

## 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>	<u>LITHUANIA</u>
<i>Name of the organisation giving the information</i>	<u>"VENTA" secondary school</u>
<i>Name of the contact person</i>	<u>LINA Cepauskiene</u>
<i>E-mail</i>	<u><a href="mailto:ventosum@yahoo.com">ventosum@yahoo.com</a></u>
<i>Telephone</i>	<u>+370 443 73666</u>

#### **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*

2. Consumer Education:



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

**X** 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?

**X** first level .....(from ..6..... to ...10.....years old)

**X** second level..... (from ...10.... to ...16.....years old)

**X** third level..... (from ...17.... to ...18.....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

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

*Economics, social science, computer science, Handicraft lessons*

.....  
 .....

others (please specify)

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

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

**X** through monographic training courses

by including the theme in other training courses

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

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

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

*X 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
2	<i>Food and nutrition</i>	12
4	<i>Buying in the 21<sup>st</sup> century</i>	1
7	<i>Users of Services</i>	3
11	<i>The home</i>	6
3	<i>Advertising - the media</i>	10
8	<i>Games and Toys</i>	4
12	<i>School material</i>	5
5	<i>Health and safety</i>	11
9	<i>Eco-consumerism</i>	2
13	<i>Body image</i>	13
6	<i>Informed Consumers</i>	7
1	<i>Rights and responsibilities</i>	8
10	<i>Personal finances</i>	9
	<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....."KAS YRA KAS:".....

*Type of material:*

Book       Video       CD-ROM       Website       Others

*Name of the organisation publishing the material*

....REC biiras Lietuvoje, 2002.....

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

- .....
- |                        |                       |
|------------------------|-----------------------|
| 1. Consumers' right    | 2. Food and nutrition |
| 3. Electric appliances | 4. Chemistry at home  |
| 5. Vehicles            | 6. Waste              |
| 7. Signs               | 8. Useful addresses   |

*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 "VARTOTOJU SVITIMOTIKSLAI TURINYS vi DĖSTYMO.

*Type of material: METODIKA MOKYTOJU RENGIMUI LIETUVOJE*

Book       Video       CD-ROM       Website       Others

*Name of the organisation publishing the material*

1999m. Kovas, (no name of the organisation)

.....



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

1. History of consumer Education in Finland
2. Different theories of learning

3. *Projects*
4. *Special Topics*
5. *Methods of consumer education*
6. *Consumering in Northern countries*
7. *Samples of teaching consumer education*

*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 “*VARTOTOJU UGDYMAS*”

*Type of material:*

- Book       Video       CD-ROM       Website       Others

Name of the organisation publishing the material

*Irena Zaleskiene Alvydapaceviciute, 2004 Regioninis pihetinis educacijos antras, Vilnius*

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

1. *Education of consumers*
  2. *Food*
  3. *Rights and Responsibilities*
  4. *Projects*
  5. *Health and safety*
- .....

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

*P.S. These books are only accesable to teachers (few copies)*

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.

*As a separate subject Consumer Education is not included in the school curriculum, but during the lessons of Law, Economics, Computer Science, Science, Handicraft, Civic Education lessons some topics on Consumer Education have been introduced and taught (ann.2)*

*In the nearest future the inclusion of CE in the school curriculum is being studied. There are no documents prepared, because the inclusion depends on:*

- 1. Lack of material*
- 2. Lack of teachers who can teach CE*
- 3. Limited number of lessons students can have per week.*

*But it could be included in extra-curricular activities, through projects and club work.*