

# THEMATIC COMPILATION OF RELEVANT INFORMATION SUBMITTED BY SLOVENIA

## ARTICLE 13 UNCAC

### AWARENESS-RAISING MEASURES AND EDUCATION

#### SLOVENIA (EIGHTH MEETING)

**\* Description of educational courses or modules that have been introduced in primary and secondary schools that include aspects of corruption or related issues such as integrity, ethics, civic rights and duties, fiscal education or governance.**

In primary school, there are two years of citizenship education, in the 7th and 8th year of the 9-year primary-education curriculum. The aspects of corruption, integrity and ethics are mostly implied, there is very little direct reference to such practices.

All secondary schools include a one-year compulsory course in sociology where many social issues are discussed. In grammar schools, students may elect additional sociology courses and may choose sociology as one of their elective baccalaureate subjects. The role of corruption and lack of integrity in the various contemporary social issues is typically not explicitly shown in the textbooks approved for use.

Grammar school students (but not vocational secondary-school students) also have a compulsory course in philosophy. While the examination of ethics is an integral part of the way the course is designed, the syllabus is not designed to give a lot of attention to the application of ethics in contemporary life. Students may choose philosophy as one of their elective baccalaureate subjects.

**\* Description of educational courses or modules that have been introduced in universities that include aspects of corruption or related issues such as public administration, public procurement, integrity, ethics, criminal law, or corporate governance.**

Apart from university courses which deal with these topics directly (philosophy, sociology, law, economics, etc.) in the context of the subjects offered, there are no specially designed subjects of this kind. However, all university students in Slovenia are required to choose a small number of subjects outside of their course of study and receive a grade and if so inclined, they may choose such a subject.

**\* Description of innovative teaching and learning tools and methodologies that have been used to foster and facilitate education programmes in schools and universities on anti-corruption.**

The Commission for the Prevention of Corruption has a long-standing tradition of primary-school pupil competitions which involve anti-corruption themes. In the last five years, pupils were asked to paint, wrote essays, designed T-shirts and made short films. Coinciding with the International Anti-Corruption Day, an exhibition or a similar event is organised by the Commission. Each year, an average of 100 pupils and 10 teachers have been involved.

Please follow these links to view the children's submissions from various competitions:

<https://www.kpk-rs.si/sl/preventiva-in-nacrt-integritete/projektipreprecevanje-korupcije/ustvarjalni-natecaj-za-os-2011>

<https://www.kpk-rs.si/sl/preventiva-in-nacrt-integritete/projektipreprecevanje-korupcije/povej-z-majico>

<https://www.kpk-rs.si/sl/preventiva-in-nacrt-integritete/projektipreprecevanje-korupcije/posnemi-filmcek-zatri-korupcijo>

In recent years, the Commission has been focusing also on pre-school children. Kindergartens were invited to participate and four of them responded. They were presented with an integrity-themed storybook produced internally by the Commission which the teachers read to the children. Afterwards, they discussed the themes and drew pictures inspired by the story. In recent discussions with the Ministry of Education, Science and Sport of the Republic of Slovenia, an interest to use the storybook in the first three years of the 9-year primary education (i.e. for children aged 6-9).

Please follow these links to view pictures from some of the participating kindergartens:

<https://www.kpk-rs.si/sl/komisija/medijsko-sredisce/arhiv-novic/11/2014/uspesen-zakljucek-pilotnega-projekta-z-vrtcem-zalec>

[https://www.kpk-rs.si/download/t\\_newsletter/40](https://www.kpk-rs.si/download/t_newsletter/40)

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Transparency International has recently concluded a two-year project that took place in two Slovene secondary schools, one of them a grammar school and the other a vocational school. The aim was to raise the students' awareness about corruption and help them understand the various ways it affects their lives. An e-classroom is planned to be made available to the public which will include various anti-corruption-themed activities.

**\* Challenges related to the implementation of anti-corruption educational measures such as the need to provide support to schools following the introduction of a new academic course, including through the training of academic staff responsible for delivering such courses.**

The idea of introducing a "difficult" topic - which is how corruption is typically regarded - into schools is still

often met with suspicion by the decision-makers, and by the majority of the teachers as well. The Commission for the Prevention of Corruption has set the goal of increasing the presence of such topics in the Slovene school curriculum, both in primary and secondary schools, by designing and publishing on-line supplementary teaching materials for various subjects (history, geography, biology, languages) on the one hand; and by drafting a lesson, again for in primary and secondary schools, which could be used in citizen-education and sociology classes to address the various issues discussed in the context of corruption and its effects on citizens.

**\* Challenges related to resources limitations, lack of capacity, overcrowded curricula, etc.**

At the Commission for the Prevention of Corruption, only six people cover the area of prevention for the entire Republic of Slovenia. Consequently all the efforts to include anti-corruption themes into schools must be done in cooperation with schools, the teachers who teach the subjects, and the Ministry of Education and other education institutions. The curricula are already overcrowded so a separate subject is unlikely to be an option; however, the Commission believes that putting an additional topical emphasis on the existing content is likely to have a stronger and longer-lasting effect compared to introducing a separate segment centred around corruption explicitly. This view is generally shared by the National Education Institute of Slovenia, the institution responsible for designing the national primary and secondary curricula.