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ANNEX

to the report drawn up by Mr Mc MAHON
on behalf of the Committee on Youth, Culture, Education,
Information and Sport

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OPINION of the Committee on Economic and Monetary Affairs
and Industrial Policy

PE 100 864/fin./Ann.

O P I N I O N

(Rule 101 of the Rules of Procedure)

of the Committee on Economic and Monetary Affairs and Industrial Policy

Draftsman : Mr Bryan CASSIDY

On 29 January 1986, the Committee on Economic and Monetary Affairs and Industrial Policy appointed Mr CASSIDY as draftsman for the opinion.

The Committee considered the draft opinion at its meeting of 19-21 March 1986, and adopted it by 13 votes in favour to 7 against with 4 abstentions.

The following members were present :

Mr SEAL (Chairman), Mr von BISMARCK (2nd Vice-Chairman), Mr BEAZLEY (3rd Vice-Chairman), Mr CASSIDY (Draftsman), Mr BEIROCO, Mr BEUMER, Ms BRAUN-MOSER (replacing Mr Chuisano), Sir CATHERWOOD (replacing Mr de Ferranti), Mr COLOM I NAVAL (replacing Mr Metten), Mr FALCONER, Mr GARCIA-PAGAN, Mr GAUTIER, Ms van HEMELDONCK, Mr HERMAN, Mr MARQUES MENDES, Mr MIRANDA DA SILVA (replacing Mr Bonaccini), Mr MUHLEN (replacing Mr Raftery), Mr NORDMANN (replacing Mr de Vries), Ms OPPENHEIM, Mr PAPOUTSIS (replacing Mr Mihr), Mr PATTERSON, Ms van ROOY (replacing Mr Starita), Mr VISSER (replacing Mr Moroni), Mr WAGNER, Mr WEDEKIND.

The Committee on Economic and Monetary Affairs and Industrial Policy requests the committee responsible to include the following conclusions in its report.

1. The committee notes that education policy in general is not a Community policy under the EEC Treaty provisions and acknowledges the Commission's recognition of that fact. It accepts, however, the Community's authority to establish responsible guidelines for consumer education in schools following the Consumer Action Programmes adopted by Council.
2. The committee agrees with the Commission that consumer education should be conceived in as broad a context as possible and emphasizes the need to make young people aware of their rights and responsibilities as consumers in their economic and social environment.
3. A politically and morally balanced education in this field also implies training of teachers who should be taught consumer affairs in greater depth.
4. It is important at this early stage that young people are not fed with an anti-industry (either manufacturing or service) bias which could bring about a threat to industrial products, or services which are essential for society provided they are in conformity with environmental and health provisions. The statement in Chapter I, paragraph 3 of the resolution, i.e. "consumer education should set itself the objective of influencing behaviour and endeavour to be practical and specific" should be interpreted in this way.
5. The objectives of consumer education in schools must include young people's ability to judge messages from media, such as advertising and entertainment and to distinguish fact from comment.
6. Consumer education must encourage young people to manage new technologies and methods of communication in order to take advantage of progress and possibilities offered by technology and marketing.