

QUESTIONNAIRE CONCLUSIONS (See ANNEXE 1):
“Current situation of
CONSUMER EDUCATION
in the school curriculum”

At the beginning of the E-CONS project, partners of the Network completed a questionnaire. Hereby, we show the information provided by these questionnaires (see ANNEXE). Therefore, the following data reflects the current situation of the Consumer Education (CE), according to the answers supplied by the partners.

Next, we include the results of the investigation for every question of the ANNEXE 1.

Situation of Consumer Education

Question 1:

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

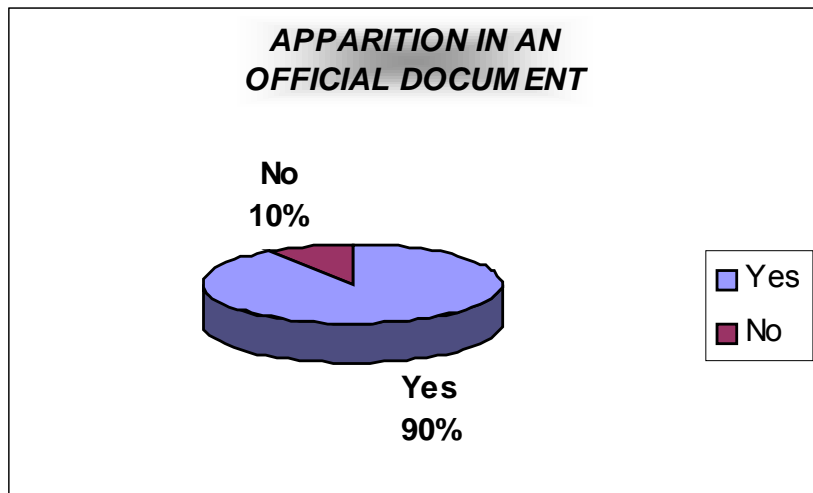
YES

NO

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

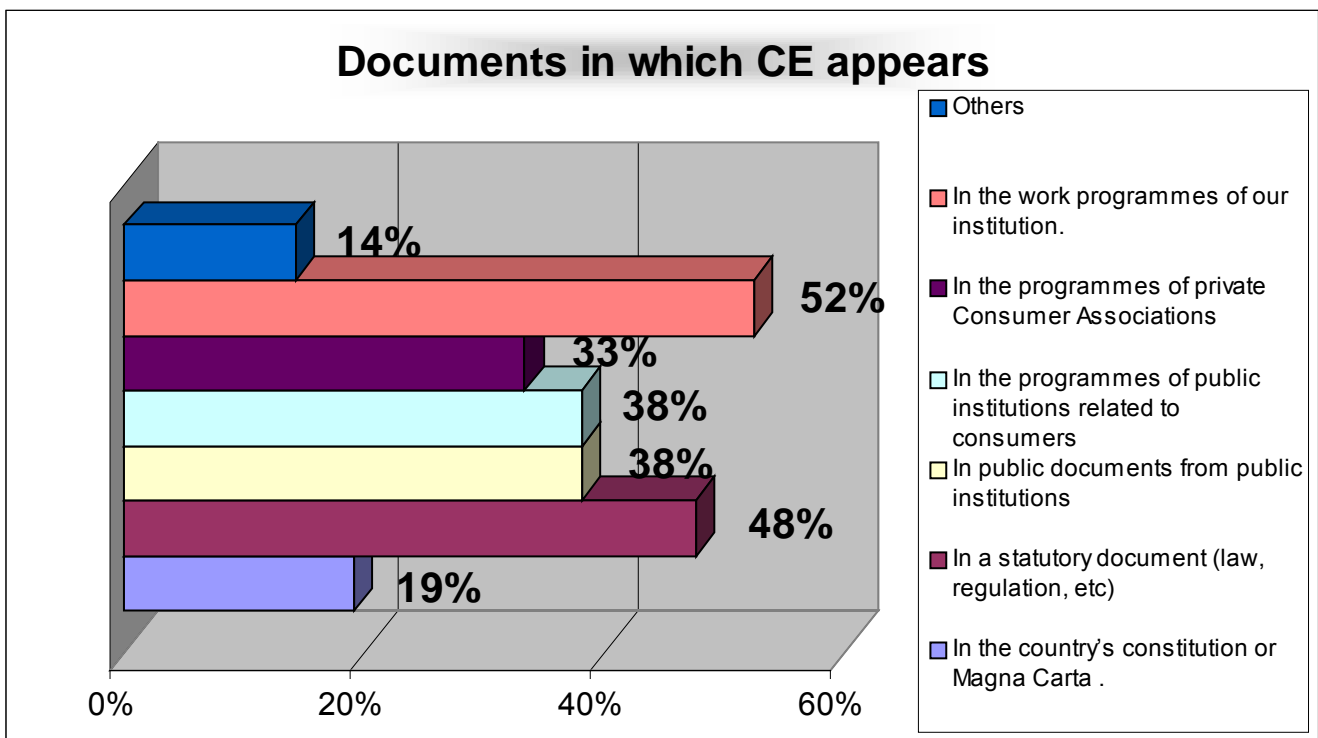
- In the country's constitution or Magna Carta .*
- In a statutory document (law, regulation, etc)*
- In public documents from public institutions*
- In the programmes of public institutions related to consumers*
- In the programmes of private Consumer Associations*
- In the work programmes of our institution.*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

The answers of the questionnaire reveal that the right to CE appears explicitly stipulated in an official document in the following percentage:



90% of the partners declares that CE appears in some official document; 10% of them does not include it.

The following graphic specifies in which documents CE is mentioned:



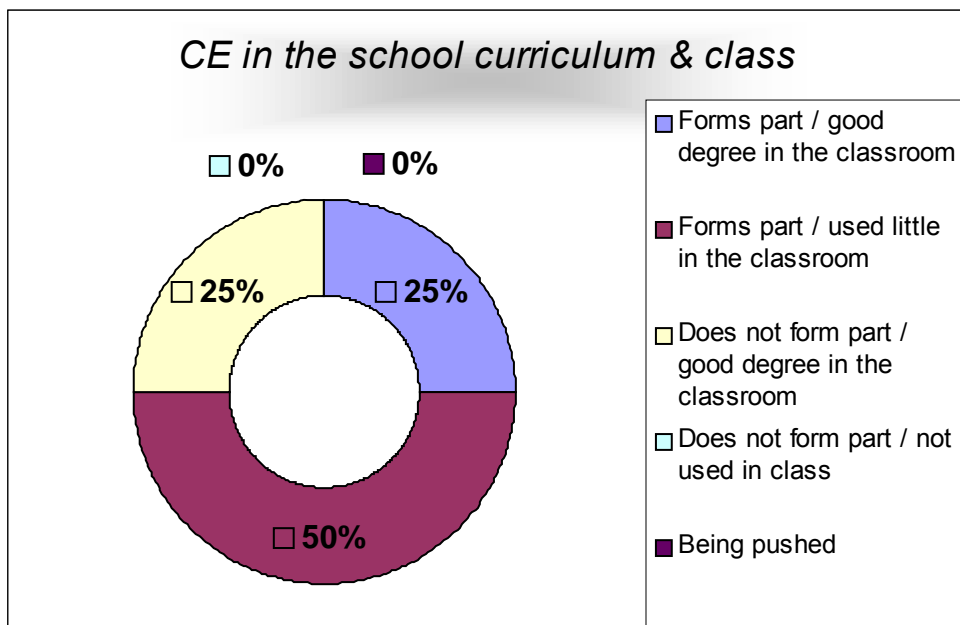
52% of the partners answers that CE is included “in the work programmes of our institution” (that is to say, the institution which carried out the questionnaire), 48% by means of “a statutory document”.

Question 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.*

With regard to the situation of CE in the school curriculum, we can notice thanks to the following graphic:



50% of them considers that CE “Forms part of the school curriculum but is used little in the classroom”. The rest of the answers shows that CE is being used in a good degree in class, although only in 25% of them CE is included in the school curriculum.

Question 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 toyears old)
- third level..... (from toyears old)
- fourth level..... (from..... toyears 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?

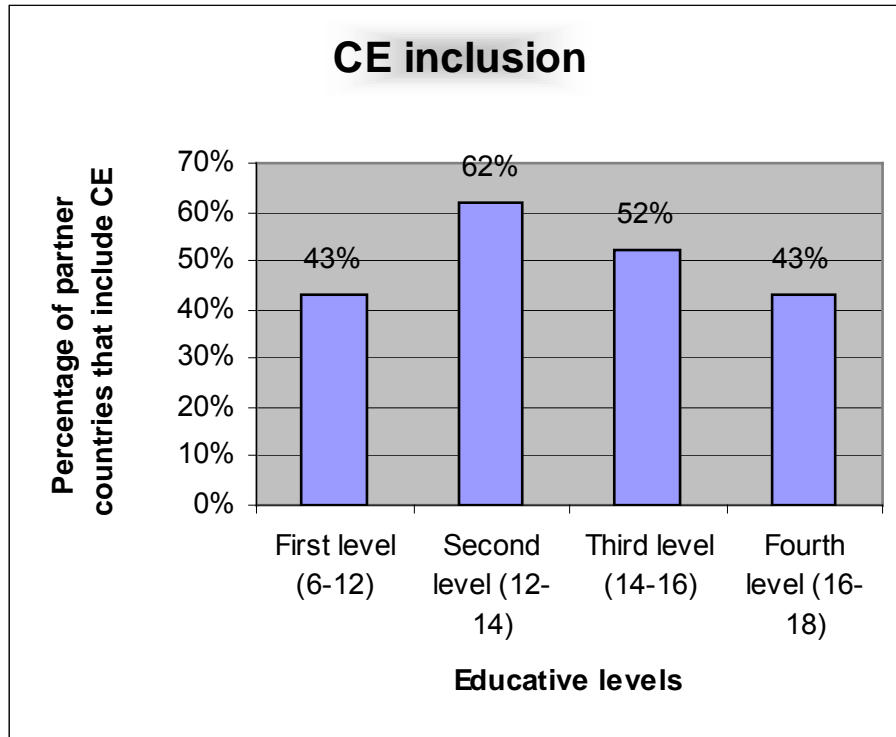
- as a transversal subject matter*
- as a specific and compulsory subject*
- as an optional subject*
- included in one or various subjects (indicate name(s))*

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

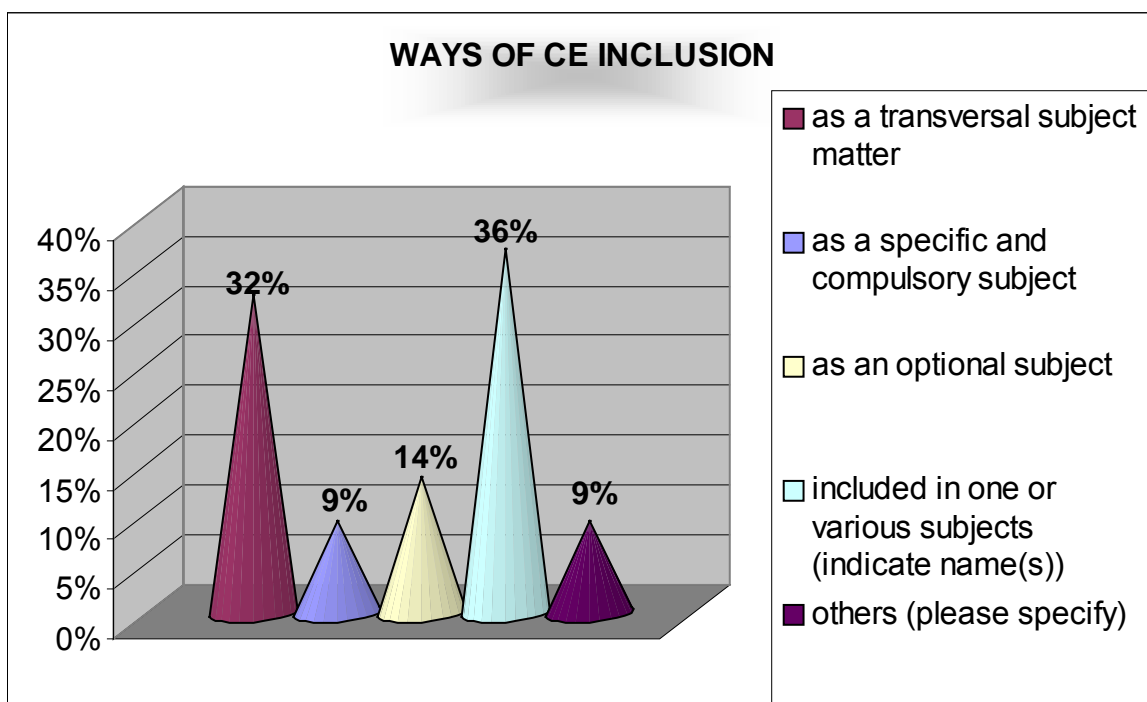
others (please specify)

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

Taking into consideration the answers, we can state that CE is included, in some educational level, in more than the 50% of the European partner countries. Frequently, CE is included in second (62%) and third (52%) levels:



Exactly, ¿how is it included?:



Generally, CE is included through one or various subjects (36%). Moreover, it is usually included as a transversal subject matter (32%). In a few occasions CE is consolidated as a specific and compulsory subject or as an optional subject.

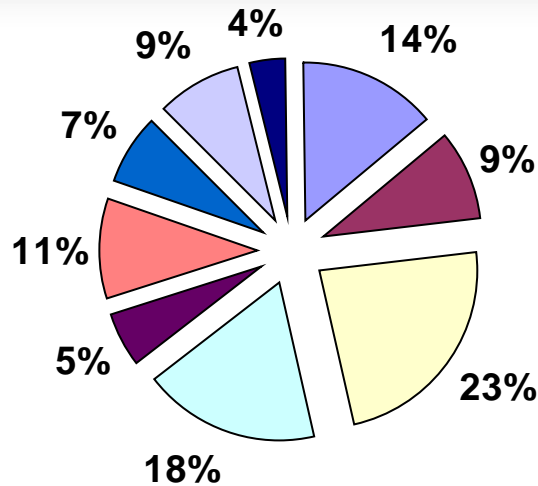
Question 4:

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)*

In general, teaching staff supports in different initiatives to develop CE at schools:

WAYS TO GIVE SUPPORT TO CONSUMER EDUCATION TEACHING STAFF



- 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)

The support given to Consumer Education teaching staff in schools, mainly, comes from “Didactic guidance / recommendations given to teaching staff so as to work in the classroom” (23%), through the “Publication of didactic materials of use in classroom” (18%), either “monographic training courses” or “other training courses” (23%), “subsidies for specific projects on a local, regional and national scale” (11%), “subsidies if they participate in Comenius 1 projects” (7%) ...

Question 5:

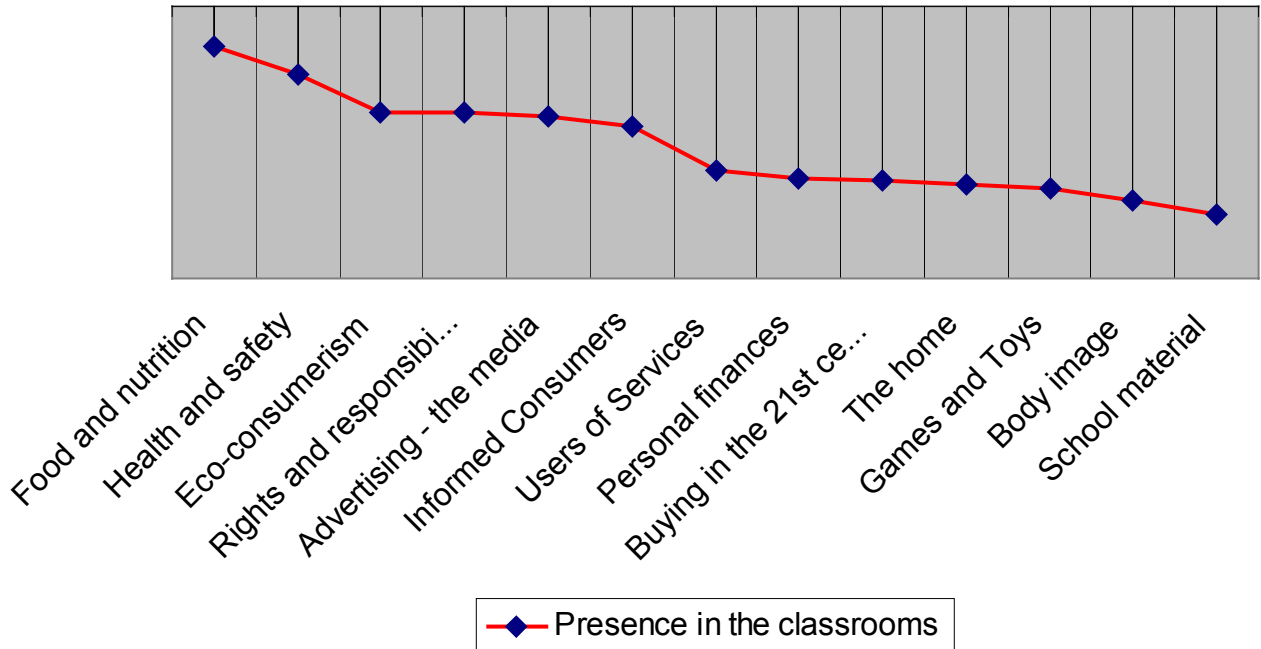
What theme or themes are those most dealt with in the classroom in your country? To answer this question, themes should be ranked in order of their presence in the classroom or in terms of future interest.

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>	
	<i>Buying in the 21st century</i>	
	<i>Users of Services</i>	
	<i>The home</i>	
	<i>Advertising - the media</i>	
	<i>Games and Toys</i>	
	<i>School material</i>	
	<i>Health and safety</i>	
	<i>Eco-consumerism</i>	
	<i>Body image</i>	
	<i>Informed Consumers</i>	
	<i>Rights and responsibilities</i>	
	<i>Personal finances</i>	
	<i>Others (please specify)</i>	

The following graphic shows the importance of the different themes related to CE, taking into consideration the presence in the classroom:

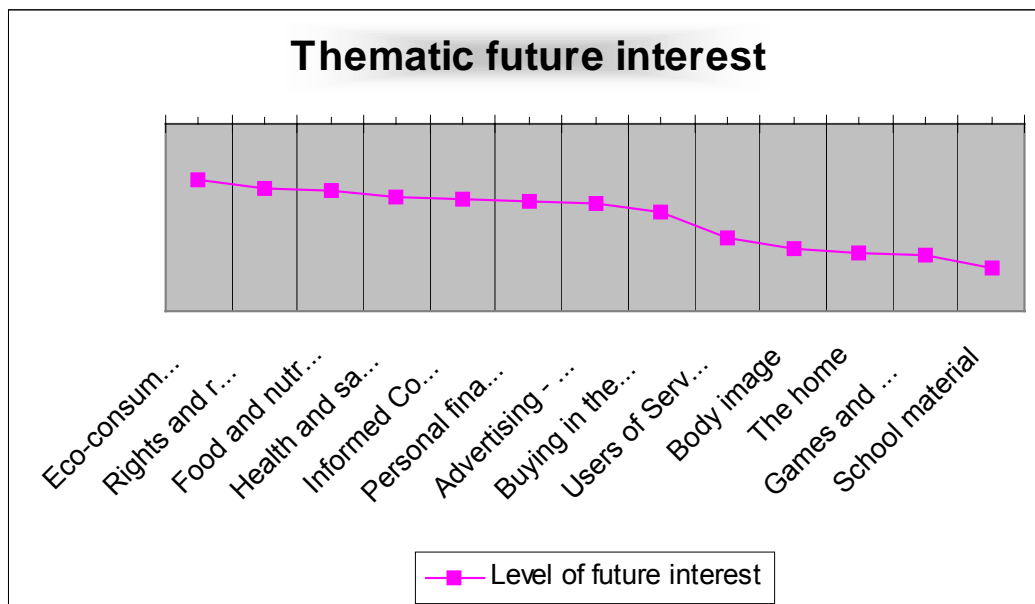
Thematic presence in the classrooms



Practically, on the one hand, all the partners consider that the themes which are most dealt in the classroom are “Food and nutrition”, “Health and safety”, “Eco-consumerism”, “Rights and responsibilities”, “Advertising – the media”, “Informed consumers”... On the other hand, some of the proposed themes without too much presence are “School material” and “Body image”.

The following graphic shows the importance of the different themes related to CE (according to the answers of our partners), taking into consideration their future interest:

Thematic future interest



Generally speaking, the order of importance coincides in both graphics. The answers of the partners show a high future interest in “Eco-consumerism”, “Rights and responsibilities”, “Food and nutrition”... whereas “Games and toys”, “School material”... are relegated.

Question 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

.....

Type of material:

Book Video CD-ROM Website Others

Name of the organisation publishing the material

.....

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

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

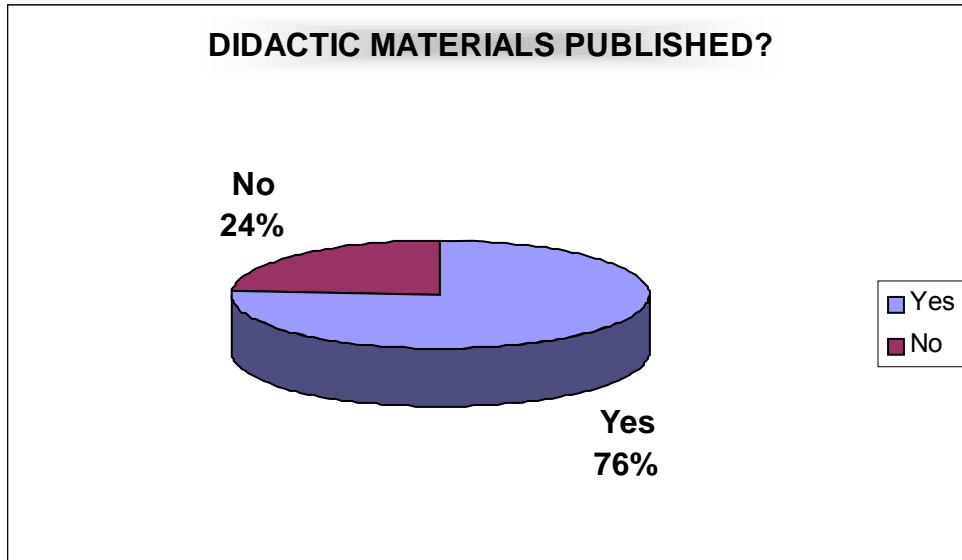
Way of access to the material:

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.

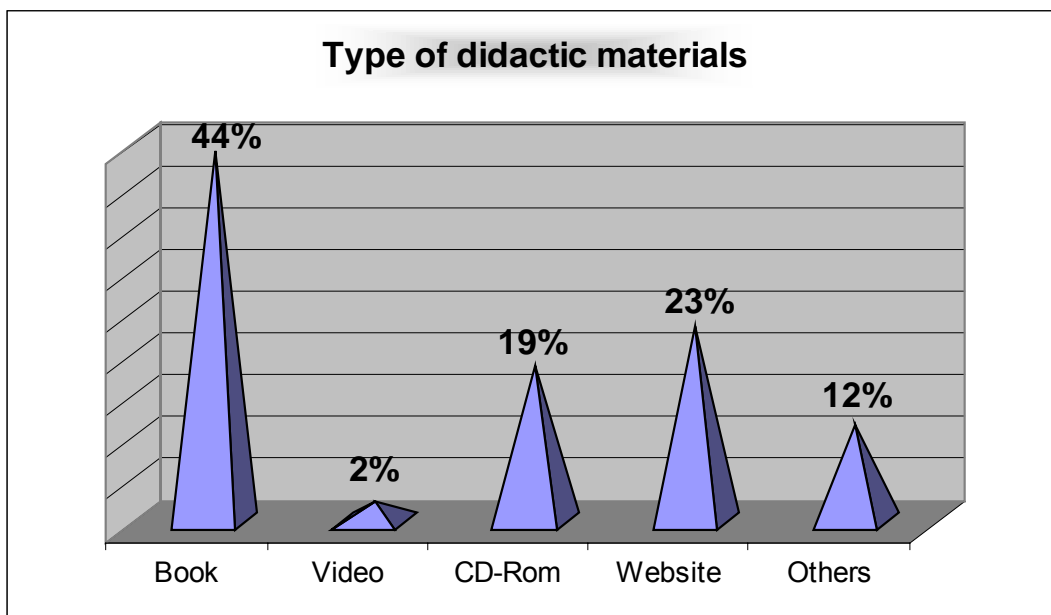
To continue analyzing CE development rate in partner countries, we raised a question: **Are didactic materials for consumer education published so that teaching staff may work directly with them in the classroom?**

The answers point out:

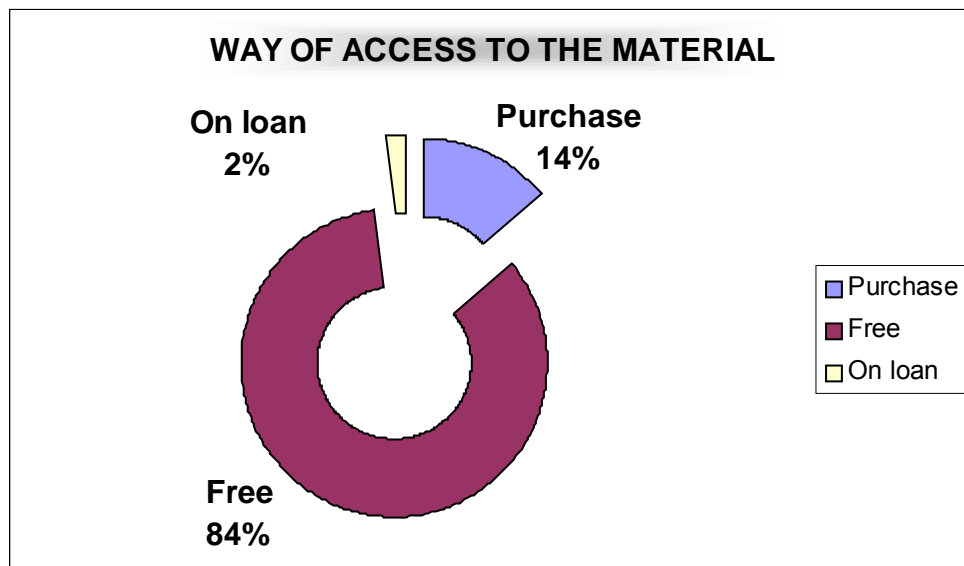


76% of the participants in E-CONS Network answered YES. 24% of the participants have not published any didactic material.

Both the type of material and the way of access to it are shown in the following two graphics:



Regarding the type of published materials, 44% are books, 23% websites, 19% CD-Roms...



With regard to the way of access to this information, most times it is free (84%). 14% of these materials are obtained by means of “Purchase” and the rest of the material can be obtained “on loan”.

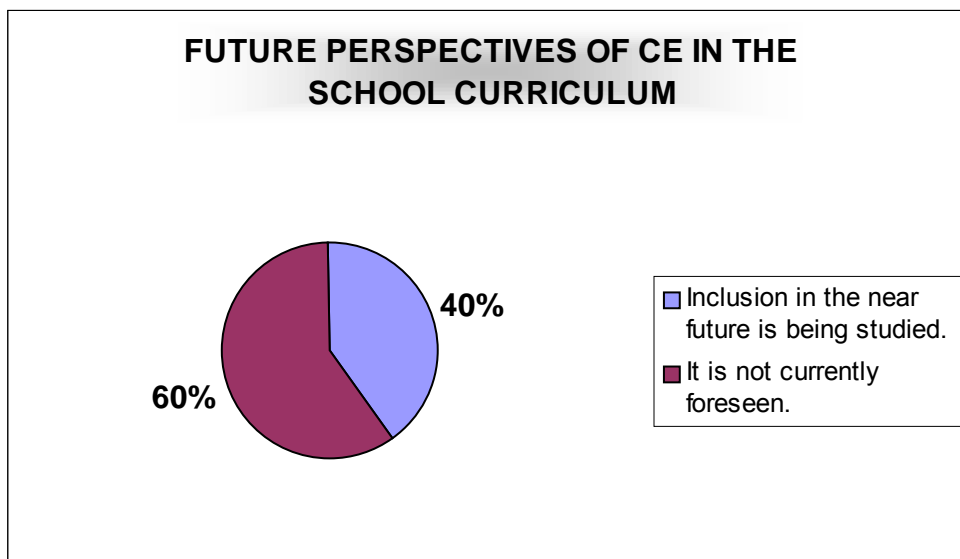
Question 7:

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.

In those partner countries where CE does not form part of the school curriculum, future perspectives are:



60% of these countries does not foresee to include CE in the school curriculum. On the other hand, 40% of them is studying its inclusion in a near future.

IDENTIKIT PICTURE of CONSUMER EDUCATION in EUROPE

Regarding CE in partner countries of E-CONS Network¹, 90% declares that it appears in some official document, mainly in the work programme of the project in which they are working on.

More than 50% of school curricula include CE, although it is used little in the classrooms.

CE has a higher influence at second and third level, either by its inclusion in one or more subjects or by its inclusion as a transversal subject content.

The CE teaching staff receive support from “Didactic guidance / recommendations given so as to work in the classroom” or through the “Publication of didactic materials of use in classroom”

Basically, themes with more presence in classrooms are “Food and nutrition” and “Health and safety”. On the other hand, themes with a higher future interest are “Eco-consumerism” and “Rights and responsibilities”.

76% of partner countries state that they have published materials related to CE, especially books (44%), which are distributed, generally (84%), free.

Regarding the future of CE in Europe, 40% of the Network partner countries that do not include it in their school curricula are studying its near inclusion.

¹ Spain, Belgium, Germany, Greece, France, Italy, Luxembourg, Portugal, United Kingdom, Bulgaria, Czech Republic, Cyprus, Latvia, Lithuania, Hungary, Poland, Romania, Slovenija, Slovakia.