

## ANNEX 1

### CONSUMER EDUCATION IN THE SCHOOL CURRICULUM Comenius 3 E-CONS Thematic Network

To complete the questionnaire simply place a cross in the box for the answer or answers you have chosen, and where necessary, write the references requested. The questionnaire should be accompanied by a simple document, (of no more than 5 pages in length), written by each partner giving information as to the situation of Consumer Education in their country. The document can initially be sent in its original language, along with a summary in English (of no more than 10 lines). Kindly fill in all sections.

#### **Basic Information:**

<i>COUNTRY</i>	Bulgaria
<i>Name of the organisation giving the information</i>	University of Economics, Varna
<i>Name of the contact person</i>	Bistra Vassileva
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#### **Current Situation of Consumer Education**

1. The right to Consumer Education appears explicitly stipulated in an official document (place a cross in the appropriate box or boxes).

YES

NO

If yes, indicate in which document or documents it appears:

- In the country's constitution or Magna Carta .*
- In a statutory document (law, regulation, etc)*
- In public documents from public institutions*
- In the programmes of public institutions related to consumers*
- In the programmes of private Consumer Associations*
- In the work programmes of our institution.*
- Others*

*Note: Where possible, please enclose the most important documents supporting the choice of answers*

**You can find more information in the attached files:**

**ktzp brief.doc**

**Bulgarian National Consumer Association.doc**

**Law on Consumers Protection and Trade Rules**



2. Consumer Education:

forms part of the school curriculum and is used to a good degree in the classroom.

forms part of the school curriculum but is used little in the classroom.

does not form part of the school curriculum but is used to a good degree in the classroom.

does not form part of the school curriculum and is not used in class

Its inclusion in the curriculum and in the classroom is being pushed.

3. In the case where consumer education forms part of the school curriculum:

A) In which levels is it included?

first level .....(from ..... to ..... years old)

second level..... (from ..... to .....years old)

third level..... (from ..... to .....years old)

fourth level..... (from..... to .....years old)

*Note: please include if necessary more levels up to completing the cycles of regulated education from 13 to 18 years old in your country. On the dotted line include the name of the education level in your country and the ages this comprises.*

B) How is it included?

as a transversal subject matter

as a specific and compulsory subject

as an optional subject

included in one or various subjects (indicate name(s))

.....  
 .....  
 .....

others (please specify)

.....  
 .....  
 .....

4. In what way is support given to Consumer Education teaching staff in schools?

through monographic training courses

*by including the theme in other training courses*

*through didactic guidance/ recommendations given to the teaching staff so as to work in the classroom*

*through the publication of didactic materials of use in the classroom*

*by recognising its activity with credits and certificates valid for their teaching career*

*through subsidies for specific projects on a local, regional and national scale*

*through subsidies if they participate in Comenius 1 projects*

*with prizes through school competitions*

*other incentives (please specify)*

5. What theme or themes are those most dealt with in the classroom in your country? To answer this question, themes should be ranked in order of their presence in the classroom or in terms of future interest.

In section a) for their presence in the classroom (1 being the theme most present in the classroom and 12 that which is least present) and in section b) in terms of its interest for the future(1 being of most future interest and 12 that of least interest )

a) Presence in the classroom now	Proposed themes	b) Of future interest
	<i>Food and nutrition</i>	8
	<i>Buying in the 21<sup>st</sup> century</i>	3
	<i>Users of Services</i>	5
	<i>The home</i>	11
	<i>Advertising - the media</i>	4
	<i>Games and Toys</i>	13
	<i>School material</i>	10
	<i>Health and safety</i>	6
	<i>Eco-consumerism</i>	7
	<i>Body image</i>	12
	<i>Informed Consumers</i>	2
	<i>Rights and responsibilities</i>	1
	<i>Personal finances</i>	9
	<i>Others (please specify)</i>	

6. Are didactic materials for consumer education published so that teaching staff may work directly with them in the classroom?

YES       NO

*If yes: name at least three materials you consider to be important and worthwhile for consumer education.*

1.- Name of the material... **Consumers Protection**

Type of material:

Book       Video       CD-ROM       Website       Others

Name of the organisation publishing the material

**Bulgarian National Consumers Associations**

*Contents of the material (include the most important points from the index):*

*Introduction; Legal Aspects of Consumers Protection; Sociological Aspects of Consumers Protection; Consumers Guide*

**Matra BNCA 4.pdf**

Way of access to the material:

Purchase  Free       On loan

*Note: where possible send us the material, or at least, the cover picture of the material and its index. In this way we will be able to include them in the website.*

2.- Name of the material... **Resolving Consumer Disputes**

Type of material:

Book       Video       CD-ROM       Website       Others

Name of the organisation publishing the material

**Bulgarian National Consumers Associations**

*Contents of the material (include the most important points from the index):*

*The Basics of Consumer Dispute; Negotiations with the Retailer/Merchant; ADR/Mediation; Lawsuit Dispute Resolution; Collective Protection of Consumer Rights and Interests; How to Contact with a Lawyer*

**Matra BNCA 3.pdf**

Method of access to the material:

Purchase  Free       On loan



*Note: where possible send us the material, or at least, the cover picture of the material and its index. In this way we will be able to include them in the website*

### 3.- Name of the material... **Consumer Contracts**

Type of material:

Book     Video     CD-ROM     Website     Others

Name of the organisation publishing the material

### **Bulgarian National Consumers Associations**

*Contents of the material (include the most important points from the index):*

*Types of Consumer Contracts; How to sign a contract; The contract content; How to implement the contract; Which contract is invalid; What does the guarantee mean; Contracts with general clauses; Inequal clauses; Terms; How to prove our rights*

#### **Matra BNCA 1.pdf**

Method of access to the material:

Purchase  Free     On loan

*Note: where possible send us the material, or at least, the cover picture of the material and its index. In this way we will be able to include them in the website*

7. Future perspectives for the incorporation of Consumer Education into the school curriculum (please provide a summary of 3-4 lines in English)

For countries where it is not yet included in the curriculum:

Inclusion in the near future is being studied

It is not currently foreseen.

Note: include here a document explaining the way your organisation considers Consumer Education should be included in the school curriculum.

For those countries where Consumer Education is included in the curriculum:

Include a document explaining the way in which CE is included in the school curriculum in your country.