

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>	ROMANIA
<i>Name of the organisation giving the information</i>	ROMANIAN ASSOCIATION FOR CONSUMER PROTECTION
<i>Name of the contact person</i>	COSTEL STANCIU – PRESIDENT RAZVAN RESMERITA – MANAGER
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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

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.

X 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 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)

.....

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

through monographic training courses

X 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*

- 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>	5
12	<i>Buying in the 21st century</i>	1
6	<i>Users of Services</i>	10
9	<i>The home</i>	11
10	<i>Advertising - the media</i>	4
7	<i>Games and Toys</i>	9
8	<i>School material</i>	12
1	<i>Health and safety</i>	8
3	<i>Eco-consumerism</i>	3
11	<i>Body image</i>	11
4	<i>Informed Consumers</i>	6
5	<i>Rights and responsibilities</i>	7
12	<i>Personal finances</i>	2
	<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 *Qualitative study of products and services .*

Type of material:

Book Video CD-ROM Website Others

Name of the organisation publishing the material

Preuniverity Economical Publishing house

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

- *services consumer behaviour*
- *nutritional value of foods*
- *standardisation and consumer's interests*
- *frauds and counterfeiting of products*

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)

According to the new Government Programme there is the intention to make Consumer Protection a part of the school curriculum, but there isn't a practical solution for this or a practical strategy for it.



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.

*There is no such position developed yet because we don't know the intention of the new government on how they will put into practice their programme, but APC Romania has a rich experience in **consumer education**, by providing it to junior high school, high school children and University students on consumers' rights, importance of safe food and products safety, sustainable consumption, health care services and how to solve a consumer problem. It has a vast experience in collaborating with the Ministry of Education and local School Inspectorates through organising workshops in schools aiming at training teachers on the content and pedagogical methods to be used in consumer education lessons. APC Romania has also participated in the organisation of the national consumer education contest between schools.*

APC Romania is an active organisation in the field of consumer information, consumer education and representation of consumers interests. However, operating in these fields provides a larger view as consumer-related issues we work on, do not stop to the classical commodities (as foodstuffs and non-foodstuffs), but they also tackle health and nutrition, healthcare services, environment and promotion of sustainable consumption patterns and sustainable production systems. Information and education is targeted to both adults and children, both in an institutional and not-institutional framework.

Here is a more detailed presentation:

- **Consumer information and education to school students** – is made mostly by organising practical workshops involving modern teaching methods. The purpose of these activities is to build in new consumer attitudes, behaviours and practical abilities based on knowledge of consumers' rights whose scope is to protect the consumer-child against the commercial malpractices, as children are often an easier target for such practices than adults.

As said before, these workshops do not limit to the classical commodities, but cover a wide range of topics. Workshops are also including topics on healthy diet, hygienic practices, organic products, healthy lifestyles, promotion of health, the importance of the family doctor, the health-insured rights and obligations, what can one do for the improvement of the Romanian health care system.

- **Consumer information and education to University Students** – Workshops with these students have also been done, but at a smaller scale, similar to those done in schools.
- **Consumer information and education to adults** - is made mostly through our publications and through direct advice provided to adult consumers. It is made also through the media channels as newspapers, TV and radio stations. Another way we inform and educate adults is by organising workshops and discussions in our office.



In our activities we always target our information given towards building of new behaviours and attitudes as paying attention to labels, paying attention to products, not throwing the receipt, asking for a receipt, as a tool needed for later possible situations of prejudices, if any, but also as a tool that the consumer has in his hand to influence Romanian economy by improving registration of the financial transactions. Our publications, press articles and services target also building of new practical abilities as recognising fresh food from altered one or recognising misleading advertisement and unfair contract terms.

- **Consumer citizenship** – is a minor area of work in our activities, but definitely need to be further developed. It targets, as said before, the consumer's role in improving the Romanian economy by insisting for receiving a receipt for his transactions and improving hygienic practices on the market. This education programme is made through our publications, the mass-media and in direct workshops and is always addressed to adult consumers. In the case of children, consumer citizenship can be found in the topic of the health care services, by brainstorming them how can the health care system be improved. It can also be found in the topic of improving hygienic conditions on the market.
- **Sustainable development** – Promotion of sustainable consumption patterns is a new issue in which APC Romania has just been involved in a project with the coordination of Consumers International, whose purpose is to improve sustainable food production and consumption systems in Romania. Both adults and children will be targeted in this programme by designing information and education programmes.

**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.**