-A High School

Feb 1981 Graduated from Department of Economics, Pusan National University

June 1988 Obtained master's degree in public administration at Seoul National University

Experience

- 2013 - 2015 Visiting professor at Graduate School of Education, Hankuk University of Foreign Studies
- 2011 - 2013 Vice Minister, Ministry of Gender Equality and Family (MOGEF)
- 2010 - 2011 Chairman, the Korea Youth Work Agency (KYWA)
- 2010 - 2010 Head, the Youth and Family Policy Office, MOGEF
- 2008 - 2010 Head, the Planning and Coordination Office, MOGEF
- 2006 - 2008 Head, the Women's Policy Bureau, MOGEF
- 2004 - 2005 Director General, the Bureau of Childcare Policy, MOGEF
- 2003 - 2004 Director General, the Bureau of Improvement of Discrimination, MOGEF
- 2002 - 2003 Director General, the Women's and Youth Rights Promotion Bureau, MOGEF
- 1998 - 1999 The Office of Advisor to the President for Social Welfare Policies
- 1992 - 1998 The Office of the Minister(No.2) for Political Affairs(1-4)
- 1990 - 1992 Dispatched to University of Wisconsin
- 1985 - 1992 The Office of the Minister(No.1) for Political Affairs(2)
- 1981 - 1985 The Procurement Service Bureau, the Public Procurement Service
- 1980 Passed the 24th National Exam for Senior Government Officials



XXIII IFHE
WORLD CONGRESS 2016