

THEMATIC COMPILATION OF RELEVANT INFORMATION SUBMITTED BY CZECH REPUBLIC

ARTICLE 13 UNCAC

AWARENESS-RAISING MEASURES AND EDUCATION

CZECH REPUBLIC (EIGHTH MEETING)

1. Please describe (cite and summarize) the measures your country has taken, if any, (or is planning to take, together with the related envisaged time frame) to ensure full compliance with article 13(1)(c) of the Convention and, in particular, its provision on undertaking anti-corruption education programmes in schools and universities.

Primary and secondary education in the Czech Republic

Fundamental documents covering the topic of corruption:

Since 2005 the topic of integrity, justice, civic rights and obligations, ethical principles, principles of democracy and risk situations have been included in the Framework Educational Programme for Basic Education (FEP BE), namely in the objectives of basic education and in the respective educational areas – Humans and Their World, Humans and Society as well as in cross-curricular subjects, in particular Personal and Social Education.

In 2009 Ethical Education was included in the FEP BE as a complementary field of education. A complementary field of education is not a compulsory part of primary education but it complements and expands its content. It may be used for all pupils or only for some as mandatory or elective educational content.

In 2013 a more extensive amendment to the FEP BE was made upon an initiative of certain Ministries, which has resulted in the inclusion and/or expansion of some current themes in the respective fields of education. Among other things, topics related to corruption have been expanded and topics pertaining to the instruction of financial literacy have been added as part of these amendments.

National Institute for Education (NIE):

In its capacity as a methodological body of the Ministry of Education, Youth and Sports (MEYS), the National Institute for Education puts relevant topics on the Methodological Portal, which is frequently visited by teachers as well as the general public. As part of its online meetings, seminars, workshops, model lessons and other methodological instruments it acquaints participants with the respective issue, methods and forms of instruction and offers possibilities for using them and working with them further. The topics focus on ethical education, financial literacy, entrepreneurship, extremism, anti-corruption activity, etc.

A methodological handbook with the title “Corruption in the Czech Republic” was put together as part of a project entitled “Anti-corruption Seminars” for secondary school students that was funded by the US Embassy. On the basis of experience from a cycle of implemented seminars this handbook was adapted by the National Institute of for Education so as to provide key information in the necessary scope to primary and secondary school pupils in the most efficient manner, thus facilitating their awareness of the topic. The above methodology provides a set of model lessons and programme of a project day. These specific

proposals make use of information and exercises elaborated in the handbook and may be varied depending on the needs of individual schools. The above source materials may be used not only at school but also as a non-traditional homework with follow-up activities. The individual exercises have been proposed in such a manner so as to motivate pupils to be interested in what is going on around them, be it at local level or at the level of politics and public administration. Some exercises also lead pupils to active civic life.

National Institute for Further Education (NIFE):

As part of further education of teachers, the National Institute for Further Education also addresses the topics of corruption, ethics and financial literacy. With the help of its training events it guides teachers to understand the respective fields and provides assistance to them with the modes, forms and methods of how to incorporate them in instruction.

Requirements for improving the implementation of Article 13(1)(c) of the United Nations Convention against Corruption:

A greater choice of the education on offer for the education of primary school teachers that focuses directly on the issue of corruption. A greater choice of teaching materials for schools, lectures on offer, workshops and seminars for pupils.

Further education

The MEYS does not have any instruments in the field of further education by means of which it could influence the content of e.g. accredited retraining courses (besides, it only grants accreditation to those courses that lead to a certain work activity, which cannot be said about the raising awareness of, and education about, the issue of corruption). The content of the actual courses and their focus is driven by the free market and the supply and demand principle and the MEYS cannot intervene in this field in any manner.

Higher education

Numerous public higher education institutions in the Czech Republic offer subjects that are directly or partly connected with the issue of corruption and activities related to it. These include for instance the following:

Masaryk University:

- Corruption in Public Procurement (1 credit);
- Corruption and Anti-corruption Policy (6 credits);
- Political Corruption (4 credits);
- Sociology of Corruption (6 credits);
- Social Problems in Contemporary China (4 credits);
- Introduction to Sociology (2 credits);
- Right to Information and Personal Data Protection (3 credits);
- Selected Political Science Topics (2 credits);
- Audit and Control in the Public Sector (5 credits);
- Social Change (6 credits).

Further information about the above subjects is available on the University's website: https://is.muni.cz/vyhledavani/?fakulta=1423;kod=POL291;search=korupce%20agenda;pr:no_uniq=1;start=1

Charles University:

- Corruption: Phenomenon, Causes and Effects. Detection and Punishment (3 credits);

- Introduction to Ethics (2 credits);
- Ethics in Entrepreneurship (3 credits);
- We and Them: Europe and “Europeanism” in the Early Modern Age (2 credits);
- Ethical Considerations of Doing Research (2 credits);
- Theory and Practice of Public Administration (6 credits);
- Birth of the Bureaucrat: Education, Power and Sociability of Enlightenment Servants (2 credits);
- Changes of Czech Society since November 1989 (3 credits).

Further information about the above subjects is available on the University’s website: https://is.cuni.cz/studium/predmety/index.php?do=search&nazev=korupce&kod=&match=substring&srch_nazev=0&srch_nazev=1&srch_pam_a=1&srch_pam_s=1&fak=11000&ustav=&trida=&klas=&ujmeno=&utyp=3&pvyjazyk=&sem=&pocet=100&b=Hledej

University of Economics in Prague:

- Corruption and Potential of Media Use in Its Research (6 credits);
- Corruption Prevention in Public Funds Management (6 credits).

Further information about the above subjects is available on the University’s website: <https://insis.vse.cz/katalog/index.pl>

Pardubice University:

- Activities against Corruption (4 credits).

Further information about the above subjects is available on the University’s website: <http://ects.upce.cz/predmet/URBV/PAPK/?lang=cs>

Statistics:

The MEYS does not pursue any statistical monitoring of education against corruption.

2. Please outline actions required to ensure or improve the implementation of article 13(1)(c) on undertaking anti-corruption education programmes in schools and universities and any specific challenges you might be facing in this respect.

We consider the existing form of implementation of Article 13(1)(c) of the Convention at higher education institutions to be sufficient and we do not believe it is necessary to use the instruments that we have at our disposal to develop its implementation further. At the same time, we respect the independence of higher education institutions in determining the content of their study programmes.

3. Do you consider that any technical assistance is required in order to allow you to fully implement this provision? If so, what specific forms of technical assistance would you require?

No.