

ANNEX 1

CONSUMER EDUCATION IN THE SCHOOL CURRICULUM

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>	Slovenija
<i>Name of the organisation giving the information</i>	International Consumers Research Institute
<i>Name of the contact person</i>	<u>Breda KUTIN</u>
<i>E-mail</i>	<u>mipor@zps-zveza.si</u>
<i>Telephone</i>	<u>+386 1 474 06 10</u>
<i>COUNTRY</i>	Slovenija

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).

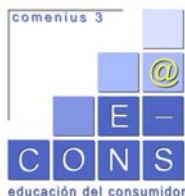
YES

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.*
- 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 ..6.... to ...9.... years old)**
- second level..... (from ...9.... to ..13.....years 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))**

.....
 HOME ECONOMICS.....

- 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
1	<i>Food and nutrition</i>	1
1	<i>Buying in the 21st century</i>	1
1	<i>Users of Services</i>	1
1	<i>The home</i>	1
	<i>Advertising - the media</i>	
	<i>Games and Toys</i>	
	<i>School material</i>	
1	<i>Health and safety</i>	1
1	<i>Eco-consumerism</i>	1
1	<i>Body image</i>	1
1	<i>Informed Consumers</i>	1
1	<i>Rights and responsibilities</i>	1
1	<i>Personal finances</i>	1
	<i>Others (please specify)</i>	

HOME ECONOMICS is compulsory subject in our schools. All the top themes including in HOME ECONOMICS subject.

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: Manual reference book for Home Economics teachers

Type of material:

- Book** Video **CD-ROM** Website Others

Name of the organisation publishing the material

Two different publishing house in Slovenia.

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

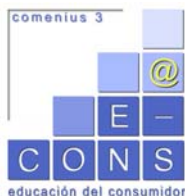
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Contents of the material (include the most important points from the index):

.....

.....

.....



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.

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.

CONSUMER EDUCATION TOPICS IN SCHOOL CURRICULUM

Home Economics is an obligatory subject in the eight-year elementary school as well as in the nine-year elementary school. Pupils learn most about contents and aims from the field of Consumer Education at the subject of Home Economics. Besides Home Economics, schools also have optional subjects from the field of nutrition, namely Modern Food Preparation and Ways of Eating.

The curriculum of Home Economics clearly defines contents, aims and standards of knowledge that the pupils are supposed to achieve.

Home Economics in elementary schools comprises four major thematic modules:

- Food and nutrition
- Home economics
- Living and the environment
- Textiles, clothing and footwear

For example: At Home Economics in thematic module Food and nutrition, pupils familiarize themselves with the following:

- Recommendations for healthful eating,
- Ways of eating,
- Human needs for nutritional and energy values,
- Basic food groups,
- Food preparation and serving of food
- Utensils and appliances used in food preparation and cooking
- Tableware and cutlery
- Ways of laying the table
- Table manners
- Food storage
- Right treatment of food
- Symptoms of food poisoning
- Hygiene at work and food preparation
- Information on food labels,
- Signs of food quality and various food trademarks



The subject of Home Economics encourages pupils to follow the principles of healthy, safe and protective living. However, it depends on each person and his or her environment to what extent he or she will follow the right guidelines. We must not neglect the fact that this is an area which significantly affects the health of each individual and also society as a whole and in this way affects the quality of life. Thus at Home Economics pupils attain knowledge for life that has been so much talked about lately, since it is also recommended by the White Paper on Education in the Republic of Slovenia based on the recommendations of the European Union.