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The Permanent Mission of the Czech Republic to the United Nations Office and other international organizations in Geneva presents its compliments to the Office of the United Nations High Commissioner for Human Rights and with reference to the letter of High Commissioner for Human Rights of 6 September 2011 has the honor to enclose information on Human Rights Education in the Czech Republic (World Programme for Human Rights Education, 2010-2014).

The Permanent Mission of the Czech Republic to the United Nations Office and other international organizations in Geneva avails itself of this opportunity to renew to the Office of the United Nations High Commissioner for Human Rights the assurances of its highest consideration. *H*

Geneva, 16 January 2012



Enclosure

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G e n e v a

Human Rights Education in the Czech Republic

(World Programme for Human Rights Education, 2010-2014)

I. THE EDUCATION OF PUPILS IN HUMAN RIGHTS

The education of pupils at basic (primary and lower secondary) and upper secondary schools in the Czech Republic is defined in **Framework Education Programmes** that delineate binding principles for this education. Based on these framework curricula, schools develop their own **School Education Programmes** that may differ in the way they are designed. This is why, at this moment, we may only provide information on how human rights issues are treated in the curricular documents that are binding for various stages of education.

Framework Education Programme for Basic Education (FEP BE)

Human rights issues permeate the entire FEP BE. Two out of 9 objectives of basic education are focused on human rights (*guiding pupils so that they should become free and responsible individuals who exercise their rights and meet their obligations; guiding pupils to tolerance and consideration for other people, to a respect for their culture and spiritual values; teach pupils to live together with others*).

Human rights issues are also part of **key competencies**, specifically **the civil competence** (*the pupil respects the beliefs of others; has respects for personal values of others; is able to empathize; opposes oppression and any rude behaviour; is aware of his or her obligation to stand up against any physical or psychological violence; understands the underlying basic principles of law and community standards; is aware of his or her rights and obligations in school and out of school*).

The issue of human rights is part of several **educational areas** – i.e. it is covered by objectives of the relevant area, the expected outcomes and the subject matter within some thematic areas. Specifically, human rights education is part of the following educational areas:

- **Humans and Their World** (Stage 1 of basic education)
 - Thematic area **People Around Us**
- **Humans and Society** (Stage 2 of basic education)
 - The content of educational field **Civil Education**
 - Thematic area **Humans in Society**
 - Thematic area **State and Law**
 - Thematic area **International Relations, The Global World**

Human rights are also part of some thematic areas within cross-curricular subjects that reach across educational areas and educational fields. Specifically, the following cross-curricular subjects are concerned:

- **Personal and Social Education**
 - Thematic area **Social Development**

- **Democratic Citizenship**
 - Thematic area **The Citizen, Civil Society and the State**
 - Thematic area **Democratic Principles as Forms of Government and Decision-Making**
- **Education Towards Thinking in European and Global Contexts**
 - Thematic area **We are Europeans**
- **Multicultural Education**
 - Thematic area **Human Relations**
 - Thematic area **Ethnic Origin**
 - Thematic area **Principles of Social Reconciliation and Solidarity**

Framework Education Programme for Secondary General Education (FEP SGE)

Human rights issues permeate the entire FEP SGE. Human rights are part of **key competencies**, specifically the **civil competency** (*the pupil considers relations between his/her rights, duties and responsibility; approaches the fulfilment of his/her duties responsibly and creatively, defends his/her rights as well as the rights of others, acts so as to prevent their suppression and helps create conditions for their fulfilment*).

The topic of human rights is part of several **educational areas** – i.e. it is covered by the objectives of the relevant area, the expected outcomes and the subject matter of some thematic areas. Specifically, human rights education is encompassed in the following educational areas:

- **Humans and Society**
 - The content of educational field **Basics of Civics and Social Sciences**
 - Thematic area **Humans in Society**
 - Thematic area **Citizens in a State**
 - Thematic area **Citizens and the Law**
 - Thematic area **International Relations, the Global World**
 - Thematic area **Introduction to Philosophy and Religions Studies**
 - The content of educational field **History**
 - Thematic area **Modern Period II – Contemporary History**

Human rights are also part of some thematic areas within **cross-curricular subjects** that reach across educational areas and educational fields. Specifically, the following cross-curricular subjects are concerned:

- **Moral, Character and Social Education**
 - Thematic area **Everyday Morality**
- **Education towards Thinking in European and Global Contexts**
 - Thematic area **Global Problems, their Causes and Effects**
 - Thematic area **Humanitarian Aid and International-Development Co-operation**
 - Thematic area **We as Europeans**

- **Multicultural Education**

- Thematic area **Basic Issues of Socio-Cultural Differences**
- Thematic area **Relationship to the Multilingual Situation and Co-operation between People from Diverse Cultural Environments**

The Framework Education Programme for Basic Education and the Framework Education Programme for Secondary General Education provide schools with sufficient room for human rights education. This education may be implemented within the content of various subjects, as well as in the form of projects, project days, discussions or trips. Moreover, some non-government non-profit organisations contribute significantly to the implementation of human rights education in schools.

FEP for Secondary Technical and Vocational Education (FEP STVE)

As part of the on-going curricular reform great emphasis is placed on making sure that, in addition to the acquisition of professional competencies to take up the relevant occupations, pupils also develop key competencies that are important for dealing with various situations in life in the 21st century.

The FEP STVE sets out the following key competencies: learning competency, problem-solving, personal and social competencies, civil competency and cultural awareness, job-searching and entrepreneurial competencies and ICT competency including work with information.

In the FEP STVE these key competencies are further elaborated upon so that those who design and implement School Education Programmes in various schools can clearly understand what is meant by each competence and what it involves. The following partial competencies are concerned directly with human rights:

- (The pupil) verifies the knowledge obtained, considers critically the opinions, attitudes and acts of other people;
- contributes to the establishment of helpful inter-personal relations and to prevention of personal conflicts; is not influenced by prejudice and stereotypes in his/her approach to others;
- abides by the law, respects the rights and personality of other people (including their cultural specificities), stands up against intolerance, xenophobia and discrimination;
- realises, as part of the concepts of pluralism and multiculturalism, his/her own cultural, national and personal identity and is able to show active tolerance for the identity of others.

The curricular areas of the FEP STVE (language education and communication, social sciences, science, mathematics, creative arts, education for health, ICT education and vocational and technical education) encompass **subject matter and educational outcomes** that help pupils understand issues associated with a multicultural society and human rights (including migration and the situation of asylum seekers). These issues are mainly covered in **social sciences**. Specifically, the following content areas are concerned:

Humans in Society

For example:

- society, traditional and modern societies, late modern society
- material culture, spiritual culture
- contemporary Czech society, social strata, elites and their role
- social inequality and poverty in contemporary society
- races, ethnic groups, nations and nationalities; majority and minority in society, multiculturalism; migration, migrants, asylum seekers
- the position of men and women, gender issues
- faith and atheism, religions and churches, religious movements, sects, religious fundamentalism.

Humans as Citizens

For example:

- basic democratic values and principles
- human rights and their promotion, ombudsman, children's rights
- civic participation, civil society
- civic virtues necessary for democracy and life in a multicultural society.

Humans and Law

For example:

- law and justice, the rule of law
- legal system, legal protection of citizens, legal relations
- the judiciary system in the Czech Republic.

As for the curricular areas dealing with the technical and vocational components of education, human rights issues are covered primarily in those fields where the graduates are trained to work with people (e.g. in healthcare, education, public administration, etc.). Multicultural nursing is a separate content area in the vocational component of healthcare education.

II. HUMAN RIGHTS EDUCATION AT HIGHER EDUCATION INSTITUTIONS

In line with the legal regulations in place (the Higher Education Act No. 111/1998 Coll. – specifically Section 1, d) and e)), human rights education at higher education institutions is the exclusive responsibility of the institutions concerned.

The piece of legislation mentioned above further elaborates on the introductory statement that defines higher education institutions as the highest level of the education system. As such they are the culminant centres of education, independent knowledge and creative activity, and play a key role in the scholarly, scientific, cultural, social and economic development of society.

As stated in the Higher Education Act, higher education institutions “play an active role in the public discussion of social and ethical issues, cultivate cultural diversity and mutual understanding, shape civil society and prepare younger generations for life in such a society”(Section 1,d). Moreover, they “contribute to the development of both the national and regional level, while co-operating with the various levels of state administration and regional and municipal government as well as the business and cultural communities” (Section 1, e).

The Ministry of Education, Youth and Sports does not monitor the activities of higher education institutions in any specific way. The role of the Ministry in relation to higher education institutions is defined in Section 87 of the Higher Education Act mentioned above. It is within the remit of the Ministry to make recommendations in this respect.

III. POLICE EDUCATION IN HUMAN RIGHTS

The Department of education and management of Police education (OVSPŠ) at the Ministry of the Interior, a facility established to implement selected powers and responsibilities delegated to the Ministry by the public administration in the field of Police secondary, college, and university level education is responsible for the Police training and education. The Police education network consists of five Police colleges (VPŠ MV), a Police secondary school (SPŠ MV), and the Police training facility and the Police University – the Police Academy in Prague. The Police education system is based on the „Strategy of life-long compulsory education of members and staff of the Police of the CR and the Ministry of the Interior“ of 2001, which entails, in line with the Government Resolution No. 28 of January 3, 2001 to the “Report on Human Rights Education in the CR” as amended by the “Strategy of members of the Police of the CR education”, education and training in human rights.

Selected principles of Police education:

- Police education and training are based on the fundamental values of plural democracy, rule of law, and protection of human rights and are designed to cover all policing objectives.
- The Police as well as their training and education activities are open and transparent. Members of the Police, who work closely with the public, train in an environment which is close to the everyday policing reality.
- On all levels of the Police training, policemen not only receive practical instruction in the use of means of coercion but also in how to use such means in line with relevant human rights’ instruments, such as the European Convention on Human Rights.

The Police education reacts to the recommendations of the Committee for Human Rights which are based on the Council of Europe objective to promote prevention as a tool of further developing and strengthening fundamental rights and freedoms. The „Recommendation of the Committee of Ministers to member States on the European Convention on Human Rights in university education and professional training“ (hereinafter only “Recommendation“) has been implemented in the Police training curricula. Selected policemen now receive „professional training and education designed for personnel responsible for the enforcement of law“, i.e. training and education of members and staff of the Police of the CR, respectively policemen and Police staff.

Police Human Rights Education

Police education covers a wide range of education activities aiming at different purposes – to reach a certain level of education (in the given field), to receive entry-level education to meet professional education requirements, or to receive further professional education. Police education includes chapters on human rights and freedoms. In the Police education curricula, human rights have been given priority and their instruction has been subject to on-going updates in line with the European principles of human rights and ethics education of the Police forces. Training and education are based on competences, integrated methods, and role playing. Human rights and freedoms are not a subject on their own and have no training hours reserved for them per se, but they:

- form a part of the security and legal training in the framework, respectively school curricula for the relevant field of study
 - are included as a cross-sectional issue in a number of other subjects (e.g. sociological studies or other humanities)
 - are instructed by means of role-modelling and practical exercise
 - are covered by presentations, lectures, and workshops.
- **Police higher education – Police College of the Ministry of the Interior (VPŠ MV) and Police Secondary School of the Ministry of the Interior (SPŠ MV)**

Human rights as part of the Police higher education curricula are implemented in security and law modules, in particular *Substantive and Procedural Criminal Law* and *Selected Branches of Law (civil, family, and labour)* as well as in *Psychology, Sociology, Philosophy, and Transactional Analysis*.

Furthermore, human rights and freedoms form an integral part of subjects, which concern policing national minorities, multiculturalism, domestic violence, trafficking in human beings, extremism, etc. For example, human rights are an integral part of the policing minorities training.

For the purposes of a four-year graduate module based on a training material developed and guaranteed by the Ministry of the Interior, human rights belong to the key competences of every graduate.

Students of the graduate module receive human rights education as part of the following subjects: *Law, the World Today, Psychology* and *Social Science Seminar*.

- **University level training is provided by the Police Academy Prague**

The Police Academy Prague is a public university financed from the Ministry of the Interior budget. Human rights are instructed as part of security and law modules, in particular the following subjects: *Criminal Law, Civil Law, Labour law, Theory of Law, Theory of State, Security Policy, Criminology, Prevention of Crime, Forensic Science* as well as in *European Law* modules and subjects such as *Crisis Management and Communication, Psychology, Sociology (social aspects of interethnic relations)*, etc.

Students of the Academy – Policemen as well as civilians (future Policemen) – therefore come in contact with the human rights from many different angles - legal, security, and

psychological. Policing domestic violence, for example, requires deep knowledge of human rights since it usually entails violation of a number of rights and freedoms at the same time.

- **Entry Level Professional Training (ZOP)**

All alumni of the entry level professional training must have key competences in human rights. All modules of the entry level training are designed to provide the trainees with competences required of a graduate and are easy to grasp, targeted, controllable, and adequate and their instruction is comprehensive and consistent.

Examples of competencies instructed in various modules:

- Act in keeping with law and norms of professional conduct, respect rights and personality of other people, actively refuse racism, hatred, xenophobia, and discrimination.

- **Further Professional Training**

In their further professional training, policemen maintain and deepen knowledge gained in their previous professional training.

Instruction workshops are a popular form of training of Police college and Police secondary school teachers as well as instructors of Police training facilities. Workshops, which usually last one to two days, have so far covered the following human rights related issues:

Domestic violence, Special aspects of the use of means of coercion (as part of the Entry Level Professional Training curricula), Communicating with minorities, Police professional ethics, Strategy of policing minorities, Psychological aspects of Police interrogation, Preparation for the use of means of coercion, Extremism, racism, corruption, domestic violence, and stalking, Violence against children, Psychopathological behaviour, Human rights and freedoms in police interventions.

Special training courses fall under the umbrella of the police further training and education and are designed in line with the principles of the Police life-long education. Educational and training programmes are built on related lower level courses (qualification training). Human rights are instructed as part of the following training courses:

Training of experts of the Service of the Criminal Police and Investigation (SKPV) on extremism, Further professional training of members of the Anti-Conflict Teams of the Police of the CR, Training of instructors of crisis intervention as part of the system of psychological assistance and support of victims of crime, Protection against domestic violence, Solving domestic violence, Dedicated Service of the Criminal Police and Investigation training course – detection and investigation activities

- **Life-long education at the Police Academy in Prague**

The Police Academy in Prague offers life-long education, the concept of which is based on the Strategy of life-long education of members and staff of the Police of the CR and the Ministry of the Interior. It takes a form of short- and long-term dedicated training courses for the Police and Fire Brigades middle and top management, teachers of Police schools, members of other security forces, members of municipal police corps, Security agencies, and public administration.

In the academic year 2010/11, human rights were instructed primarily as part of the following subjects: *Human rights - globalization - security, Domestic violence, Stalking.*

- **International Activities in the Field of Human Rights**

The Department of education and management of Police education – international Police education unit has been promoting and facilitating international cooperation and joint Police training under the umbrella of EU CEPOL (European Police College) and MEPA (Middle European Police Academy).

- **Human Rights Centre**

The Police College of the Ministry of the Interior (VPŠ MV) and the Police Secondary School of the Ministry of the Interior operate a Human Rights and Professional Ethics Centre, which was established in Prague in April 2003 under the framework of the „Human Rights, protection and respecting minorities, and professional ethics as part of the Police professional training “ project. The Centre is the key Police facility in the field of human rights, minority rights, and professional ethics. It has centred its efforts around the integration of human rights and professional ethics in policing by means of entry-level and further education as well as practical application of international and national norms in policing and practical Police training. The Centre offers training to both policemen and teachers and instructors.

Cooperating NGOs

Bílý kruh bezpečí (White Circle of safety) (<http://www.bkb.cz/>),

Český helsinský výbor (Czech Helsinki Committee) (<http://www.helcom.cz/>),

Člověk v tísni (People in Need) (<http://www.clovekvtsni.cz/>),

Multikulturní centrum (Multicultural Centre) (<http://www.mkc.cz/>),

Organizace pro pomoc uprchlíkům (Organisation to Assist Refugees) (<http://www.opu.cz/>),

Partners Czech (<http://www.partnersczech.cz/>),

Poradna pro občanství, občanská a lidská práva (Citizenship, Civil and Human Rights Consultancy)

(<http://www.poradna-prava.cz/>),

proFem o.p.s. - konzultační středisko pro ženské projekty (Projects for Women) (<http://www.profem.cz/>),

ROSA (<http://www.rosa-os.cz/>),

Sdružení občanů zabývajících se emigranty – SOZE (Association in Support of Emigrants)

(<http://www.soze.cz/>),

Transparency International - Česká republika (TIC) (<http://www.transparency.cz/>)

Cooperating Public Institutions

Units of the Ministry of the Interior of the CR and the Police of the CR,

Government of the CR Council for Human Rights,

Government of the CR Council for National Minorities,

Government of the CR Council for the Roma Community,

Czech Commission for UNESCO,

Intervention Centre Prague,

Municipal Police, Municipality of Prague,

UNHCR

IV. EDUCATION OF JUDICIAL EXPERTS IN THE AREA OF HUMAN RIGHTS

In the Czech Republic the training of experts from the judicial sector is provided by the **Judicial Academy** which is a departmental training institution under the Ministry of Justice.

The Judicial Academy holds wide range of courses for the experts from whole judicial sector. Human rights issues are part of the educational system.

The Judicial Academy develops different activities to implement action plans adopted at ministerial conferences focused on the future of the European Court of Human Rights which took place in Interlaken (2010) and Izmir (2011), including parts relating to the issue of training of legal professionals in the field of human rights and standards. The Judicial Academy increases the efficiency of education and training in human rights and incorporates this area into stable educational structures.

The Judicial Academy also provides many activities from the area of **civil justice** focusing on the problematic of protection of personality, victims, domestic violence, family law, Labour Code, case law of ECHR, etc. In the field of **criminal justice** there are courses offered concerning interrogation, juvenile crimes, crimes against life and health and violent crimes, Criminal Procedure Code, crimes associated with the abuse of narcotic and psychotropic substances, extremism, sexual offences, etc. In this respect various seminars and workshops are organized for 30 to up to 200 participants.

The following special education events are planned in the area of human rights in 2012:

Lecture Boštjana M. Zupančič, ECHR judge (about 50 participants): Leading judge of the European Court of Human Rights will lecture in Brno on the current topics addressed in the European Court of Human Rights. The conference is intended for judges, prosecutors and assistants from all sections of the court.

Proceedings in cases of juveniles focusing on removing children from family (about 50 participants): Three-day seminar for judges of lower courts focusing on the issue of application of educational measures, assessing the social situation of families and work with families in a bad social situation, specifics of life in Roma family, psychological aspects of education of children in institutional care. The requirements of ECHR case law shall also be covered.

Legal capacity and autonomy (about 50 participants): Three-day seminar for judges of lower courts dealing with the topics of practical aspects of assessing the mental state of persons, specific assessment of the state of elderly people, differences between old and new Civil Code.

Free legal assistance (about 100 participants): Free legal aid is a necessary condition for exercising the right of access to court. The seminar will focus on the conditions for granting FLA and a system of appointment of lawyers. The topic of NGOs as general representatives (representing a litigant) will be discussed.

Preventive detention v. protective treatment (about 15 participants)

Unequal treatment and decisions thereof (about 40 participants)

Interpretation of the Constitution, judicial lawmaking (about 50 participants)

The position of judge and organization of judicial power in the ECHR case law and the Constitutional Court (about 50 participants)

Right of assembly, freedom of speech, criticism of judges vs. freedom of expression (about 50 participants)

The judge as a party to proceedings before the Constitutional Court (Colloquium) (about 30 participants)

The Prison Service considers the training of personnel in the field of human rights as a permanent part of the development of quality of human recourses and as one of its priorities. Therefore, the content and the system of basic training for new recruits and civilian employees are constantly updated, so that the personnel are familiar with current applicable legal standards of the Czech Republic and international conventions.

The Prison Service considers the education in the field of human rights to be an effective factor for reducing the number of complaints of prisoners about violation of their rights in connection with the implementation of all legal forms of restriction of freedom. Professional staff that is in contact with prisoners also contributes to their legal awareness. In this respect they inform the prisoners about the protection of human rights. The right to complain belongs to inviolable principles of the Czech penitentiary system.

The personnel are educated by the **Educational Institute of the Prison Service** and is closely acquainted with civil rights as provided in the Charter of Fundamental Rights and Freedoms and the rights of prisoners, as provided by Czech legislation, namely the Act No. 169/1999 Coll. on imprisonment, and the Act No. 293/1993 Coll. on enforcement of custody and other implementing regulations. At the same time they are educated in the field of socio-historical development of human rights with a focus on penitentiary practice.

The personnel are systematically trained:

1. **Through basic training for members of the prison personnel and civilian employees**, presentation is focused on human rights and includes highlighting the basic points of these documents: European Convention of Human Rights, Charter of Fundamental Rights and Freedoms, European Prison Rules, European Convention for the Prevention of Torture and Inhuman or Degrading Treatment or Punishment. The issue is addressed in the courses of professional ethics, law, punishment, imprisonment and detention.
2. **Through specialized trainings within the scope of lifelong learning**, the Educational Institute organizes courses focused on the education towards human rights (modules I and II - both courses with the duration of one week) and course on human rights and the position of women in the society (two days).

V. HUMAN RIGHTS TRAINING AND EDUCATION IN THE ARMED FORCES

The Government of the Czech Republic by its resolution of 3 January 2001 No. 28 charged the Minister of Defence to prepare a concept of compulsory lifelong education system in the Czech Armed Forces. Human rights training and education system should be incorporated.

On 6 June 2005 College of Minister of Defence acknowledged the Concept of Education in the Czech Armed Forces, Construction and Development of Military Education for the years 2006 - 2011. Currently, the Ministry of Defence is preparing an updated concept of this system. Human Rights Training and Education System has been incorporated into this concept. At the introduction of this concept it is stated that human rights are reflected in the activities of all public authorities, including the Czech Armed Forces. The content namely describes the principles of human rights training and education and the structure of knowledge and skills for each target group.

On 5 January 2007 Minister of Defence issued the Task Sheet and order to include human rights training and education system in all the programming documents relating to education, training and promotion of quality of life in the Czech Armed Forces.

On 12 July 2007 the Director of Personnel of the Ministry of Defence approved Guidance Notes for schools and educational facilities in the Czech Armed Forces on the issue of human rights, prevention of socially undesirable phenomena and equal opportunities. The Guidance Notes state that it is necessary to implement human rights training and education system aiming:

- to achieve and develop the necessary knowledge and skills, which the Czech Armed Forces personnel must manage at various levels of organizational structure depending on their official or professional activities,
- to take into account the fact that none of the target group had received even the basic knowledge and skills in the field of human rights before drafting the Czech Armed Forces,
- to implement human rights education within the courses of international humanitarian law and laws of war and other legal / humanities subjects,
- to complement a theoretical knowledge with case studies and model examples in the daily activities of personnel in the Czech Armed Forces,
- to pay special attention to the preparation of teachers and training instructors and to ensure a unite approach to education and training of personnel in the Czech Armed Forces.

4.2 The structure of knowledge and skills for different target groups:

Czech Armed Forces	knowledge	skills
lowest ranking soldiers and civilian employees	basics of national human rights law, significance of human rights protection, special restrictions for military and civilian personnel in the Czech Armed Forces, human rights bodies	to seek out his/her rights and freedoms in the human rights documents, to evaluate the possible infringement of human rights, contact human rights bodies
soldiers and civilian employees at the low level command and staff positions	general knowledge of basic human rights conventions, the principle of activities of national human rights bodies in protecting human rights	to explain fundamental notions of obligations and human rights domain, to explain the reasons for legal restrictions on human rights in the armed forces, to evaluate case law of the national human rights bodies
soldiers and civilian employees at the middle level command and staff	knowledge of the principles of activities international human rights bodies in	to apply the human rights protection into specific operations and training

positions, military policemen	protecting and promoting human rights	(disciplinary law, infringement proceedings, organization of training)
soldiers and civilian employees at the high level command and staff positions	knowledge of the provisions of the Charter of Fundamental Rights and Freedoms, general knowledge of international human rights conventions	to apply human rights protection into activities of troops, preparation of internal regulations, to explain the application of human rights protection in the troops activities, to seek out case law on the issue of human rights protection
soldiers and civilian employees at the strategic level command and staff positions	basic human rights case law concerning the armed forces	to apply case law on the issue of human rights protection into practical actions of troops, training and into the preparation of internal regulations

At the University of Defence studies in the city of Brno the issue on human rights protection is incorporated into the following compulsory subjects: *Law II* (genesis of human rights protection, sources of human rights law, institutional guarantees, human rights protection in the European Union), *Security and Defence Law* (human rights protections of civilians in crisis situations) and the *International humanitarian law* (human rights protection in armed conflict). In addition, students can choose the subject *Introduction to Public Law*.

The issue of human rights protection is during studies at the Military High School in Moravská Třebová included mainly to the subject of *history* and *social sciences*. The lessons of history in the second year are mainly focused on the history of the 19th and 20th century (the struggle for human and civil rights during the French Revolution, the revolution in 1848, civil war in the U.S., political trends in 19th century (liberalism, nationalism, anarchism, etc.), World War II and their impact on the population, the Russian Revolution, Stalinism, fascism and Nazism, the Holocaust, the communist dictatorship in the country (mainly in the 50s and during the normalization)). At least one lesson is always devoted to each of these topics. In 2010, the Military High School in Moravská Třebová was involved in the project *Stories of Injustice* organized by the association *Člověk v tísní (People in Need)*. A part of this project was a projection of the movie about the communist persecution followed with discussion with Alexandr Vondra - significant figure of Czechoslovak dissent, a former signatory of Charter 77 and the current Minister of Defence. In the course *Basics of Social Psychology and Sociology* questions related to racism, xenophobia and anti-Semitism are taught whereas a part of this theme is also a brief history of the Roma people. In the course *State and Law* is one lecture devoted to the Charter of Fundamental Rights and Freedoms. This course focuses on the discussion between student and teacher [namely right to life (death penalty, abortion) and rights of national minorities]. The issue on human rights is also outlined in the course *International Security* (international terrorism and possible safety measures).

Soldiers, before leaving to foreign operations, are acquainted with the issues of human rights protection in the course on *Legal Aspects of the Deployment in a Foreign Operation*. The

issue on human rights protection is a part of the lessons of international humanitarian law (application of basic principles - rules of humanity, proportionality, military necessity and distinction). The main focus is on the right to life, prohibition of the use of force against civilians uninvolved in conflicts, a ban on causing unnecessary suffering and the protection of private property. These principles are carried out in a preparation for the topic Rules of Engagement. Soldiers are also acquainted with case studies. The emphasis is put, in addition to extending the ability to apply international humanitarian law, on avoiding collateral damage and retention issues, including the prohibition of torture, inhuman or degrading treatment. Soldiers acquire standard operation procedures by drill. These procedures often have a direct impact on the rights of persons in the area of deployment (assault troops, attack the base, the checkpoint operation, crowd control etc.). The specified procedures are applied directly to the principles of human rights and freedoms. Apart from the preparation in the Czech Republic, commanders conduct training of individual units in area of Rules of Engagement during the deployment in the operation, usually once a month. The issue on the human and respectful behaviour towards civilians is also a major part of the preparation in the COIN (counterinsurgency) and in the presentation of Tactical Directives COM ISAF. The basic rules of conduct are contained in *Annex of an operational order* of individual task forces and *Order No. 1* issued by the commander for action in place of deployment. All soldiers on arrival to the place of deployment will receive a "Card of the basic rules of using force ", which again includes an explanation of the rules mentioned above.