





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 9 to11.years old)

**+** third level..... (from 11 to14.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)

cross curriculum.....  
 .....  
 .....

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

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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.*

2.- 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):*

.....

.....

.....

.....

*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.....*

*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):*

.....

.....

.....

.....

*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.

Cyprus consumer association has made several attempts for the inclusion of consumer education in schools through a number of projects and competitions. These attempts aimed at sensitise key persons in the ministry of education and culture to encourage educators to strengthen their attention to consumer education

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.