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HUMAN RIGHTS CENTRE



Human Rights Education in Finland





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THE HUMAN RIGHTS CENTRE is an autonomous and independent expert institution. It promotes the implementation of fundamental and human rights and increases cooperation and exchange of information between human rights actors in Finland. The Human Rights Centre was established in 2012, and it is administratively connected to the Office of the Parliamentary Ombudsman.

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Introduction

Foreword

HUMAN RIGHTS EDUCATION is a crucial requirement for the development of human rights awareness and ultimately for the realisation of human rights. Consequently, the Human Rights Centre decided already at the onset of its operations to carry out this baseline study on the implementation of human rights education and training in the Finnish education system.

According to the UN Declaration on Human Rights Education and Training (A/RES/66/137) adopted unanimously by the UN General Assembly, everyone has the right to receive information on human rights and fundamental freedoms. States have the primary responsibility to provide human rights education and training.

The promotion of human rights education and training is also one of the central statutory tasks of the Human Rights Centre, which was established in 2012 and assigned to promote fundamental and human rights. The Human Rights Centre, together with its subordinate Human Rights Delegation with a broad representation of national human rights actors, and the Parliamentary Ombudsman form a national human rights institution (NHRI) which complies with the UN criteria known as the Paris Principles. The Human Rights Centre is administratively connected to the Office of the Parliamentary Ombudsman.

The Centre decided to conduct a baseline study on the implementation of human rights

education and training in the Finnish education system immediately after the onset of its operations. This decision was motivated both by the centre's mandate and by the evaluations on the state of human rights education in Finland presented in previous government reports on the human rights policy and in the National Action Plan on Fundamental and Human Rights.

These evaluations have emphasised the importance of human rights education and training both for the exercise of public authority and for the realisation of the rights of the individual (see e.g. the Report on Human Rights Policy, Government Report to the Parliament on the Human Rights Policy of Finland 2009). On the other hand, non-governmental organisations, which have for long been key actors in the field of human rights education, have called for the state to take on a stronger responsibility for the provision of human rights training.

International human rights monitoring bodies have also noticed this matter, such as the Committee on the Rights of the Child and the Human Rights Committee, which monitor the implementation of the Convention on the Rights of the Child (CRC) and the Covenant on Civil and Political Rights (CCPR), respectively. It was also brought up in the Human Rights Council during the consideration of Finland's second report for the Universal Periodic Review (UPR).

Until now a proper survey on the amount, extent or quality of human rights training has

not been carried out in Finland. Instead, studies have been conducted on democracy education and global education (see e.g. Democracy Report, the Finnish National Board of Education, 2011:27, and Evaluation of the Global Education 2010 Programme, the Ministry of Education and Culture, 2011:13). The UN member states have been asked to carry out comprehensive baseline studies on the state of human rights education and training in the framework of the UN Decade for Human Rights Education (1995-2004) and the UN World Programme for Human Rights Education. These studies would then serve as a basis and first step for drafting national human rights action plans.

On the definition of human rights education and training

The fact that human rights education is an extensive and slightly ambiguous concept posed challenges to defining the focuses for the study.

It was also necessary to consider the concept's relation to the above-mentioned related concepts of democracy and global education and to citizenship and multicultural education, to projects promoting human rights, as well as to various subjects, such as ethics, life philosophy, philosophy and social sciences.

The fact that these concepts are partly overlapping cannot and should not be totally avoided.

Owing to the normative, binding and universal character of human rights, it was deemed justified and appropriate to apply in this study the first official international definition of human rights education that is laid down in the above-mentioned UN Declaration on Human Rights Education and Training.

This definition builds on the earlier work carried out under the UN World Programme for Human Rights Education. It can be said to represent the current conception of the content of human rights education and training in international law. However, the declaration is not legally binding on states.

The definition of human rights education and training is included in Article 2 of the declaration, according to which human rights education comprises all educational, training, information, awareness-raising and learning activities aimed at promoting universal respect for human rights and fundamental freedoms and thus, *inter alia*, contributing to the prevention of human rights violations. (This topic is discussed more in detail in the article *What is human rights education?*)

Article 2(2) of the declaration defines human rights education further through its content and objectives. According to this article, human rights education encompasses education on:

- **values** underpinning human rights (e.g. inviolability of human dignity and equal treatment)
- **norms** (e.g. the Universal Declaration of Human Rights and international conventions, and fundamental rights on the national level)
- **mechanisms** (national and international monitoring and legal redress mechanisms, e.g. the state obligation to ensure the realisation of human rights, the right of an individual to assert their human rights and to file complaints concerning alleged violations of the rights, and to receive compensation, the state obligation to report on the human rights situation to international bodies).

Education should also

- take place **in a way that respects human rights** (respect for the rights of both educators/teachers and learners/students; e.g. participatory and inclusive environments and methods)
- **empower** people for the realisation of human rights (e.g. through encouraging people to claim their rights and intervene in the violations of other people's human rights).

Carrying out the study

A national baseline study published by the Irish Human Rights Commission in 2011 served as a model for this study (cf. Human Rights Education in Ireland – An Overview, Irish Human Rights Commission 2011). Our Irish colleagues also gave us practical advice and valuable insights for designing and implementing the study.

In addition to Ireland, national baseline studies on human rights education have, during recent years, been conducted in Australia, Armenia and Bangladesh, for example.

It was natural to divide the study into sections dealing with different education sectors. The sectors were defined on the basis of the definitions established by the Ministry of Education and Culture and the Finnish National Board of Education.

Due to the limited personnel resources of the Human Rights Centre and the broad field of the review, the Centre decided to implement the study as a collection of articles, and thus we ordered articles on each sector from experts in different education sectors and human rights education.

The authors were advised to provide a good overview of human rights education in the education sector concerned through examining how the elements of the above-mentioned definition of human rights education, i.e. *values, norms, mechanisms, enabling environment and the objective of empowerment*, have been taken into account in the education provided in the sector concerned.

However, the different forms and levels of education and training required somewhat different approaches. The implementation of human rights education and training naturally varies between, for example, early childhood education and university education as well as between different professional groups both in terms of content and methods.

Each section dealing with a different education sector includes an overview of the legislation and other binding national instruments applicable to the field (e.g. core curricula) and

examines the content of human rights teaching in the education sector concerned.

The sections also assess the professional competences of teachers, trainers and educators for human rights education. On the other hand, it was realised already in the planning stage of this study that evaluating the quality or effectiveness of teaching would be too challenging a task.

The study was set the objective of giving an overview of the current state of human rights education and training. At the same time, it aims to provide a basis for drafting a (possible) national human rights education action plan. In other words, the study also looks into future development needs and plans.

For this purpose, the authors were requested to evaluate the possibilities, challenges and obstacles of human rights education in the sector concerned and make concrete action proposals for developing human rights education.

The draft proposals drawn up from these proposals were dealt twice at the Human Rights Delegation. The general recommendations for promoting human rights education and training in Finland adopted by the Human Rights Delegation are published as part of this study.

It should be noted here that the funding available for the project would not have made it possible to carry out all the personal interviews and questionnaires that were implemented for some sections. The information is mainly based on public material: legislation, instructions of education authorities, curricula of educational institutions, strategies and other similar documents.

In addition to the authors, the Human Rights Delegation, its education division and several other experts contributed to the study.

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In conclusion, the study revealed that human rights education and training is implemented in Finland in various ways and in several sectors. Nevertheless, the field is marked by heterogeneity and lack of a systematic approach. Even though more and more attention has lately been paid to the environment and culture of education and training, teaching on human rights norms and mechanisms is still relatively limited.

The greatest challenge is the lack of human rights training in the education of teachers and educators, on the one hand, and in the education of civil and public servants on the other. The situation is particularly worrying in the municipal sector.

The international success and acknowledgement achieved by Finland as a cutting-edge country in education provide us with an excellent starting point for developing human rights education and training further. Human rights education and training should thus also be regarded as a key criterion for the quality of education.

This study will be published in its entirety in a digital format in Finnish and can be downloaded at www.ihmisoikeuskeskus.fi. This English version includes summaries of the education sector-specific articles, the authors' proposals for action, and the recommendations for promoting human rights education and training in Finland adopted by the Human Rights Delegation.

The authors are solely responsible for the views expressed in the articles. The summaries and proposals for action have been drawn up by the authors and edited by the Human Rights Centre. The Human Rights Centre and the Human Rights Delegation are responsible for the content of the recommendations.

The Human Rights Centre wants to extend its warm thanks to all who have participated in the making of this national baseline study. It is hoped that this study will give an incentive not only for the Human Rights Centre's work in the field of human rights education and training but also for the promotion and implementation of more comprehensive and systematic human rights education and training in Finland.

Helsinki, 19 January 2014

Kristiina Kouros and Kristiina Vainio



What are human rights?

HUMAN RIGHTS ARE rights that are inherent to all human beings and that have been defined in international human rights treaties and other instruments. Human rights are norms of international law which primarily protect individuals against abuses of public authority. Nearly all states in the world have committed themselves to the most important universal human rights conventions.

The conception of the equality and inviolability of human dignity lies at the core of human rights. It is forbidden to discriminate against people on the basis of gender, age, ethnic background or health, for example. All people have the right to self-determination and the right to participate in and have influence on the conduct of public affairs.

Human rights are universal, fundamental, indivisible and inalienable. The fundamental nature of human rights means that these rights are particularly important rights, inalienability that they belong to every human being on the basis of humanity, and that they cannot be taken or given away. Indivisibility means that all human rights, including economic, social and cultural rights as well as civil and political rights, are equally important and part of the same entity.

Cultural differences can be acknowledged to certain extent in the ways human rights are implemented, but their universality means that cultural reasons cannot be claimed for failure to realise human rights.

Human rights are historically derived from the concepts of morale, philosophy and religions, rather than from those of jurisprudence. The idea of human dignity was considered long before the international human rights conventions were drafted. In addition to being norms of international law, human rights should be regarded as a common value basis.

The preamble of the UN Universal Declaration of Human Rights states that every organ of society and every individual should strive by teaching and education to promote respect for human rights and to secure their recognition and observance. As regards other actors than states, the responsibility for the realisation of human rights as a rule refers to moral responsibility.

However, those who have committed most serious human rights violations may be held criminally liable under international law and ultimately tried at the International Criminal Court.

The newest trend in human rights thinking is corporate responsibility for the human rights impacts of business operations. New international guidelines concerning this theme combine the idea of human rights as legal norms binding on states under international law and at least as values binding on businesses on the international level.

According to the current understanding, states should develop national legislation

which transforms the moral responsibility of businesses at the international level into legal accountability at the national level.

Respect, protection and fulfilment of human rights

Human rights conventions are treaties under international law and, therefore, they are legally binding on states. States that have acceded to human rights conventions are obliged to respect, protect and fulfil these rights.

The obligation to respect refers to the fact that the contracting state refrains from violating human rights, while the obligation to protect means that the state must provide protection against human rights violations. The obligation to fulfil requires positive actions from the state.

On the national level human rights are implemented not only through legislation but also through legal and administrative measures and policy guidance as well as through allocating financial resources and providing education and information.

The contracting states undertake to guarantee the rights set forth in the conventions not only to their citizens but, with certain exceptions, also to all other people in their jurisdiction.

Fundamental rights protect individuals

Fundamental rights refer to the rights which are guaranteed to individuals in the Constitution of Finland and which reflect basic values generally accepted by society. The Constitution of Finland is deemed to include all the rights established in the human rights conventions ratified by Finland and even rights beyond these. For this reason, the expressions of fundamental rights and human rights are often used in parallel.

The fundamental rights protect the freedom of an individual against interference by public authority. Such freedom rights include the right to life, the right to personal liberty and integrity,

the freedom of movement, the right to privacy, the freedom of expression, the freedom of assembly and association, and the protection of property.

The fundamental rights further comprise economic, social and cultural rights, such as the right to work, social security and education.

The Constitution also protects equal treatment and equality, electoral and participatory rights, linguistic rights, environment and protection under the law.

In addition to their important and fundamental nature, the fundamental rights are characterised by a particular permanence due to the order prescribed for the enactment of constitutional legislation and its superior status in the national hierarchy of norms. Furthermore, according to Section 22 of the Constitution, the public authorities shall guarantee the observance of fundamental and human rights. Similarly to human rights, fundamental rights also affect the relationships between individuals.

Besides the national fundamental rights, the rights of the individual are further protected in the area of the European Union (EU) by the EU's fundamental rights established in the Charter of Fundamental Rights of the European Union.

Human rights conventions

The United Nations Universal Declaration of Human Rights of 1948 is considered the charter of human rights. The universal and regional human rights conventions adopted subsequently are largely based on the rights and principles laid down in the Universal Declaration of Human Rights.

The most important universal human rights conventions are *the UN International Covenant on Civil and Political Rights (ICCPR)* and *the UN International Covenant on Economic, Social and Cultural Rights (CESCR)*.

Both the covenants have been widely ratified. They entered into force on the international level in 1966, and Finland acceded to them ten years later.

The UN treaty system further includes seven other treaties that can be classified as key human rights conventions and six protocols attached thereto. Finland has acceded to all these treaties with the exception of one, i.e. the convention on migrant workers.

Key conventions and protocols

- International Convention on the Elimination of All Forms of Racial Discrimination
- Convention on the Elimination of All Forms of Discrimination against Women
- Optional protocol on individual and collective complaints
- Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment
- Optional protocol on national and international monitoring mechanisms
- Convention on the Rights of the Child
- Optional protocol on the involvement of children in armed conflicts
- Optional protocol on the sale of children, child prostitution and child pornography
- Optional protocol on a complaints procedure
- Convention on the Rights of Persons with Disabilities
- Optional protocol enabling individual complaints and establishing an investigation procedure
- International Convention for the Protection of All Persons from Enforced Disappearance
- International Convention on the Protection of All Migrant Workers and Members of their Families

Besides the universal conventions of the UN, human rights conventions have also been drawn up by regional inter-governmental organisations, such as the Council of Europe (CoE), Organization of American States (OAS) and African Union (AU).

The human rights conventions adopted within the Council of Europe are particularly

significant to Finland. The most important ones are the European Convention on Human Rights, whose observance is monitored by the European Court of Human Rights, and the revised European Social Charter of the Council of Europe, whose observance is monitored by the European Committee of Social Rights.

The International Labour Organization (ILO) has also drafted conventions concerning human rights, at work, in particular. The rights included in these central conventions on human rights at work were compiled into the 1998 ILO declaration on Fundamental Principles and Rights at Work. The International Labour Organization (ILO) Convention No. 169 concerning Indigenous and Tribal Peoples is of particular importance for Finland in respect of the rights of the Sámi people.

Other international documents promoting and protecting human rights

In addition to human rights conventions that are binding under international law, human rights are also promoted and protected through a large number of less-binding instruments, i.e. soft law, such as the general comments of treaty-monitoring bodies, declarations and instructions. They allow for a deeper understanding of human rights and may later develop into legally binding norms.

International organisations also draft politically binding documents concerning human rights. For example, Finland has committed itself to respect several human rights documents of the Organization for Security and Co-operation in Europe (OSCE).

Content of human rights

Depending on the method of classification, there are 40 to 50 important human rights that are guaranteed to individuals. Furthermore, we can also identify collective rights belonging to groups, such as the rights of the minorities and indigenous peoples.

THE INTERNATIONAL COVENANT ON CIVIL AND POLITICAL RIGHTS

The International Covenant on Civil and Political Rights consists of the following rights which are primarily freedom rights of the individual:

Article 1: The right to self-determination of peoples

Articles 2 to 5: Cross-cutting principles: the prohibition of discrimination, the state obligation to fulfil the rights through legislation and a functional judicial system

Article 6: The right to life

Article 7: The right not to be subjected to torture or to cruel, inhuman or degrading treatment or punishment

Article 8: The prohibition of slavery

Article 9: The right to liberty and security of person

Article 10: The right of persons deprived of their liberty to be treated with humanity

Article 11: The prohibition of imprisonment on the ground of inability to fulfil a contractual obligation

Article 12: The right to liberty of movement and freedom to choose residence

Article 13: The prohibition of arbitrary deportation

Article 14: The right to a fair trial

Article 15: The prohibition of retroactive criminal laws

Article 16: The right to recognition as a person

Article 17: The right to privacy and family life

Article 18: The right to freedom of thought, conscience and religion

Article 19: The right to hold opinions and express them (the freedom of expression)

Article 20: The prohibition of propaganda for war and advocacy of national, racial or religious hatred

Article 21: The right to freedom of assembly

Article 22: The right to freedom of association

Article 23: The right to found a family

Article 24: The right of the child to special protection

Article 25: The right to take part in the conduct of public affairs

Article 26: The right to equality before the law and the prohibition of discrimination

Article 27: The right of national minorities to enjoy their own culture and use their own language.

THE INTERNATIONAL COVENANT ON ECONOMIC, SOCIAL AND CULTURAL RIGHTS

The covenant covers the following rights:

Article 1: The right to self-determination of peoples

Articles 2 to 5: Cross-cutting principles: the prohibition of discrimination, the state obligation to fulfil the rights through legislation and a functional judicial system

Article 6: The right of everyone to the opportunity to gain his living by work which he freely chooses or accepts

Article 7: The right of everyone to the enjoyment of just and favourable conditions of work

Article 8: The right of everyone to form trade unions and join a trade union, and the right to strike provided that it is exercised in conformity with the laws of the particular country

Article 9: The right to social security, including social insurance

Article 10: The right to the protection of family, and special protection for mothers during pregnancy and after childbirth as well as for children and young persons.

Article 11: The right of everyone to an adequate standard of living for himself and his family, including adequate food, clothing and housing, and to the continuous improvement of living conditions

Article 12: The right to the enjoyment of the highest attainable standard of physical and mental health

Articles 13 and 14: The right to education

Article 15: The right of everyone to take part in cultural life, to enjoy the benefits of scientific progress and its applications and to benefit from the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

International monitoring of human rights

The monitoring of the UN human rights conventions is divided into treaty monitoring and monitoring under the UN Charter. The observance of human rights conventions is monitored by treaty-monitoring committees, which consist of independent experts and receive periodic reports on the implementation of treaty obligations from states.

The reports are handled in a process emphasising dialogue, and after its completion, the treaty-monitoring body issues its conclu-

sions, which are of recommendatory nature.

Some of the UN treaty-monitoring committees also accept and handle complaints by individuals and the UN Committee against Torture carries out fact-finding visits to closed institutions.

As regards the UN Charter, the most important monitoring mechanism is the Universal Periodic Review (UPR) at the UN Human Rights Council. Each member state is subjected to it on a rotational basis.

The UN Human Rights Council may also appoint independent human rights experts to fixed-term thematic or country-specific missions. The Office of the United Nations High Commissioner for Human Rights assists these special mechanisms.

The experts conduct, for example, country visits and meet victims of human rights violations and state representatives. They report on their activities to the Human Rights Council and often also to the UN General Assembly in accordance with their mandate. The reports are public. In spring 2013, there were 36 thematic and 13 country-specific special mechanisms appointed by the UN.

The European Court of Human Rights (ECHR) is an international court located in Strasbourg whose task is to monitor the observance of the European Human Rights Convention. The contracting states as well as individuals, groups and non-governmental organisations may under certain conditions lodge applications with the ECHR.

Applications concerning alleged violations of the convention may be lodged within a time limit provided that the matter has first been handled in a national court. The parties in cases before the ECHR are always a state and an individual applicant, and no complaints filed against another individual are admissible. All documents and judgements are public.

The monitoring system of the European Social Charter is based on a collective complaint and reporting procedure. International employer and employee organisations, certain international non-governmental organisations and national organisations (provided that the state party has accepted this) have the right to file a complaint.

International monitoring of human rights is not always very effective. The states may, if they so wish, ignore recommendations and even judgements. In such a situation, the reactions to the ignorant state depend on international politics. Nevertheless, monitoring has a great importance and, thanks to global communications and active human rights

organisations, human rights violations do not remain hidden.

Monitoring and promotion of fundamental and human rights in Finland

On the national level, states have arranged the monitoring of fundamental rights in various ways. In Finland, the monitoring is divided between several institutions.

Legislation is scrutinized in advance by the Parliament's Constitutional Law Committee and the Chancellor of Justice of the Government, who oversees the actions of the Government. The intent is to take fundamental and human rights into account already in the preparation of legislation at the ministries.

The Parliamentary Ombudsman supervises the implementation of fundamental and human rights. In practice, this consists both of the traditional oversight the ombudsman exercises on authorities afterwards as a guardian of the law and increasingly of the ombudsman's proactive future-oriented activities with the objective of improving the implementation of fundamental and human rights.

The fact that the ombudsman has conducted more inspections and tried to make the authorities aware of aspects which promote the implementation of fundamental and human rights can be regarded as a manifestation of his increasingly stronger role as the guardian and promoter of human rights. The Chancellor of Justice of the Government is entrusted with a similar supervisory task.

In individual cases, a violation of fundamental and human rights may be revealed in connection with court proceedings. It is possible to appeal to fundamental and human rights at courts, and the courts are obliged to consider these rights in their decision-making. If, in a matter being tried by a court of law, the application of an act would be in evident conflict with the Constitution, the court of law shall give primacy to the provision in the Constitution.

There are several legal protection bodies concentrating on certain fundamental and human rights issues. For example, individual discrimination cases are handled at the National Discrimination Tribunal (ethnic discrimination under the Non-discrimination Act) and at the Gender Equality Board (gender-based discrimination under the Equality Act).

State regional administrative authorities, the National Supervisory Authority for Welfare and Health (Valvira), the Patient Ombudsman and several other authorities also deal with important fundamental and human rights issues, even though this is not always understood as the monitoring of fundamental and human rights.

The Ombudsman for Equality, the Ombudsman for Data Protection, the Ombudsman for Minorities and the Ombudsman for Children promote and develop the implementation of those fundamental and human rights that are central to their field of expertise. With the exception of the Ombudsman for Children, they also handle complaints made to them, although their mandates vary.

The Government issued a report to the Parliament on the human rights policy in Finland in 2009 with the aim of providing a rather comprehensive evaluation of the implementation of fundamental and human rights. The report included a first review of Finland's international human rights policy as well as of the implementation of fundamental and human rights on the national level.

The first National Action Plan on Fundamental and Human Rights adopted by the Government in 2012 includes a summary of concrete projects through which the Government aimed to promote the implementation of fundamental and human rights in 2012 and 2013. At the end of its electoral term, the Government will issue a report on human rights policy to the Parliament, including an evaluation on the implementation of the action plan.

The Government has, in accordance with the action plan, developed cooperation in the field of fundamental and human rights between

the ministries by setting up a government network of fundamental and human rights contact persons which, for example, examines the situation of fundamental and human rights in Finland and the implementation of Finland's human rights obligations and commitments. A further objective is to develop indicators which will allow a more systematic follow-up of the implementation of the rights.

New national human rights institution

The Human Rights Centre was established in connection with the Office of the Parliamentary Ombudsman at the beginning of 2012. The Human Rights Centre has, as provided by law, a Human Rights Delegation with a broad representation of fundamental and human rights actors.

The statutory task of the Human Rights Centre is

1. to promote information provision, training, education and research on fundamental and human rights and the related cooperation
2. to draft reports on the implementation of fundamental and human rights
3. to take initiatives and give statements for the promotion and implementation of fundamental and human rights
4. to participate in European and international cooperation related to the promotion and protection of fundamental and human rights
5. to perform other similar tasks associated with the promotion and implementation of fundamental and human rights.

The Human Rights Centre does not handle complaints.

The Human Rights Centre and the Parliamentary Ombudsman together form Finland's national human rights institution which fulfils the "Paris Principles" set by the United Nations for autonomous and independent statutory national actors that promote and monitor human rights.

WHAT ARE HUMAN RIGHTS?

As for other actors monitoring fundamental and human rights, the Government has numerous advisory bodies whose tasks are related to fundamental and human rights issues.

Finally, it is important to stress the primary role of the civil society, organisations and social movements in the follow-up of the implementation of fundamental and human rights both on the international and national level. Active individuals defending human rights are usually the first ones who report on drawbacks.

Despite such a large number of actors monitoring the implementation of fundamental and human rights in Finland, it is not always easy to get a general view of their implementation. The fundamental and human rights touch nearly every aspect of life and the same rights are of-

ten addressed by different terms. For example, we talk about human rights when we discuss how to organise health care or make social and education policies.

It is most important to remember that human rights belong to each and every one of us, regardless of the names we use to talk about them.

Pursuant to Section 1 of the Constitution of Finland, the Constitution shall guarantee the inviolability of human dignity and the freedom and rights of the individual and promote justice in society.

Human rights belong to each and every one of us, regardless of the names we use to talk about them.



What is human rights education?

PART OF THE ARTICLE is directly based on Mia Matilainen's doctoral dissertation *Human Rights Education in a Finnish Upper Secondary School: Alien Yet Obvious*, University of Helsinki, Research Reports 326, 2011.

According to the UN Declaration on Human Rights Education and Training¹, human rights education and training comprises all educational, training, information and learning activities aimed at promoting universal respect for and observance of all human rights and fundamental freedoms and thus contributing to the prevention of human rights violations and abuses. Human rights education provides persons, inter alia, with knowledge, skills and understanding for developing their attitudes and behaviours to empower them to contribute to the building of a culture favourable to human rights.

- According to the declaration (Article 2(2)), human rights education and training encompasses
- knowledge and understanding of human rights norms and principles, the values that underpin them and the mechanisms for their protection learning and teaching in a way that respects the rights of both educators and learners empowering persons to enjoy

and exercise their rights and to respect and uphold the rights of others.

In other words, human rights education should provide information and understanding about the fact that human rights are legal norms and principles laid down in international treaties and other instruments which bind states. It should also provide information on the national and international mechanisms that monitor the implementation of these norms as well as on their underpinning values that are common to us all, i.e. ultimately on human dignity and on the conditions for respecting it.

While providing information and understanding about human rights, human rights education and training should take place through human rights.

This means that human rights should be respected both in the physical and mental environment of education and training. Teaching should be carried out in a way that respects the human rights of learners. The learners must also respect the rights of one another as well as the rights of educators and teachers. This means that everybody shares the responsibility for the implementation of human rights in the education and training environment and culture.

¹ Article 2(1)

Furthermore, the ultimate goal of human rights education and training should be the empowerment of each and every one of us to enjoy and use our human rights and to respect and, if necessary, to uphold the human rights of others and not only our own rights. This goal should also be used in measuring its success.

The broad definition included in the declaration combines the previous definitions of human rights education (given e.g. by the UN and UNESCO), which have often either emphasised the informative, attitudinal or functional aspect of human rights.

Human rights education and training is essentially significant for every aspect of the implementation of human rights, i.e. their promotion, exercising, protection, fulfilment and upholding.

As already noted above, the definition of human rights education included in the UN Declaration on Human Rights Education and Training was also used as the starting point in this study. The text of the declaration is annexed to this publication.

The relation of human rights education to related concepts

Examples of concepts that are close to human rights education and partly overlap with it include democracy education, citizenship education, international education, global education, cross-cultural education, multicultural education and education for cross-cultural understanding.

In terms of its objectives and content, human rights education shares many aspects with democracy education, international education, global education and citizenship education. However, the objectives of human rights education clearly have a distinctive emphasis. In addition, its knowledge content can be defined so accurately that it is justified to examine and implement it as a separate field of education and training.

The greatest and most important difference from the related concepts is that under international law, states are obliged to respect, protect and fulfil human rights. This includes the obligation to implement human rights education and training.

Human rights education is a human right

The UN General Assembly adopted a Declaration on Human Rights Education and Training on 19 December 2011 (A/RES/66/137). A working group appointed by the UN had worked on the draft declaration since 2008, and it was accepted at the Human Rights Council on 23 March 2011.

The declaration is the most important document related to the international development of human rights education. It establishes the right of all people in the world to human rights education as well as the content of such education and extends it to all levels and forms of education, including life-long learning.

According to Article 1, everyone has the right to know, seek and receive information about all human rights and fundamental freedoms and should have access to human rights education and training.

States should take appropriate measures to ensure the effective implementation of and follow-up to the declaration and make the necessary resources available in this regard.

Even though the declaration is not legally binding on states, the binding nature of the obligation to provide human rights education can be derived from several human rights conventions.

For example, according to the UN International Covenant on Economic, Social and Cultural Rights (ICESCR), human rights education can be regarded as being part of the right to education. Article 13(1) states that education shall be directed to the full development of the human personality and the sense of its dignity. Education shall also strengthen the respect for human rights and fundamental freedoms.

Similarly, according to Article 29 of the Convention on the Rights of the Child, the education of the child shall be directed to the development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations. The Convention on the Rights of the Child also includes the obligation to disseminate information on the convention. According to Article 42, the states parties undertake to make the principles and provisions of the convention widely known, by appropriate and active means, to adults and children alike.

Historical overview of human rights education

The obligation to realise human rights education can be deemed to have its roots in the UN's Universal Declaration of Human Rights of 1948, for example. The UN General Assembly proclaimed the declaration

“as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction”.

Article 26 of the declaration guarantees the right to education. As for the goals of education, the declaration states the following (Article 26(2)):

“Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall

further the activities of the United Nations for the maintenance of peace.”

The importance of human rights education has increased over time in the UN documents. In the 1970s, it was still part of the recommendation on education for international understanding.

Gradually the concept of human rights education (or education for human rights) became established in general usage. In the 1990s, the actors and documents in the field of human rights education started to use the concept of “human rights culture” and the building of such culture in parallel with human rights education.

The UN Educational, Scientific and Cultural Organization UNESCO had a key role in the early stages of human rights education. Ever since its founding, UNESCO has emphasised the importance of shared international education objectives.

In 1974, the UNESCO General Assembly adopted a Recommendation Concerning Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms. A first conference on the teaching of human rights was organised in 1978, and it launched a series of UN conferences concentrating on human rights education.

The Montreal World Plan of Action on Education for Human Rights and Democracy of 1993 emphasised that peace culture and tolerance should be reinforced through democracy. The action plan was followed by the UN Decade for Human Rights Education and the World Programme for Human Rights Education.

The UN Decade and World Programme for Human Rights Education

The World Conference on Human Rights held in Vienna in 1993 paid special attention to the importance of human rights education. The concluding document of the conference recommended that human rights, humanitarian law, democracy and rule of law should be included

in the national curricula as topics of teaching.

On the recommendation of the World Conference, the UN General Assembly declared a Decade for Human Rights Education (1995-2004). Following a decision of the UN General Assembly, a World Programme for Human Rights Education was afterwards drawn up on the basis of the action plan drafted for the decade. The programme is coordinated by the Office of the United Nations High Commissioner for Human Rights and its action plans are adopted by the Human Rights Council.

The programme's first phase (2005-2009) concentrated on human rights education at schools. The ongoing second phase of the programme (2010-2014) focuses on universities and authorities. In the programme, the term "authorities" refers to all state and municipal employees and to the defence forces. The planning for the third phase is already under way.

Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education

Besides the UN and its agencies, regional inter-governmental organisations are also active in the field of human rights education and training.

Education plays an essential role in the promotion of the core values of the Council of Europe (COE), i.e. democracy, human rights and the rule of law, as well as in the prevention of human rights violations.

Education is increasingly also seen as a defence against the rise of violence, racism, extremism, xenophobia, discrimination and intolerance.

In 2010, the COE's 47 member states adopted the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (EDC/HRE, Recommendation CM/Rec [2010]7). The charter was preceded by several recommendations for the promotion of human rights and/or democracy education.

The purpose of the charter is to provide

the member states with a reference point for strengthening citizenship and human rights education and for promoting their quality objectives. A key goal is to make democracy and human rights education accessible to every person in the member states. The content of the charter is largely consistent with the UN declaration.

The Congress of Local and Regional Authorities of the Council of Europe also seeks to promote local and regional democracy in cooperation with several actors.

Development of human rights education in Finland

The history of human rights education in Finland is closely related to the development of education for international understanding. Finland was accepted as a member state to the UN in 1995, and a year later Finland joined the UN Educational, Scientific and Cultural Organization UNESCO.

Finland was one of the two initiators when the above-mentioned recommendation on education for international understanding, peace and human rights was accepted as part of the UNESCO's programme. The first UNESCO Regional Conference on Human Rights Education in Europe was held in the Finnish town of Turku in 1997. In 2003, the UNESCO Conference on Intercultural Education was organised in Jyväskylä.

In Finland, several ministries of the central government are involved in global education-related work. As regards human rights education, the Finnish National Board of Education is an important national development agency in the field of education since one of its tasks is to draw up core curricula.

The global education project of the Ministry for Foreign Affairs and the National Board of Education, *Growing to Global Responsibility 2007-2009*, can also be considered to be related to human rights education.

The aim of the project was to improve the quality and effectiveness of global education

in Finland. Another objective was to increase awareness on global development issues and to provide tools for implementing global education at schools. A further objective was to increase the citizens' involvement in upholding human rights and in seeking a more just and equal world.

The Constitution of the UN Educational, Scientific and Cultural Organization UNESCO obliged the member states to establish a national commission with representatives both from the government and from the most important educational, scientific and cultural national communities. The Finnish National Commission for UNESCO functions as an expert body under the Ministry of Education and Culture. The committee participates, for example, in research programmes, arranges seminars, issues publications, coordinates UNESCO schools and provides information on UNESCO-related issues.

The first UN Decade for Human Rights Education brought several opportunities and responsibilities for Finland. Some of these have been fulfilled, while others have not been met.

The UNESCO seminar organised during the UN Decade for Human Rights Education in 1997 gave two concrete recommendations: human rights education should be included in the curricula of schools and teachers should receive enough human rights training.

The new national core curricula, which were published during the UN Decade for Human Rights Education (in 2004 for comprehensive education and in 2003 for upper secondary education), mention human rights in the general value basis of schools. Afterwards they were also included in the learning content of history teaching (cf. the article on basic education).

However, as revealed by this study, the human rights training offered to teachers is still limited. Only a few universities offer training on human rights to future teachers in the basic studies, and even at these universities human rights training is optional for students.

Committees monitoring the observance of UN human rights conventions have in fact

expressed their concern about the deficiencies in human rights education in Finland.

The UN Committee on the Rights of the Child has criticised the fact that Finland has provided no information on the extent to which teachers follow the obligations related to human rights education. The committee expressed its concern over the fact that all pupils do not necessarily receive human rights education and that the inclusion of human rights education in teaching is still dependent on the decision of an individual teacher.

The committee recommended Finland to examine the matter and ensure that all children receive human rights teaching and education. The universal periodic review of the UN Human Rights Council also recommended Finland to add human rights to teacher training.

When implementing Finland's obligation to human rights education and training, actors should remember that human rights education is best realised when its themes are included in teaching in different forms and levels of education as well as in several subjects.

In addition to implementing study modules consistent with the definition of human rights education, it is necessary to mainstream human rights-based approach in all education and training.

Non-governmental organisations and human rights education

Several non-governmental organisations tell that they are engaged in global or human rights education work. However, the organisations define themselves what they consider global or human rights education.

Out of the 72 organisations included in the global education register of the service centre for development cooperation (KEPA), 31 organisations (43%) identified their human rights education as a form of global education. Nine of these can be deemed to be mainly engaged in global education work, and three out of these nine organisations can be regarded as

proper human rights organisations: the Finnish Section of Amnesty International, the Finnish League for Human Rights, and Kynnys, the Threshold Association.

Many different organisations, such as the UN Association of Finland and the Finnish League for Human Rights, have produced specific education material on human rights for use at schools, for example. The Finnish League for Human Rights has also produced human rights education material together with the Finnish National Commission for UNESCO.

The human rights education material published for schools by the Finnish National Commission for UNESCO include a publication on the common principles of peace, human rights and democracy education, a handbook on human rights education for comprehensive schools, and a handbook on human rights education.

Unicef Finland has also been active in this field and translated and published, for example, the manual on human rights education for children produced by the Council of Europe (Compasito).

A virtual textbook on human rights compiled by different organisations for upper comprehensive school and upper secondary school students was launched in the Internet in 2004 (www.ihmisoikeudet.net). The Finnish Section of Amnesty International, the Finnish League

for Human Rights and the UN Association Finland were involved in the implementation of this project. In addition, the Family Federation of Finland and Plan Finland, for example, have published material on human rights education.

The Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (CM/Rec(2010)), for instance, includes a recommendation that states should support the human rights education activities of non-governmental organisations. However, it is difficult to find out the quantity of resources that has been directly allocated to non-governmental organisations only for human rights education.

There is no specific financial framework for human rights education. Various ministries have a few financing channels for projects related to human rights education. These are mainly short-term projects, and as such, very few of them meet the targets set for human rights education and training by the UN.

The ultimate goal of human rights education should be the empowerment of us all to respect and uphold the human rights of others and not only our own rights.

Human rights education works best when its themes are brought up in different sectors and levels of education as well as in different subjects.



2

Recommendations of the Human Rights Delegation

Recommendations of the Human Rights Delegation for promoting human rights education and training in Finland

1. The Government should draft an action plan for human rights education and training.
2. Human rights should be included in all forms of education and training.
3. Human rights education should support and promote the realisation of a learning environment where human rights are respected.
4. The human rights knowledge and skills of teachers and educators should be strengthened.
5. The human rights knowledge and skills of public servants and other persons exercising public power and functions should be ensured.
6. The materials and methods for teaching human rights should be developed.
7. Human rights education, teaching, learning and knowledge should be monitored, evaluated and developed.



1. The Government should draft an action plan for human rights education and training.

THE RIGHT to human rights education is a human right as such, which the state is obliged to realise. The government should draft a separate action plan for human rights education to ensure a systematic and coordinated implementation of human rights education and training across the whole education system. The action plan should specify objectives, actions and responsible bodies for each field and level of education. It should also define the content-specific objectives, follow-up and indicators for human rights education and training.

Why is this necessary?

In Finland, the right to human rights education is still not implemented in accordance with international commitments. Learning contents related to human rights and promoting human rights objectives are employed in different sec-

tors of education and educational institutions. Nevertheless, the field is marked by narrow contents, inconsistent practices and the fact that courses are optional. Furthermore, non-governmental organisations, individual education providers and teachers bear too great a responsibility for the implementation of human rights education and training. This shows that various actors are still not completely aware of the obligatory nature of human rights education.

How to promote this?

The government should draft an action plan for human rights education and training which clearly defines the objectives, measures, responsible bodies and follow-up in general and specifically for each sector and level of education.

2. Human rights should be included in all forms of education and training.

BOTH THE VALUES underpinning human rights and the norms governing them as well as their monitoring mechanisms should be included in all education and training. They must be taken into account in a systematic and comprehensive manner in all guidance and regulation, implementation, evaluation and follow-up related to education and training.

Why is this necessary?

The promotion of human rights is defined as an objective of basic education and included in the value basis of core curricula. It has also been added to the content of history teaching. The core curricula for other sectors and levels of education also pay varying attention to human rights. This has not, however, been sufficient for guaranteeing the implementation of human rights education and training in practice. The teaching of human rights norms and mechanisms, in particular, is often inadequate, and their obligatory nature does not receive enough attention.

How to promote this?

- Human rights education and training should be implemented in different sectors and levels of education as an entity which covers

every aspect of the international definition of human rights education: values, norms, mechanisms, enabling environment and the objective of empowerment.

- The implementation of human rights education and training should be incorporated into all legislation concerning education
- key programmes adopted by the ministries and the Government for guiding education and youth work, including its mainstreaming in other relevant programmes and policy guidelines, whose human rights-based approach should be strengthened further
- education sector and level-specific core curricula and corresponding policy guidelines, and specifically into their legal basis and not only into the value basis
- education sector and level-specific curricula as well as into local-level curricula.
- A binding minimum content should be defined for human rights education and training in each sector and level of education, considering the special needs of each sector.
- Human rights education carried out within the scope of liberal adult education should be promoted and supported to reach the population groups outside the rest of the education system.

3. Human rights education should support and promote the realisation of a learning environment where human rights are respected.

HUMAN RIGHTS BELONG to each and every one of us. Human rights education should support and promote the realisation of human rights and human rights principles, such as equal treatment, inclusion and prohibition of discrimination, both in the learning contents and in the environment and culture of educational institutions, including the digital learning environment.

Human rights training should be barrier-free and accessible to everyone. Inclusion should be promoted as a general principle of education, considering also the needs and rights of different learners.

The realisation of a human rights-friendly environment requires that all education should systematically promote the fulfilment of the rights of individuals and groups in the need of special protection and provide information on these rights.

The following individuals and groups, for example, may often need special protection: people belonging to minorities on the basis of their language, culture, religion or conscience, gender or sexual orientation, children and young people, disabled persons, elderly

persons, indigenous peoples (the Sámi people in Finland), immigrants, people recovering from mental illness, people living in poverty, defenders of human rights, as well as different learners and bullied pupils in early childhood education and at schools.

The authorities and the directors of educational institutions have a particular responsibility for guaranteeing the preconditions for a human rights-friendly environment, while the teachers answer for the practical implementation and act as role models. However, everybody is responsible for implementing a learning environment where human rights are respected.

Why is this necessary?

Human rights education concerns both the information content and the value basis of education. The objective is to educate individuals who are aware of their own human rights and of those of others, respect them and want to act to promote and uphold them. It is essential that human rights are also implemented in everyday activities at the educational institutions.

At the moment, some children and young people do not feel well at school, students cannot sufficiently influence the everyday activities at schools, and discrimination and bullying are not always addressed efficiently enough. The learning content of human rights education and the culture of educational institutions do not sufficiently support each other; neither do people have an equal access to human rights teaching.

How to promote this?

- The respect for and observance of human rights and human rights principles should be included in the objectives concerning the education and training environment as well as in the national core curricula, local curricula and in the strategies and codes of conduct of educational institutions.
- A culture strengthening the realisation of human rights and projects encouraging the respect and upholding of these rights should

be actively promoted in each sector and level of education.

- The fundamental and human rights aspects in the existing programmes for reforming the culture of educational institutions should be made visible (such as the KiVa School and Verso programmes).
- Children and young people should be regarded as resources in human rights education and their inclusion should be supported and strengthened.
- The directors of educational institutions should be made responsible for and committed to the promotion of a human rights-friendly learning environment.
- Each educator and trainer should promote the realisation of equal treatment and inclusion in the culture of educational institutions.
- Each individual should recognise and acknowledge his responsibility for the realisation of an environment which respects human rights.



4. The human rights knowledge and skills of teachers and educators should be strengthened.

THE TEACHERS and educators in all sectors and levels of education, educational institutions and subjects should have sufficient basic knowledge about human rights, both about their value basis and normative content.

Human rights education and training should be made compulsory in teacher training. Human rights education should be considered a positive resource in teaching, and teachers and educators should be seen as the driving force and role model for a culture favourable to human rights. The directors of educational institutions have a particular responsibility to promote and implement human rights teaching.

Teachers and educators should be made committed to human rights teaching and education in their own teaching contents and methods.

As regards early childhood education and pre-school and basic education, it is important that teachers and educators are familiar with the human rights of the child and respect them and give a primary consideration to the best interests of the child.

In basic and upper secondary education, it is important to strengthen the human rights knowledge of class and subject teachers and in

particular of teachers specialised in philosophical and religious subjects, history and social studies.

Universities, polytechnics, vocational institutions and state educational institutions should ensure that their teachers have sufficient competences and applied knowledge of at least those human rights issues that are central to their professional fields. Teachers in liberal adult education and adult education and training should master the basics of human rights and have the competence for promoting human rights in their teaching.

Why is this necessary?

Teachers and educators have a key role in the realisation and development of human rights education and training. To succeed in this task, they need support from the directors of educational institutions as well as knowledge, skills and competence for promoting human rights knowledge and building a human rights-friendly culture both at schools and in the cooperation between schools and homes.

So far this role has not received enough attention in teacher training, and teachers do not perceive the value basis of curricula as sufficient-

ly binding. At universities, human rights-related teaching is mainly available only at the faculties of law. The faculties of education provide a limited amount of human rights teaching with the exception of the rights of the child. None of them offers a study module on human rights which would be compulsory for each student. The situation is even worse in the training of teachers and educators outside the universities.

How to promote this?

- The faculties of education and other institutions providing teacher training should add human rights (values, norms, mechanisms, enabling environment and empowerment) and human rights teaching to the basic-level and continuing education as a content compulsory for every student.
- Cooperation between the different actors and in particular between the faculties of

education and the faculties of law should be strengthened in the training of teachers and educators.

- The existing teaching contents used by teachers and educators should be modified to make their connection to fundamental and human rights clear and, on the other hand, to clarify the differences from the related concepts, such as democracy, global and international education.
- The rights of the child should lie at the core of training for early childhood educators and teachers. However, all human rights should be taken into account and promoted in the environment and culture of education and training.
- Particular attention should be paid to the education of trainers and to using target group-specific information contents and teaching methods.



5. The human rights knowledge and skills of public servants and other persons exercising public power and functions should be ensured.

IT SHOULD BE ENSURED that all state and municipal public servants and other persons exercising public power and functions have sufficient human rights knowledge and skills by offering them appropriate training. All public servants should master the basics of human rights and have specific knowledge about the human rights issues related to their field of administration. Legislators should also be offered human rights training.

Human rights training should be integrated into the introductory and continuing training offered to public servants and other persons exercising public power and functions. On the municipal level, the human rights knowledge and skills of the persons of trust should also be strengthened.

Why is this necessary?

Public servants have a key role in the realisation of fundamental and human rights, in particular in respect of their policy guidance, implementation and monitoring.

Since public servants exercise public authority, their obligation to safeguard human rights

can be directly derived from the human rights conventions. This obligation is also laid down in Section 22 of the Constitution of Finland, according to which the public authorities shall guarantee the observance of fundamental and human rights. If these persons do not have sufficient human rights knowledge and skills, this obligation cannot be implemented.

The obligation to provide sufficient human rights training for public servants has been incorporated into several international human rights instruments. Both national and international actors have often addressed the need to strengthen the human rights knowledge and skills of public servants in Finland. This issue is also mentioned in the Government's National Action Plan on Fundamental and Human Rights.

How to promote this?

- Human rights should be included in the teaching at each state educational institution.
- A study module on human rights should be included in the introductory training pro-

gramme for public servants and integrated into continuing training provided in different administrative sectors.

- Human rights training should be incorporated into the introductory and continuation training offered to municipal public servants, persons of trust and other persons exercising public power and functions.
- The Association of Finnish Local and Regional Authorities should consider its potential role in supporting the human rights training of municipal public servants, persons of trust and other persons entrusted with public authority.



6. The materials and methods for teaching human rights should be developed.

IT IS NECESSARY to strengthen the human rights-based approach in all learning materials and methods. Learning materials and methods suitable for human rights education and training in different sectors and levels of education and learning environments should be identified, developed and disseminated more efficiently.

The viewpoints of human rights experts, teachers and students should be acknowledged in the development of teaching materials and methods and their expertise should be utilised.

Up-to-date human rights information and information services should be available at least in Finnish, Swedish, Saami, Romani and in the sign language. The information should also be easily accessible, modifiable and readily tailored for various target groups.

Cooperation, coordination and exchange of information and good practices should be supported and strengthened between the actors offering human rights education and training (authorities, teachers and educators, experts in education and human rights, non-governmental organisations).

Why is this necessary?

It is difficult to implement training adequately without a minimum content defined for each education sector and subject and without corresponding learning materials. The achievement of learning objectives can be guaranteed best through teaching contents and methods that correspond to the needs of the target groups. At the moment, the availability of suit-



able materials varies significantly between the education sectors.

The materials and methods should be updated in accordance with the objectives to make human rights education and training cover the whole education system and correspond to the needs of different target groups.

How to promote this?

- The learning materials and methods should be developed to include the human rights-based approach.
- National and international teaching materials and methods for human rights, e.g. those of the UN and CoE, should be utilised. Materials and methods should be developed both

for general purposes and for each education sector and level.

- The learning materials should be accompanied by up-to-date manuals for teachers.
- Human rights education should not be limited to the teaching of theory, but it should also be included in practical training.
- Activity-based methods should be developed in parallel with knowledge-based methods to promote a human rights-friendly culture.
- Human rights information services should be established and maintained for public servants and citizens, and the human rights aspect should be strengthened in the existing information services.



7. Human rights education, teaching, learning and knowledge should be monitored, evaluated and developed

INFORMATION ON HUMAN RIGHTS education and training and on its effectiveness should be collected on a regular and systematic basis. The implementation should be evaluated regularly in respect of all the aspects included in the definition of human rights education.

The evaluation should be both quantitative and qualitative. It must answer the question whether the awareness of human rights has increased among the target groups and whether individuals have been empowered to exercise their rights and to promote and uphold the rights of others.

The achievement of these objectives should also be assessed in course evaluations and diplomas. The content and extent of human rights education as well as the achievement of its objectives should also be assessed from various aspects in academic research projects, in particular in the fields of law and education.

Why is this necessary?

The implementation of human rights education and training is a human rights obligation of the state, and the achievement of the state's objectives should be monitored and evaluated

regularly also at the national level. The follow-up and evaluation of results also provides a basis for developing training further.

How to promote this?

- The obligation to collect information on human rights education and training and the bodies responsible for this should be defined in official instruments.
- The regular evaluation should cover both teaching and learning, including the theoretical content and practical training.
- The Finnish Education Evaluation Council should also be made responsible for evaluating human rights education and training.

3

Human rights education and training in different education sectors

This section includes summaries of the articles written by experts on human rights education and training in different education sectors and their proposals for action. The articles are published in their entirety in the Finnish digital version of this study.

Human rights education in government policy programmes and plans for education and child and youth work

DESPITE INTERNATIONAL recommendations, Finland has not so far drawn up a general strategy or action plan which would govern all human rights education and training. This article examines how human rights education and training has been taken into account in the central government policy programmes for education and child and youth work as well as in other relevant policy directives.

When states ratify international human rights conventions, they undertake to implement the obligations following from them on the national level. States may use discretion in choosing the method of implementation, although it often requires legislative as well as political and administrative guidance and instructions on different levels.

Referring to obligations established in various instruments, the preamble of the UN Declaration on Human Rights Education and Training reaffirms that states have the duty to ensure that education is aimed at strengthening respect for human rights and fundamental freedoms.

According to Article 7(1), *states and relevant governmental authorities* have the primary responsibility to promote and ensure human rights education and training. States should

take steps to ensure the implementation of this obligation by all available means, including the adoption of *legislative and administrative measures and policies* (Article 7(3)).

Furthermore, pursuant to Article 8(1), states should develop strategies and policies as well as action plans and programmes at the appropriate level to implement human rights education and training, such as through its integration into school and training curricula.

Despite international recommendations, Finland has not so far drawn up a general strategy or action plan on human rights education and training.



This article examines how human rights education and training has been taken into account in the key government programmes for education and child and youth work as well as in other relevant policy directives. Based on the definition included in the Declaration on Human Rights Education and Training, it seeks to answer the question whether such programmes pay attention to

- human rights education and training per se
- education and training on individual human rights themes
- human rights values and principles
- a learning environment which respects human rights
- empowerment to uphold human rights.

This article chiefly reviews

- *the Child and Youth Policy Development Programme 2012-2015* (referred to as "LANUKE", Government Resolution of 8 December 2011)
- *the Development Plan for Education and Research 2011-2016* (referred to as "KESU"; Government Resolution of 15 December 2011).

It also examines

- the present Government Programme (Programme of Prime Minister Jyrki Katainens Government, 22 June 2011)
- the Government's National Action Plan on Fundamental and Human rights 2012-2013 (Government Resolution of 22 March 2012)
- the Internal Security Programme 2012-2015 (Government Resolution of 14 June 2012)

and the following thematically relevant documents:

- the Government Report on Gender Equality (7/2010)
- the Government Action Plan for Gender

Equality 2012-2015 (Government Resolution of 14 June 2012)

- the Government Resolution for the Promotion of Democracy (4 February 2010)
- the Report on Democracy Education (Ministry of Education and Culture 2011:27)
- the Global Education Programme 2010 (Ministry of Education and Culture 2007:11)
- the National Communications Strategy on the Rights of the Child (a working group memorandum of the Ministry of Education and Culture 2010:14).

Human rights education and training as an objective or measure

Based on the review, it can be noted that human rights education and training has not been incorporated either into the key programmes guiding education and youth work, i.e. *LANUKE* and *KESU*, or into the other above-mentioned programmes and policy directives as an entity including all the different elements of the international definition of human rights education.

However, *the Action Plan on Fundamental and Human Rights* identifies the need for strengthening human rights education on a general level, referring to the importance of human rights education both for the fulfilment of the rights of the individual and for strengthening rights-based thinking in administration. *LANUKE* refers to the need to ensure that training offered to those working with children and young people includes content on equality, non-discrimination and human rights in order to bring about changes in the work environment and culture.

The Communications Strategy on the Rights of the Child emphasises that the content in the existing national core curricula for comprehensive schools and in the subject-specific core curricula is inadequate for ensuring the implementation of human rights education at schools.

The Internal Security Programme includes a reference to the need to conduct a study on

human rights education in teacher training. The study was launched in autumn 2013 and it will be used as a basis for recommendations concerning the basic information on human rights education necessary in teacher training. *The Government Resolution on the Promotion of Democracy* also mentions democracy and human rights education as a key challenge to Finnish democracy.

Education and training on individual human rights themes

As regards education and training on individual human rights themes, the values of equality, non-discrimination and democracy have received most attention. *The action plan and report on gender equality* include the objective of integrating the gender equality theme into teacher training, continuing education of teachers and learning materials. On the other hand, the Action Plan on Fundamental and Human Rights provides for an equality project whose objective is to implement an equality and non-discrimination programme at various educational institutions (as part of the YES-5 campaign).

LANUKE promises to ensure that the degree structure reform in vocational education for professionals working with children and young people will address, for example, democracy education as well as non-discrimination and equality education and that the latter two themes will also be included in additional and continuing education for those working with children and young people. It also states that gender equality should be advanced in basic education and early childhood education.

KESU does not expressly include equality education but its promotion has been incorporated into the Action Plan on Gender Equality in Education, which is part of KESU.

The policy guidelines for democracy education and global education, which are thematically closely related to human rights education and partly overlap with it, pay surprisingly little attention to human rights education. However,

they include occasional references to human rights.

In addition to the Government Resolution on the Promotion of Democracy, LANUKE and KESU include democracy education as part of the objective of active citizenship. The Global Education Programme defines human rights and equality as part of global education, but otherwise they receive little attention.

Deficiencies in the systematic implementation of the Convention on the Rights of the Child and in particular in the provision of training and information on the convention have been a persistent problem in Finland. The purpose of *the Communications Strategy on the Rights of the Child* was to improve the situation, but its implementation has not corresponded to the expectations. Several of the recommendations included in the communications strategy are also relevant from the perspective of general human rights education. Explicit references to training on the rights of the child are also found in *the Action Plan on Fundamental and Human Rights* and in LANUKE.

Human rights values and principles

In respect of human rights values and principles, it can be noted that human rights have been incorporated into the value basis of education and training in every programme under review, at least implicitly. Several documents, such as the Government Programme, also make explicit references to them. Correspondingly, human rights principles, such as equality, equal treatment, inclusion and prohibition of non-discrimination and racism, have a rather important role in the definition of education policy objectives.

However, the rights-based approach is not always necessarily recognised or acknowledged. The connection between values and norms and their integration into programme objectives and measures may thus remain weak, even when human rights norms are rather clearly identified as part of the norma-

tive basis of the programme, as in the case of LANUKE for example.

This may be one reason for the fact that human rights education is not recognised as a means for achieving the set policy objectives. However, KESU expressly states that one of the objectives of basic education is to guarantee children and young people their fundamental education related rights regardless of their place of residence, language and economic status.

Learning environment which respects human rights

The programmes that set policy directives for education have given, both in their objectives and measures, relatively much attention to the creation of an environment which respects human rights.

The development of mechanisms supporting participation and influencing is mentioned as part of democracy education, student welfare and cooperation between children, young people, families and schools, for example. The objective is to prevent bullying, discrimination and racism through intensified actions to decrease bullying and through increasing tolerance education and learning of good manners at schools (KESU).

LANUKE states that addressing only visible cases of bullying is not sufficient, but it is also necessary to prevent bullying and change the structures, management methods and behaviour of entire organisations or communities in a comprehensive manner. One way of changing the culture is to include human rights in the learning contents alongside the principles of equality and non-discrimination.

Support for empowerment

Have human rights been acknowledged in education in a manner which empowers persons to actively uphold their rights and the rights of others?

The objective of active citizenship and global citizenship included in LANUKE and KESU are broadly understood to cover the upholding of human rights and non-discrimination alongside social and civic activity and environmental responsibility, for example. On the other hand, the Action Plan on Fundamental and Human Rights acknowledges the need to strengthen the commitment of authorities to safeguard fundamental and human rights.

PROPOSALS FOR ACTION

1. The Government should adopt an action plan on human rights education and training

A systematic implementation of human rights education and training in the whole education system necessitates a separate action plan or strategy in accordance with international recommendations whose follow-up and indicators are human rights-based.

2. The implementation of human rights education and training should be mainstreamed in higher-level political and administrative guidance

The implementation of human rights education and training as an entity consistent with the international definition should be incorporated into the objectives of the key programmes directing education and youth work and mainstreamed in other relevant political and administrative programmes and guidance. It should further be ensured that the follow-up and indicators of the programmes are based on human rights.

3. The human rights-based approach in political and administrative guidance should be strengthened

The human rights-based approach in political and administrative guidance should be

strengthened at all levels. The human rights-based approach should also be implemented in the follow-up and indicators of different programmes and policy directives.

4. The relation of human rights education to its thematically closely related fields of education should be clarified

It is important to consider how democracy education and global education, which are closely related to and partly overlap with human rights education, as well as study modules on the rights of the child and other relevant themes are inter-related and how the study modules could be designed and implemented in a mutually supportive

manner. It is also essential to strengthen the implementation of fundamental and human rights-based approaches in this context.

5. Human rights education and training should be set as a criterion for quality education

The implementation of human rights education and training is a human rights obligation, but integration of human rights education and training into the whole education system should also be regarded as a criterion for quality education.

Human rights education is still not recognised as a means for achieving set policy objectives.



Early childhood education

IT CAN BE ARGUED that from the perspective of human rights, the key objective of early childhood education is to create an environment and culture where human rights and the rights of the child are respected. The legislation on early childhood does not, however, include explicit references to human rights, with the exception of the additions made to the general objectives of pre-primary education in 2012.

This summary examines how human rights education and training have been taken into account in the legislation and other state-level policy directives concerning early childhood education. The latter part provides a short overview of human rights education and early childhood education from the perspective of educational sciences and education psychology. This part is based on Erja Rusanen's article which is published in the Finnish version of the actual study.

The Government Resolution concerning the National Policy Definition on Early Childhood Education (28 February 2002) defines early childhood education as follows: early childhood education is educational interaction in different social milieu of the child with the objective of promoting healthy growth, development and learning of the child.

The parents have the primary right and responsibility to educate the children. The purpose of social services is to support home education. Day care is the main form of early childhood education provided by society. In addition, early childhood education covers pre-primary education.

According to the National Policy Guidelines on Early Childhood Education, the legal basis of early childhood education includes the UN Convention on the Rights of the Child (CRC), fundamental rights and other national legislation. Equal treatment, inviolability of human dignity, safeguarding the liberty and rights of the individual, freedom of religion, and linguistic and cultural rights are defined as most important fundamental rights in respect of early childhood education.

The most significant legislative instruments governing early childhood education and relevant to human rights education are the Act on Child Day Care (36/1973), the Act on Child Home Care and Private Care Allowances (1128/1996) and, as regards pre-primary education, the Basic Education Act (628/1998). Provisions relevant to the implementation of early childhood education are also included in the legislation on social welfare, for example.

* The section on early childhood education consists of two texts: an article by Erja Rusanen and a short review by Kristiina Vainio of legislation and policy directives related to early childhood education.

The Act on Child Day Care (36/1973) does not include references to human rights or human rights education. Neither does the Basic Education Act refer to human rights or to their respect and promotion as a specific objective of teaching (Section 2). It does not mention them as content of education, either (Section 11 which defines the core subjects compulsory for everyone).

However, the objectives of the Basic Education Act are consistent with the human rights objectives. The objectives include the pupils' growth into humanity and into ethically responsible membership of society, promotion of civilisation and securing of adequate equity in education throughout the country.

In addition, human rights and the promotion of the inviolability of human dignity were added to the general national objectives of teaching provided for in the Basic Education Act by a decree (422/2012) in 2012. The decree (Section 5) provides that a particular objective of pre-primary education is to support the development and learning prerequisites of the child in cooperation with homes and guardians and to strengthen the child's social skills and healthy self-esteem through play and positive learning experiences.

Section 29 of the Basic Education Act further provides for the right to a safe learning environment. According to this section, the education provider shall draw up a plan, in connection with the curriculum design, for safeguarding pupils against violence, bullying and harassment, execute the plan and supervise adherence to it and its implementation.

Furthermore, the Act on Child Day Care stipulates that day care should offer children continuous, safe and warm human relations, diversified activities that support the child's development and a favourable growth environment taking into account the child's specific circumstances and needs.

The process for amending the legislation on early childhood education has continued for nearly ten years and will be finished soon.

The Government intends to submit its proposal for a new early childhood education act to the Parliament during its spring term in 2014. According to the plan, the new act would enter into force at the beginning of 2015.

The decision appointing the working group states that when preparing the amendment, the working group should consider, for example, changes and trends in the international environment and pay special attention to the possibility of children and families with children, in particular, to influence matters concerning them.

From the viewpoint of the systematic promotion of human rights education, it is interesting that the responsibility for the preparation, administration and guidance of the legislation on early childhood education and day care services was transferred from the Ministry of Social Affairs and Health to the Ministry of Education and Culture at the beginning of 2013.

Human rights in the curriculum guidelines on early childhood education

Alongside legislation, early childhood education is governed on the state level by the National Curriculum Guidelines on Early Childhood Education and Care (Stakes, Handbook 56, 2005) and the Core Curriculum for Pre-primary Education, which define the content and quality of early childhood education and govern the drafting of curricula for early childhood education on the municipal level.

The National Curriculum Guidelines on Early Childhood Education and Care define a rights-based value basis for early childhood education. They include a specific reference to the treaties defining the rights of the child, in particular to the Convention on the Rights of the Child (CRC) and to its four basic principles (non-discrimination, the child's best interest, the child's right to life and full development and respect for the views of the child).

The document also refers to the fundamental rights provisions and to other legal provi-

sions and principles arising from them. These principles are defined to include the rights of the child to safe personal relationships, secured growth, development and learning, secure, healthy environments that allow play and a wide range of activities, and to receive understanding and have their say in accordance with their age and maturity and to receive the special support they need, as well as to the right to their own culture, language, religion and beliefs.

One key target of the National Curriculum Guidelines on Early Childhood Education and Care was to develop research on early childhood education and training for personnel as well as to create methods for evaluating its quality. As regards the personnel and their training, the guidelines do not include any rights-based references or references to human rights education, either in respect of children or their parents.

It can be concluded that the current legislation on early childhood education does not include specific references to human rights education, with the exception of the additions made to the general objectives of pre-primary education in 2012. On the other hand, the rights of the child and in particular the Convention on the Rights of the Child are clearly present especially in the core curricula and the National Curriculum Guidelines on Early Childhood Education and Care.

To ensure its continuous and systematic application, human rights education and training should be defined as an objective in the new act on early childhood education that is being prepared.

An educational science and developmental psychology perspective

In her article Erja Rusanen examines what human rights education could mean in the context of early childhood education when considered from the educational science and developmental psychology perspective. The central view

is that the development during the first three years is significant and provides the basis for the development of the children's self-esteem and their conception of how to act in the social world.

Rusanen examines (and interprets) the Convention on the Rights of the Child (CRC) in particular in respect of the "interests of the child" (Article 3) in the environment of early childhood education against scientific knowledge in the field of educational science and developmental psychology. Her basic assumption is that human rights education in this context equals with an environment which promotes respect for human rights.

Rusanen summarises the human rights education in early childhood education with principles functioning on three different levels. Firstly, she argues that the structures of care and teaching should support a human rights-based development of the child. This means that the structural factors of day care should be appropriate to allow pedagogy to work.

Secondly, early childhood educators should be able to apply the human rights of the child in their work. A functioning infrastructure is not sufficient alone, but the supporting of the child's mental development also requires a pedagogic base consisting of responsiveness, i.e. responding to the child's initiatives, and sensitivity, flexibility, availability and ease of approach.

According to Rusanen, these educational principles are also supported by the provisions of the CRC relating to the respect for the views of the child (Article 12), the best interests of the child (Articles 3 and 18(1)) and inclusion (Article 14).

Rusanen argues that friendly, fair and equal instruction of children reinforces their conception of their own rights and obligations and of those of others that they have formed on the basis of early attachment relations. In other words, human rights principles can be communicated to preschoolers in various ways taking their age and maturity into account.

Thirdly, Rusanen emphasises that early childhood educators should promote and communicate information on the rights of the child. This includes providing information both on the pedagogic principles of taking the interests and views of the child into account and on the rights of the child in the environment of early childhood education which comprises both the work community and the children's parents. Furthermore, information and practical training concerning human rights-based pedagogy should be incorporated into the basic training of early childhood educators.

PROPOSALS FOR ACTION

1. Human rights should be included in the training of early childhood educators

Basic information on all the elements of the definition of human rights education (values, norms, mechanisms, enabling environment) should be added to the training of early childhood educators alongside the human rights of the child. Furthermore, their basic training should include information and practical training on human rights-based education methods.

2. Early childhood educators should promote and communicate information on the rights of the child

Early childhood educators should promote and communicate information on the rights of the child. This includes providing information on the pedagogic principles that take the best interests and participation of

the child into account, and on the rights of the child in the environment of early childhood education, including both the work community and the child's parents.

3. Early childhood educators should implement the human rights of the child in their work.

Early childhood educators should act in accordance with the key principles of the Convention on the Rights of the Child, taking the views, best interests and participation of the child into account and respecting them.

4. The human rights of the child should be considered in the development of structures for early childhood education

The primacy of the interests of the child and the rights of the child should be considered in the development of day care structures.

5. The implementation of human rights education and training should be taken into account in the reform process of early childhood education and pre-primary education

A reform of the early childhood education legislation is currently being prepared. The core curricula of pre-primary education are also being revised. It is crucially important to take human rights education and training into account in these reforms, also concerning legislation.

Information on human rights-based pedagogy should be incorporated into the training of early childhood educators.

Basic education

IN PRINCIPLE, human rights have been taken into account rather well in the documents governing basic education. Human rights are included in the objectives of teaching and education both in the Basic Education Act and in the core curriculum of basic education of 2004. However, their inclusion has not ensured the implementation of human rights education and training at schools. It seems that education providers, principals and teachers do not regard the value basis of the curriculum as binding enough.

This article reviews the implementation of the different components of human rights education in basic education in the light of the existing studies and surveys. The material consisted of a questionnaire sent to teacher training institutions (in 2013), statements by non-governmental organisations and the author's experience from working as a class teacher, special class teacher and in continuing training of teachers.

In principle, human rights have been considered rather adequately in the documents governing basic education. Human rights are included in the objectives of teaching and education both in legislation (Government decree 422/2012) and in the core curriculum of basic education of 2004 (Regulation 1/011/2004 of the Finnish National Board of Education). They have also been incorporated into the value basis of the core curriculum. In 2010, human rights were added as new content to the cur-

riculum for history teaching in the 7th to 9th classes (Regulation 41/011/2010 of the Finnish National Board of Education).

However, the inclusion of human rights has not been sufficient for ensuring the implementation of human rights education and training at schools. It seems that education providers, principals and teachers do not regard the value basis of the curriculum as binding enough. Neither are they fully aware of the obligatory nature of international human rights conventions, such as the Convention on the Rights of the Child.

The low level of knowledge of human rights as well as of the content and obligatory nature of human rights conventions among teacher trainers, principals and teachers constitutes a problem in the entire field of basic education. Teacher training does not usually include teaching on human rights, which means that the acquisition and distribution of human rights information largely depends on how interested and active individual teachers are in this field. International human rights bodies have also expressed their concern about this issue (UPR 2012, Committee on the Rights of the Child 2011).

Furthermore, schools often make only one teacher responsible for human rights education and integrate the topic into only one subject. Consequently, the school environment does not provide adequate conditions for a comprehen-

sive implementation of human rights education and for the respect of the pupils' rights.

As regards the teaching environment and culture, the study concentrates on the factors that were noted to hinder the creation of an environment where human rights are respected in basic education. Such obstacles at Finnish comprehensive schools include, in particular, the insufficient implementation of inclusion and the extent of bullying, low inclusion of pupils, low comfort at school among children and young people and disruptive behaviour.

The study concludes that the right to human rights education is not currently implemented in basic education as provided for in the international conventions and recommendations. Instead of authorities and schools, the implementation still largely relies on non-governmental organisations.

However, it seems that there are no substantial obstacles to the implementation of the objectives of human rights education on the level of principle, ideology and education policy. The main challenges would seem to exist in the practical implementation of teaching.

PROPOSALS FOR ACTION

1. The obligation to implement human rights education in basic education should be made clear

Human rights training should be added to the continuing education of education authorities and principals. The practical implementation of human rights education and training requires that the actors responsible for providing training have human rights knowledge and skills.

2. Human rights education and training should be added to teacher training

Basic information on the content of human rights conventions should be integrated into the basic training and continuing training of teachers in accordance with the recommendations given by the Committee on

the Rights of the Child and expressed in national policy programmes.

The task of teaching and the task of education should both receive equal attention in accordance with the objectives laid down in the Basic Education Act.

3. Human rights education and training should be acknowledged in the reform of the core curriculum for basic education

The new curriculum will be completed during 2014 and introduced in 2016. It should be ensured that the objectives of human rights education and training are taken into account in the new curriculum through mainstreaming them in all subjects. It should also be made sure that human rights are included in the subjects with the primary responsibility for human rights education, such as history, philosophical and religious studies, mother tongue and literature, and geology.

4. Equal treatment and broad inclusion should be emphasised in pupil participation

Every pupil should have the possibility of participation in all activities in accordance with the principles of human rights conventions. Consequently, the traditional model based on student boards is not sufficient alone since too often only a small and limited group of active pupils participate in the activities. Special attention should be paid to the teaching of pupils requiring special support and to the promotion of their inclusion.

5. The fulfilment of the rights of the child should always come first in the challenging situations in basic education

The measures to be used for preventing disruptive behaviour in basic education should always respect the rights of the child. These means should be primarily searched for among pedagogic solutions. The respect

for teaching work should be improved and cooperation should be developed between parents, guardians and teachers.

Changing basic education with the effect that it supports the objectives of human rights education and training requires

changes in the organisation structures as well as in the attitudes of various actors, including authorities, teaching personnel and parents. Furthermore, certain established methods of operation should be abolished.



General upper secondary education

THE RESPECT FOR LIFE and human rights functions as the value basis of general upper secondary education. However, the concept of human rights education is not mentioned in the valid core curriculum for upper secondary schools. The implementation of human rights education is also clearly inadequate. Upper secondary school students regard human rights as an alien and difficult topic on the one hand, and as an obvious issue, on the other. Students deem that human rights problems “exist somewhere else”.

This article examines human rights education and training in general upper secondary education intended for young people. It is mainly based on Mia Matilainen’s doctoral dissertation *Human Rights Education in a Finnish Upper Secondary School: Alien Yet Obvious* which was published in 2011. The study examined how teachers and students understood the concepts of human rights and human rights education in an upper secondary school. The study further analysed teacher and student discourses about foreigners and immigrants.

The activities of general upper secondary schools are governed by *the General Upper Secondary Schools Act (629/1998)* and *the General Upper Secondary Schools Decree (955/2002)*. The Government decides on the general national objectives of general upper secondary education and the Finnish National Board of Education establishes the core cur-

riculum, which is used as a basis for drawing up local-level curricula and annual plans.

The respect for life and human rights functions as the value basis of general upper secondary education. However, the concept of human rights education is not mentioned in the valid core curriculum for upper secondary schools (Regulation of the Finnish National Board of Education 33/011/2003).

In 2010, the Finnish National Board of Education supplemented the core curriculum with content on human rights conventions and their history as well as on human rights violations, such as the Holocaust (Regulation of the Finnish National Board of Education 41/011/2010 and 42/011/2010). Human rights education is also one of the themes that have been mainstreamed in general upper secondary education.

According to Matilainen’s dissertation, the practical implementation of human rights education in upper secondary schools was clearly inadequate during the period under review and the objectives set for human rights education in the relevant UN documents were not fulfilled.

There were deficiencies in the knowledge of human rights, and students were not well acquainted with the different human rights instruments or the organisations dealing with human rights. On the one hand, human rights were regarded as an alien and difficult topic, and on the other as an obvious issue. Human

rights problems were often considered to exist “somewhere else” and not in the particular upper secondary school under review or in Finland in general. The use of human rights-specific material in teaching was limited or it was not used at all.

Nevertheless, the respondents deemed that human rights were implemented relatively well at that particular upper secondary school. For example, they stated that gender equality was implemented well among students and teachers alike. The teachers said that they sought to respect human rights in their education work.

Both the students and the teachers associated human rights education with the teaching of religion, history, social sciences, in particular, or with one or two of these three subjects. Human dignity was especially dealt with in the teaching of religion, while matters concerning the history of human rights were dealt with in the teaching of history. The teachers stated that they seek to apply human rights principles in their teaching and respect everyone’s human dignity.

The skills for dealing with and respecting different students were inadequate, and the study also revealed prejudices and even racism.

In a multicultural society it is essential to receive information on the beliefs of others and have skills for encountering people with different beliefs and for respecting others in interaction. This does not only apply to the school environment but also to the whole Finland as well as to the rest of the world. In the 21st century, several documents have emphasised this both on the international and the European level (e.g. in the framework of the Council of Europe and the Organization for Security and Co-operation in Europe).

The core curriculum for general upper secondary education and the distribution of lesson hours are being revised. It is important that the reform acknowledges the objectives set for human rights education and training and puts them into practice. The courses compulsory for every student should include enough courses in subjects which are significant in respect of hu-

man rights education. The obligation to provide human rights education should also be taken into account in teacher training.

PROPOSALS FOR ACTION

1. Human rights education should be secured in upper secondary schools. Enough resources should be allocated to subjects which are particularly important in this respect.

Studies in general upper secondary education should include a sufficient amount of human rights education and training. The different fields of human rights education should be taken into account in the objectives and content of general upper secondary education. Philosophical and religious subjects as well as history and social sciences have particularly significant roles. The compulsory courses in general upper secondary education should include enough education on ethics, human dignity, beliefs and cultural diversity and information on human rights and their history to allow for implementing the objectives of human rights education in practice.

2. The achievement of the objectives of human rights education should be evaluated from several different perspectives

The achievement of the objectives of human rights education should also be assessed in course evaluations and in the matriculation examination. The content and extent of human rights education and the achievement of its objectives should also be evaluated from several different aspects in research.

3. The learning materials should be revised and developed

The learning materials used in different subjects should be revised and evaluated from the perspective of human rights education. The drafters of learning materials should

be given advice for taking the human rights perspective into account. The quality of materials intended for human rights education should be improved, and they should be adapted to the needs of schools. The viewpoints and expertise of teachers and students alike are needed in the development of the materials. It should be ensured that the materials reach both the teachers and the students and that the teachers receive enough support for using the materials.

4. Cooperation should be developed between schools and non-governmental organisations

Cooperation should be developed between schools and non-governmental organisations, considering the needs and contexts of schools. Teachers should be offered enough

support for implementing human rights education. The forms of cooperation should be developed further and evaluated.

5. Teachers should be guaranteed sufficient resources for offering diverse human rights education

Teacher training should include enough training for all teachers on ethical education and diversity of beliefs and culture. In a multicultural society, knowledge and skills for encountering diversity and different beliefs form an important part of the teacher's professional competence. Each teacher and school director should also have sufficient basic knowledge of the human rights instruments that bind them in their work as well as of their content.



Vocational education and training

THE FORMAL BASIS for human rights education and training in vocational education and training is weak. In practice teaching is nevertheless given on human rights-related themes. However, since there is no proper connection with human rights, the content and obligatory nature of the rights are not conveyed in teaching and integrated into the students' everyday life.

Under the Vocational Education and Training Act (630/1998), the primary purpose of vocational education and training is to increase the population's professional skills, improve working life and provide it with skilled professionals and to promote employment.

A further objective of education is to support the development of students into good and balanced human beings and members of society. Vocational education and training should also provide students with necessary information and skills for continuing vocational training, leisure activities and the development of personality as well as support life-long learning.

Vocational education and training is divided into initial and preparatory training, vocational upper secondary qualifications and vocational further education and training for adults, which consists of further and special vocational qualifications. All vocational upper secondary qualifications and further and special vocational qualifications can also be completed as competence-based qualifications at work.

Vocational education and training includes

four initial and preparatory training modules: preparatory instruction and guidance for vocational education and training, preparatory education for immigrants for vocational training, rehabilitative instruction and guidance for the disabled, and home economics instruction.

There are in total 52 vocational upper secondary qualifications, which are divided between the following eight fields of education: humanities and education (3), culture (6), social sciences, business and administration (1), natural sciences (1), technology, communication and transport (26), natural resources and the environment (6), social services, health and sports (6), and tourism, catering and domestic services (3).

Human rights in vocational education and training

The study on vocational education and training is based on the core curricula of initial and preparatory training modules and on the qualification requirements of five vocational upper secondary qualifications, one competence-based qualification and two special vocational qualifications, as well as on interviews with individual teachers.

Human rights education and training is not included as a specific objective or content in the curricula and qualification requirements of vocational education and training. However,

they do include individual references to human rights as well as objectives and content consistent with those of human rights education, although these are emphasised differently in accordance with the skill requirements of different professional qualifications. This particularly applies to the key skills in ethics and life-long learning, which are optional modules in the qualifications.

However, these are not clearly linked to human rights, meaning that the normative and binding nature of human rights is not acknowledged. For example, the expression “respect for others” is often used instead of “equal treatment” in connection with the requirements for equal treatment. Thus its objectives and content remain unclear.

The value bases of the core curricula and requirements of vocational qualifications also differ significantly in respect of human rights between various fields and education programmes. Furthermore, they are included in the appendices of the core curricula and qualification requirements, meaning that they do not bind education providers. Some core curricula and qualification requirements also lack them altogether.

In conclusion, the formal basis for human rights education and training is weak in vocational education and training. However, the responses received from individual teachers would seem to indicate that human rights-related contents are implemented in practical teaching. Since there is usually no proper connection with human rights, the content and obligatory nature of human rights are not conveyed in teaching and integrated into the students’ everyday life.

If human rights education were integrated into the compulsory study modules of vocational education and training, both education providers and teachers would be obliged to take human rights systematically into account in vocational education and training.

PROPOSALS FOR ACTION

1. The objectives and content of human rights education and training should be incorporated into the core curricula and qualification requirements

The core curricula and qualification requirements of vocational education and training include contents consistent with the objectives of human rights education. However, these are not sufficient. The objectives and content of human rights education and training laid down in its international definition should be incorporated into the core curricula and qualification requirements.

2. Human rights should be incorporated into the value basis of education programmes so that they bind education providers

The value bases of the core curricula and qualification requirements of vocational education and training are specific to each field and education programme. They are included in the appendices of the core curricula and qualification requirements, meaning that they do not bind education providers. Human rights should be incorporated into the value bases, which should be added to the obligatory part of the core curricula and qualification requirements. Furthermore, it is necessary to define one common value basis inclusive of human rights for vocational education and training programmes.

3. Human rights should be taken into account in the competence assessment criteria

The objectives and content of human rights education and training should be added to the assessment criteria for professional competence.

Polytechnics

IN GENERAL, the curricula of polytechnics do not include human rights education. Polytechnics provide little basic education on human rights themes to every student, and their human rights education relies on active individual teachers and non-governmental organisations. Human rights education is still mainly regarded as belonging to the expertise in certain fields of education, such as health care and social services.

Finland currently has 25 polytechnics in 60 different locations. The Finnish polytechnics are multi-disciplinary and regional institutions offering education for polytechnic degrees and polytechnic master's degrees, professional specialisation and other adult education, open polytechnic education and vocational teacher training.

Teaching is provided in the following eight fields of education: humanities and education; culture; social sciences, business and administration; natural sciences; technology, communication and transport; natural resources and the environment; social services; health and sports; and tourism, catering and domestic services.

The Ministry of Education and Culture confirms the degree programmes for the polytechnics, which decide independently on the content of education and curricula. The operations of polytechnics are governed by the Polytechnics Act (351/2003) and related decrees. Vocational teacher training is gov-

erned by a separate act (356/2003). During the past few years, the legislation concerning the funding and administration of polytechnics has been reworked. A new act entered into force on 1 January 2104.

Results of the study

The study on the implementation of human rights education and training in polytechnics was based on various documents, interviews and on replies to an electronic questionnaire sent to all polytechnics. Thirteen polytechnics answered the questionnaire. The respondents were mainly directors responsible for the planning of administration and pedagogic content and teachers who have actively sought to promote human rights and human rights education.

Based on the study it can be concluded that human rights education is not usually included in the curricula of polytechnics. Polytechnics provide little basic education on human rights themes to every student, and they do not use common learning materials. Neither is human rights education offered systematically as education. Human rights education is mainly regarded as belonging to the expertise in certain fields of education, such as health care and social services.

The human rights education at the polytechnics relies on active individual teachers and

cooperation with non-governmental organisations. This may also explain why several respondents said that the continuing training for teachers is currently sufficient.

The polytechnics have succeeded in strategically promoting the objectives of equal treatment and accessibility, in particular, through their regional and national cooperation. However, the follow-up and evaluation of the implementation of these objectives is still deficient. The polytechnics have, even though to a varying degree, established ethical practices for promoting fundamental and human rights as well as polytechnic-specific instructions.

Human rights education is most diverse and comprehensive in the field of social services and health care, while its implementation varies in the field of humanities, education and culture. Several polytechnics apply the principle of mainstreaming in human rights education. It was also deemed that the principles of human rights education are implemented in projects promoting internationality, global responsibility and education of immigrants, in particular, as well as in the context of teacher and student exchange.

PROPOSALS FOR ACTION

1. Human rights education should be integrated into the curricula in a consistent manner

Human rights education implemented by applying the mainstreaming principle is intermittent and teacher-specific. For this reason, human rights education should be systematically integrated into the curricula. As regards preparatory study units and modules, human rights education should be included in the basic studies compulsory for every student. These measures guarantee that human rights education offered at the polytechnics is comprehensive in terms of its content as well as consistent both on the regional and national level.

2. It is necessary to develop consistent learning materials and diverse teaching methods

The curricula should be supplemented with study units dealing with the actual connections between the international human rights conventions, national legislation and policy programmes, work life and the polytechnics' education strategy and culture. The international human rights conventions should be seen as pedagogic tools. Teaching should include human rights-related exercises and teaching methods which activate students to participate. Human rights education materials produced by inter-governmental organisations (such as the UN and the Council of Europe) as well as various teaching tools developed by international and national organisations should be employed. The existing learning materials should be evaluated from the perspective of human rights.

3. Students should be regarded as a resource in human rights education

The students at polytechnics are the greatest resource for the implementation of human rights education and fundamental human rights at each individual educational institution. Their experiences should be considered in education and their participation enhanced. Educational institutions should motivate students to understand that human rights are part of their everyday life and studying. This way the protection of human rights will become an integral part of professional training and identity. Students should also be encouraged to draft their final projects on human rights or on topics which develop human rights education.

4. Projects promoting human rights should be collected into one open information bank

The establishment of an information bank will contribute to the consistent development of both basic and continuing educa-

tion. Good practices identified in work life-oriented projects should be collected into the bank, and the information should be available in the three official languages of Finland as well as in the languages of the largest minorities living in Finland. It is also important to inform international partners of the good practices and models in English.

5. The promotion and evaluation of human rights should be inclusive and regular

Polytechnics that already have a strategy or programme for equal treatment should cooperate and create commensurate tools for evaluating implementation. It is particularly important to follow direct and indirect discrimination and harassment as well as to think of measures and solutions for positive discrimination and accessibility. The annual reports of polytechnics should include an evaluation on the implementation of human rights education and its principles.

6. It is important to invest in international cooperation and e-education

International student and teacher exchange should be continued. It is also important to

find out how the educational institutions will utilise human rights studies completed at European polytechnics in their teaching. The existing e-education programmes should be evaluated and developed in cooperation with national and foreign polytechnics.

7. A multi-disciplinary cooperation network should be established for developing human rights education

A permanent cooperation network meeting at regular intervals should be established to integrate human rights education into the curricula of the polytechnics in a systematic and consistent manner. The network should consist of directors, personnel and students from the polytechnics and representatives of different ministries, organisations, polytechnic development groups and professions. The Ministry of Education and Culture should provide support for the establishment of the network. The Human Rights Centre and key non-governmental organisations could be represented in the network's steering group.



Universities

HUMAN RIGHTS TRAINING provided by universities is of great importance to the entire society. All teachers, senior officials and most other persons in leading positions receive their education at universities. They are key actors in respect of the practical implementation of human rights. At the moment, the situation of human rights education and training is inadequate at the Finnish universities, and the universities themselves do not perceive human rights training as their responsibility.

In 2010, Finland participated for the second time in the Universal Periodic Review (UPR) of the UN Human Rights Council. In this context, international actors once again expressed their concern over the state of human rights education in Finland.

Slovenia recommended that Finland should make human rights education a compulsory part of teacher training. Finland was not ready to accept this, but stated in its response that it has no mandate to interfere with the content of teaching offered by independent universities.

However, every human being has the right to human rights education. This is also recognised in the Government Report on Human

Rights Policy in Finland: “Human rights-oriented thinking and human rights principles can only take root in society at large through human rights education and the dissemination of information. The right to human rights education is an internationally recognised human right.”

It is a state obligation to fulfil and implement human rights. In other words, the state should ensure that every person residing in its area is aware of his rights and able to act for the fulfilment of his rights and the rights of others.

The human rights education offered at universities has a particular significance because all teachers, senior officials and most actors with a leading position in society, such as experts in law, economics, technology, social and cultural fields, and politics, receive their education at universities.

For example, the degree of the Master of Laws is a general degree in the field of law and students who have completed it are recruited to various posts in the judiciary, administration and business, in particular. The degree of the Master of Laws is a qualification requirement for several posts in judicial administration as well as for some posts in general administration.

* The actual article has been co-authored by Reetta Toivanen and Merja Pentikäinen. Toivanen had the main responsibility for writing the article, designing its content and structure and editing it, as well as for most of the research work carried out for it. Pentikäinen compiled information on the official regulations and policy guidelines concerning universities and on human rights teaching at the Faculties of Education and Law at the Universities of Turku and Lapland.

Officials and politicians are key actors in ensuring the fulfilment of human rights. If they do not have sufficient human rights knowledge and skills, human rights cannot be implemented as required by the international human rights obligations that bind Finland.

The development and strengthening of human rights education in the sector of higher education is also a key objective in the UN World Programme for Human Rights Education for 2010-2014. The present article examines how human rights education and training is implemented at the faculties of law and education in the Finnish universities.

Administration and steering of universities

At the moment, there are 14 universities in Finland, two of which are foundations (Aalto University and Tampere University of Technology). The other twelve universities are independent public corporations, i.e. the University of Helsinki, the University of Eastern Finland, the University of Oulu, the University of Tampere, the University of Turku, the University of Vaasa, Lappeenranta University of Technology, Hanken School of Economy, Åbo Akademi University, and the University of Arts, which was established in 2013. Furthermore, higher education degrees in the military field are completed at the National Defence College functioning under the defence administration.

The funding of universities consists of government funding and supplementary funding. In the organisation structure of the central government, the universities fall within the scope of the Ministry of Education and Culture (MEC).

The Constitution of Finland and the Universities Act (645/1997) secure autonomy (Section 3) of the universities with the objective of ensuring freedom of science, art and education. The autonomy includes the right of the universities to decide on matters belonging to their internal administration.

However, the universities are not completely free from state steering. The Government

adopts a Development Plan for Education and Research (KESU) every four years. The document defines the education and research policy guidelines to be followed during the next four-year period.

Alongside the Government Programme, the Development Plan for Education and Research, and legislation, the activities of the universities are governed by agreements between the MEC and the universities. The Ministry also makes budget appropriations in accordance with the development plan and participates in the follow-up and evaluation of the set objectives. According to the Universities Act, the teacher must comply with the statutes and regulations issued concerning teaching arrangements (Section 6).

Human rights education in universities

Provision of human rights education is inadequate at the Finnish universities, and the government has not shown political will to improve the situation. Neither do the universities themselves perceive human rights education as their responsibility.

At the *faculties of law*, the main focus in the teaching of most subjects is generally and principally on national legislation. This is also completely justified since the Finnish universities primarily educate experts who need to understand the structure and content of the Finnish legal system.

However, the Finnish national legislation has been largely influenced by international norms, and the international human rights norms accepted by Finland, for example, have modified our legal system in a significant manner. At the moment, the amount of emphasis given to the dynamic interaction between the international norms and the national norms in the different subjects at the faculties of law depends on the interest of individual teachers.

The persons in charge of the subjects, i.e. professors, are responsible for planning the content of curricula for their subjects as well as

for their implementation. The Faculty Board approves the curricula for each academic year. In practice, the persons in charge of the subjects may freely decide which content is given emphasis in each subject without any interference from the faculty.

Since human rights belong to the norms of international law, it is virtually impossible to completely ignore them in the general studies of international law. Furthermore, since international human rights norms are closely related to national fundamental rights and the EU's fundamental rights, it is necessary to deal with the international human rights norms in some way at least in the teaching of constitutional law and EU law.

The international human rights obligations accepted by Finland have also influenced the national norms in the fields of labour, criminal, family and procedural law, in particular.

It can be said that among the faculties and departments of law, only Åbo Akademi University offers systematic teaching in human rights. In fact, the Institute for Human Rights was established in connection with its faculty of law as early as in 1985. The Erik Castrén Institute functioning under the University of Helsinki also has a significant role in human rights education. The faculty of law, however, can offer human rights education only to some students.

It is also necessary to mention the Northern Institute of Environmental and Minority Law, whose research on the rights of the minorities and indigenous people is also reflected in teaching. Otherwise human rights teaching is compulsory mainly in the subject of international law, while other subjects usually offer it as an optional course.

During the past decade students at the faculties of law have shown an increasing interest

towards the questions related to international human rights norms and their application. Students are particularly interested in the decisions of international tribunals and especially in those of the European Court of Human Rights. As a result of the increasing demand, more and more teaching is now offered, even though mostly as optional modules.

Human rights knowledge and human rights education are virtually non-existent at the *faculties of education*, although they offer some teaching on the rights of the child. It is possible that several lecturers also mention the rights of the child when dealing with the perspective of children and related issues.

However, none of the strategies of the faculties and departments of education and behavioural sciences reviewed for this study proactively seeks to promote human rights knowledge and skills. The same applies to all human rights education and training: if such is available at the Finnish universities, it is implicit and available only because of the personnel's own interest and contribution.

In conclusion, if human rights are not emphasised in the curricula and strategies of either the university, faculty or subject, their teaching is on a very weak basis and the content and quality of teaching depends on the professor in charge of the subject or on individual teachers.

At the same time, there are examples that even a single professor can take the human rights knowledge and skills of the whole faculty to a completely new level. Such a professor is, for example, Emerita Professor Rauni Räsänen from the Faculty of Education at the University of Oulu. She has cultivated a new generation of researchers and teachers in global education who now also pay attention to human rights.

PROPOSALS FOR ACTION

1. The implementation of human rights education should be incorporated into the legislation and the performance agreements between the Ministry of Education and Culture and the universities.

The implementation of human rights education should be incorporated into the legislation and the performance agreements between the Ministry of Education and Culture and the universities. Human rights should not only be included in the value basis of teaching, but they should also be made a clear learning objective.

2. Human rights training should be incorporated into the faculties' strategies and curricula

Human rights training should be incorporated into the strategies and curricula of the faculties of law and education. A compulsory introductory course on human rights should be offered to all new students on the faculty level.

A compulsory introductory course on human rights should also be designed for the students of education and behavioural sciences. Furthermore, human rights issues should be emphasised in the content of

other suitable courses. Planning should be carried out in cooperation with the faculties of law.

3. Cooperation should be developed between the universities and the non-governmental organisations involved in human rights work

Cooperation should be developed between the universities and the human rights organisations by providing people involved in human rights work with the opportunity of receiving more human rights knowledge at open universities or on Studium Generale courses. At the same time, representatives of non-governmental organisations should be invited to the universities to tell about their human rights work.

4. Research on human rights education and training should be promoted

In addition to strengthening human rights teaching, it is necessary to promote research focusing on and contributing to human rights education and training.

If human rights are not emphasised in the curriculum, their teaching is on a very weak basis and depends on the contribution of individual teachers.

State educational institutions and colleges

STATE EDUCATIONAL institutions and colleges educate professionals for posts where it is possible to restrict the fundamental and human rights of citizens in certain situations. For this reason, human rights education and training has a particularly significant role in these institutions. However, there are still no consistent instructions for taking human rights into account in the educational objectives of these fields.

The state educational institutions and colleges include the Police College of Finland, the Emergency Services College, the Training Centre for Correctional Services, the Customs Academy, the National Defence College, the Army Academy, and the Boarder and Coast Guard Academy. They all offer education for posts in the government sector.

After completing their studies, students may serve as police officers, firemen, detention officers, customs officers, border guards and in the military, for example. Upon certain conditions, these authorities may limit fundamental and human rights, such as the citizens' freedom of movement and protection of property as well as the right to personal liberty and integrity. For this reason, it is particularly important to integrate human rights education and training into the teaching at state educational institutions and colleges.

The study on state educational institutions was limited to basic-level degrees and courses. It was carried out by interviewing the heads of

training, training designers and teachers dealing with human rights issues at the educational institutions and colleges and by examining their curricula.

The objective was to find out, in respect of each educational institution and college, what kind of topics, learning materials and learning methods were used in the teaching related to fundamental and human rights and how human rights education was taken into account in practical training and internships.

Further attention was paid to the fulfilment of equality and equal treatment among students and employees and to the measures for promoting them. In addition to these aspects, an objective was to receive information on how human rights education could be developed at the organisations under review.

The responsibility for state educational institutions and colleges has been divided between different ministries, and thus the legislation concerning them is scattered. Most of the organisations are governed by separate acts and decrees which do not generally include provisions on the content of education.

The ministries mainly exercise administrative and performance guidance over the state educational institutions and colleges. Their educational activities and related resources are governed more closely by executive or central government authorities functioning under the ministries.

Consequently, there are no consistent instructions for taking human rights teaching, for example, into account in the educational objectives. In individual cases, executive or central government authorities functioning under the ministries may, however, monitor the quality of human rights education offered by the establishments. For example, they have occasionally participated in the drafting of curricula to strengthen their human rights content.

Based on the study, human rights education at the state educational institutions and colleges is mainly included in the study modules which concern the competence of the authorities and are related to legal, administrative or ethical topics. Nevertheless, it is difficult to estimate how much training the students actually receive on human rights, since human rights education is not always mentioned in the curricula.

Furthermore, the amount of attention given to human rights in teaching may considerably depend on the teacher. The interviews also revealed that in basic-level degrees, in particular, human rights are usually only dealt with on a general level or they are touched on in connection with other topics. In addition, national fundamental rights and administrative procedures receive more attention than international human rights and human rights mechanisms.

State educational institutions and colleges deem that they have promoted dialogue and equality in the learning environment through collecting feedback from students and conducting satisfaction surveys both among students and teachers. Regularly updated equality and equal treatment plans as well as various development groups were also associated with the creation and strengthening of a culture which respects human rights.

On the other hand, the study shows that the homogeneity of student groups and also that of work communities in some organisations poses challenges to a non-discriminatory learning and working environment. For example, strong

masculine stereotypes associated with certain fields may prevent women from even applying for education in those fields.

At the moment, teachers at state educational institutions and colleges do not receive systematic human rights training, but their training is largely based on self-motivation. Together with inconsistent legislation, varying guidance mechanisms and curricula with inadequate human rights content, this may result in a situation where students at the same educational institution do not receive uniform information on human rights.

PROPOSALS FOR ACTION

1. The curricula and teaching contents should be strengthened and specified in respect of human rights

The curricula need to be specified in respect of what kind of teaching on human rights will be offered to students and what materials will be used. The curricula should state that in addition to the national legislation related to the activities of the authorities, students receive information on international human rights conventions and mechanisms. The importance of human rights as an independent entity and their obligatory nature should be emphasised more in teaching, in particular when dealing with the legislation governing the activities of the authorities.

2. Human rights education should also be integrated into practical training courses

Human rights education should not be limited to the teaching of theory. The realisation and respect of fundamental and human rights should also be evaluated on a more concrete level during practical training and internships, for example. This can be done by integrating the principles of human rights education into the assessment criteria.

3. Good learning practices should be promoted

External lecturers and visitors make human rights teaching more diverse. For example, concrete encounters with people with an immigrant background increase the students' understanding of different cultures. Practical examples related to human rights and other applied learning methods also help students to understand better what they have learned. Teaching should concentrate on themes which increase the knowledge of different cultures and facilitate the recognition of racism and discrimination.

4. Human rights training offered to teachers should be increased and strengthened

Teachers should be given regular human rights training to ensure that students have equal opportunities of receiving fundamental and human rights teaching. Teacher

training should focus on international human rights conventions and monitoring mechanisms, the relationship between fundamental and human rights, and on the themes relevant to each profession.

5. The transparency and equality of the work and education culture should be increased further

To increase the equality and plurality of the learning environment, state educational institutions and colleges should consider more thoroughly how to attract as students more women and immigrants with good language skills, for example. They need to ponder how stereotypical images of certain professions influence potential applicants. On the other hand, it is necessary to ensure that teachers and educators pay attention to the different needs and conditions of students in their teaching.

Continuing education for public servants

STATE AND MUNICIPAL public servants* have a key role in the realisation of fundamental and human rights. Since public servants exercise public authority, their obligation to implement human rights can be directly derived from the human rights conventions. This obligation is also laid down in Section 22 of the Constitution, according to which the public authorities shall guarantee the observance of fundamental and human rights. At the moment, however, provision of human rights education and training to state and municipal public servants is not adequate in Finland.

The article examines how fundamental and human rights are taken into account in the continuing education of public servants. Before this, it will shortly discuss the human rights obligations and recommendations that arise from international human rights conventions and national legislation and review the human rights knowledge and skills of the authorities.

In respect of the central government, the review is based on written questionnaires sent to the development units of different ministries, covering thus primarily the general training organised and coordinated by these, and on information available on the official web pages of the ministries and regional government.

The information on municipal administration was mainly collected from the authorities' web pages. Individual municipalities could not be examined within the scope of this review other than by way of example. Furthermore, no coordinated information is available. The review primarily concerns continuing education in the field of social services and health care. The other education sectors have already been discussed comprehensively in the other articles of this publication.

Obligation to human rights education

International human rights instruments include several references to the fact that public servants need human rights training in order to carry out their human rights-related duties as well as to the state obligation to provide such training.

The previous articles in this publication have already referred to Article 7 of the UN Declaration on Human Rights Education and Training, under which states should ensure adequate training in human rights of state officials, civil servants, judges, law enforcement officials and military personnel, as well as promote adequate training in human rights for teach-

* This article uses the term "public servant" to refer both to state and municipal personnel in a public-service employment relationship.

ers, trainers and other educators and private personnel acting on behalf of the state.

The UN Declaration on Human Rights Defenders (A/RES/53/144), on the other hand, states that the state has the responsibility to promote and facilitate the teaching of human rights and fundamental freedoms at all levels of education and to ensure that all those responsible for training lawyers, law enforcement officers, the personnel of the armed forces and public officials include appropriate elements of human rights teaching in their training programme (Article 15).

As regards the legislation concerning officials, a reference was previously made to Section 22 of the Constitution of Finland. The Constitution further guarantees the right to good governance (Section 21(2)). The legal principles of good governance (such as equality) are defined in Chapter 2 of the Administrative Act, whose general justifications (Government Proposal 72/2002) refer to the international obligations binding on Finland, in particular to the additional quality requirements set for national administration by the EU law and the European Convention on Human Rights.

The legislation does not, however, set special requirements for the skills or competences of public servants in this field, not even for the senior public servants. According to Section 125 of the Constitution, the general qualifications for public office are skill, ability and proven civic merit. The Act on Government Officials (750/1994), the Act on Municipal Public Servants (304/2003), the acts on collective agreements for public servants and the selection criteria for senior posts in the government (Ministry of Finance VM/728/00.00.00/2011) do not provide for fundamental and human rights knowledge and skills or commitments to respecting them.

Implementation of the obligation

Based on the study, it is obvious that the provision of human rights training to state and

municipal public servants is not adequate in Finland when examined from the perspective of international obligations and recommendations.

However, the overall situation among state public servants is considerably better than among municipal public servants, even though there are great differences between the administrative branches.

Systematic and specific training on fundamental or human rights is only offered to the public servants in the legal administration at the Ministry of Justice, public servants at the Ministry of the Interior (from the constitutional rights perspective) as well as some part of the public servants at the Ministry for Foreign Affairs.

The introductory training offered to all state public servants does not include any fundamental or human rights-specific module. However, it touches on the issues of equality and equal treatment. Most administrative branches also organise separate human rights-related training on the topics of equality and equal treatment, in particular.

The municipalities are responsible for organising continuing education for municipal public servants. However, no coordinated information is available on the continuing education and its content provided by the municipal sector. Based on the scattered information obtained from various sources, it seems obvious that human rights training is not organised for municipal public servants and persons of trust, apart from a few exceptions. Occasional human rights-related training is organised by regional state administrative authorities, for example.

As regards information provision and information services targeted at the authorities, there is no human rights-specific information service at the moment. Human rights-related information is available at different administrative branches to a varying degree, but not necessarily in a rights-based form. Furthermore, the web pages of the Ministry for Foreign Affairs and the

Human Rights Centre include general information on human rights, e.g. on human rights conventions and their international monitoring mechanisms as well as on Finland's human rights obligations and their implementation.

PROPOSALS FOR ACTION

1. Human rights should be integrated into the continuing education offered to state public servants

Human rights should be integrated into the introductory training of state public servants so that every state public servant receives uniform basic information on human rights, including the related values, norms and mechanisms.

Common human rights training covering the values, norms and mechanisms should be arranged for the current state public servants. The training should be coordinated, for example, by the network of the ministries' education and development coordinators. Furthermore, the ministries should assume the responsibility for providing continuation training which concentrates on giving information applicable to their particular administrative branch. Further training should also be organised when necessary, such as upon the ratification of significant treaties.

2. Human rights should be integrated into the continuing education for public servants and persons of trust in the regional and local government

Human rights training should be integrated into the continuing education of public servants working at the Regional State Administrative Agencies and included in the agencies' training selection.

As regards municipal public servants and persons of trust, it needs to be ensured that at least municipal managers, managers of joint municipal authorities, managers of different administrative branches, public

servants and important persons of trust, such as the chairs of the municipal council, municipal executive and municipal committees, and in particular ombudsmen for social welfare and patients receive enough basic information on human rights. Human rights should also be integrated into the statutory continuing education intended for municipal public servants as well as into the introductory programmes for public servants and persons of trust.

3. A human rights-based approach should be emphasised in all training and information provision related to fundamental and human rights

A human rights-based approach should be strengthened by mainstreaming it in all training and information provision on fundamental and human rights intended for public servants. Furthermore, the normative basis, e.g. in legislative training, should be extended to cover international law. This way the linkage with international obligations will become more concrete.

4. Information on training should be collected in a systematic and coordinated manner

Information on human rights training intended for public servants on the state and municipal level and on its content should be collected in a systematic and coordinated manner. For this purpose, it is necessary to appoint a responsible authority.

5. Information provision on human rights should be strengthened and information services developed

Public servants should have more human rights information which is systematic and applicable to different administrative branches. It is necessary to appoint a ministry/authority which will be responsible for developing and maintaining a shared information service.

Information services should be strengthened in respect of international human rights norms, in particular, and human rights should be integrated alongside the fundamental rights perspective.

It is also advisable to produce separate human rights handbooks for state and municipal public servants and persons of trust.



Liberal Adult Education

LIBERAL ADULT education reaches millions of people annually. Most of these are adults who are not within the scope of any other education sector. Consequently, liberal adult education institutions could have a key role in strengthening the citizens' human rights education. However, at the moment the employees of these institutions see human rights education as a distant and abstract issue and confuse it easily with global or multicultural education, for example.

Liberal adult education belongs to the field of adult education. The educational institutions can be classified into five groups: adult education centres (189 institutions), folk high schools (89), study centres (11), summer universities (20), and sports institutes (14). The education is usually non-degree and self-motivated liberal adult education. The institutions receive state funding for organising education. The state's share is 57 to 65%, and the rest is covered by the providers (e.g. municipalities) and students.

Liberal adult education is governed by the Liberal Adult Education Act (1998/632). The differences between the institutions are based on their statutory tasks, target groups and providers, as well as on the fact whether studies are full or part-time.

Education is implemented according to local curricula based on the provider's or students' needs. The legislation does not provide for the use of national curricula, although the institu-

tions may, if they so wish, use these in the integration training for immigrants, for example.

The Internet-based questionnaire drafted for this study was answered by the representatives of 90 educational institutions (N=323) and three non-governmental organisations. Most replies were received from adult education centres and folk high schools.

According to the replies, most of the institutions operating in the field of liberal adult education provide teaching on human rights, although this is not an established topic in all their teaching. The methods of teaching vary and the content may concern only certain rights (e.g. the rights of the child) or themes relevant or closely related to human rights (such as sustainable development).

The teaching also covers important human rights principles and values, such as tolerance, equality, non-discrimination and equal treatment. Nevertheless, human rights education often concentrates on the rights of "special groups" and it is intended for certain groups, such as immigrants or disabled persons.

More than half of the respondents stated that human rights and/or their key principles are mentioned in the documents governing the operations of the educational institution or its provider (e.g. a municipality or an organisation). They are manifested in several ways in the operations and everyday practices of the institutions.

Attention is paid to the implementation of equal treatment and non-discrimination in the access to education (e.g. the studies are open to everyone, reasonably-priced and free of charge for certain groups, and offered close to home), in the physical environment of education (e.g. accessibility) and in the behaviour of the personnel.

Several respondents stated that human rights education is compatible with the profile, (humanistic) values and basic tasks of liberal adult education. According to the replies, limited resources and competences, for example, have prevented or delayed the integration of human rights into the studies on offer and into the operations of the educational institutions.

Furthermore, human rights training is not considered an interesting teaching content or a topic attractive to the general public. This is a critical issue at adult education centres, in particular, since the content of their curricula is based on demand. Several respondents saw it as the only solution to integrate human rights training into other subjects and/or study modules.

A large number of the institutions' employees see human rights education as a distant and abstract issue. They easily confuse it with global and multicultural education, for example. The personnel of the institutions have rather limited knowledge and skills in the field of human rights.

Furthermore, many persons working in the field of liberal adult education are not familiar with reviewing their own work from the perspective of the implementation of human rights. Neither are equal treatment and non-discrimination always understood as conscious actions, but they are regarded as self-evident, inbuilt principles which are implemented automatically.

Liberal adult education reaches millions of people annually. Most of these are adults who are not within the scope of any other education sector. Consequently, liberal adult education institutions could have a key role

in strengthening the citizens' human rights education. This requires motivation of the institutions' managers and employees, a considerable amount of internal development work within the work communities, continuing education of the personnel, and development of teaching methods and materials, as well as support from the Finnish National Board of Education.

PROPOSALS FOR ACTION

1. Liberal adult education should provide human rights education for adults

Liberal adult education reaches a significant number of adults who have not learned about human rights in their previous studies or would otherwise have no access to it. The Parliament should add human rights alongside social integrity, equality and active citizenship to the objectives of liberal adult education laid down in the Liberal Adult Education Act. Human rights education should be integrated into the pedagogic studies for adult educators offered by universities.

2. A human rights-based approach should be applied consciously to the operations of liberal adult education institutions

The organisations and institutions operating in the field of liberal adult education should integrate human rights into their strategy work. The work communities of the institutions should define the role and importance of human rights in their operations and develop distinctive solutions for implementing them. This also allows for clarifying the relationship between the human rights principles and the values of liberal adult education. The attractiveness of human rights education should be increased in ways suitable to the environment of the institutions and to different participant groups.

3. Human rights education should be incorporated into continuing education and development projects

The Finnish National Board of Education should support the development work carried out by the institutions through providing continuing education and launching development projects. More continuing education on human rights and human rights education should be provided for the teaching personnel and directors of the educational institutions. Human rights teaching should be developed both as a separate study module and as content integrated into all the studies on offer so that it suits the needs of self-motivated adult education.

4. Networking and partnerships give new impetus

Actors interested in developing human rights education in liberal adult educa-

tion (and in the other education sectors) should strengthen their mutual networking. They should also be encouraged to seek partnerships with new actors.

5. An information bank on human rights education should be established

Representatives of different education sectors and the Finnish National Board of Education should compile an information bank on human rights education, including materials and information on good practices, learning methods, and events and training courses related to human rights and human rights education. It is also important to pay attention to the perspectives and needs of adult learners. Furthermore, the compilers of the information bank should engage in international cooperation.



Appendices

Presentations of the authors

Janica Anderzén

MA Janica Anderzén is an organisation worker who has become acquainted with human rights issues through work, studies and voluntary work. She is particularly interested in the rights of the minorities and dreams of a fairer world.

Elina Hakala

MSSc Elina Hakala works as a temporary assisting expert at the Human Rights Centre. The article on state educational institutions and colleges was also part of her master's thesis in international politics. In her studies, she has specialised in peace research and human rights.

Jarkko Korpela

BSSc Jarkko Korpela works as a project secretary in the unit of vocational education and training at the Finnish National Board of Education. He majors in philosophy and is specialised in ethics and social philosophy and in particular in professional ethics.

Johanna Lampinen

MEd and special class teacher Johanna Lampinen has worked as a teacher and trainer at the Finnish League for Human Rights. She has also participated in education-related development cooperation. She has experience in organising human rights education and training for teachers, officials and students in various fields.

She has also been active in non-governmental organisations involved in human rights and global education since the 1990s.

Tiina-Maria Levamo

MSSc and sociologist Tiina-Maria Levamo has worked for the promotion of human rights and the rights of the child, in particular, for the past 16 years. She is currently preparing a doctoral thesis where she analyses the socio-cultural and political meanings of the children's participatory rights. Levamo has a permanent post in the international programme team of Plan Finland and she also has a teaching qualification for vocational institutions and polytechnics. She has previously worked as a specialist in the Council of Europe programme on the rights of the child, Building a Europe for and with children, and she has lectured on human rights, the rights of the child, and development at polytechnics and at the University of Helsinki.

Mia Matilainen

PhD Mia Matilainen completed her doctoral dissertation in 2011 on human rights education in a Finnish upper secondary school and has since continued research work on human rights education, human rights education in philosophical and religious subjects and in multicultural education. Matilainen has worked as an upper secondary school teacher of philosophical and religious subjects and psychology, as an

author of learning materials, a doctoral student at the Department of Teacher Education at the University of Helsinki, as a post-doctoral researcher and a university lecturer. In 2013, she spent the autumn term as a visiting post-doctoral researcher at the University of Warwick in England.

Merja Pentikäinen

LLD and researcher Merja Pentikäinen specialised in international law in her studies. She has lectured widely on various issues of international law, and in her research work she has particularly concentrated on human rights issues.

Erja Rusanen

BE and expert in early childhood development and day care Erja Rusanen has written four books from the perspective of the child and participated in the planning of a comprehensive and multidisciplinary study module on the rights of the child. She was also responsible for implementing one of its study units on children's inclusion at the Open University of the University of Helsinki. Her theoretical background includes education in developmental psychology and attachment research.

Leena Saloheimo

Home industry teacher and ME Leena Saloheimo has over 30 years of experience from teaching and development tasks in the field of liberal adult education. She is of the opinion

that human rights education is necessary for building a solid basis for education, creating an equal dialogue and increasing awareness of the equal treatment of all people.

Reetta Toivanen

PhD and Docent in Social and Cultural Anthropology Reetta Toivanen is an academy research fellow at the Erik Castrén Institute at the University of Helsinki. She has both studied human rights education in Finland and actively tried to strengthen human rights knowledge and skills at the universities. She is also the vice chair of the Finnish League for Human Rights.

Kristiina Vainio

MSSc (international law, Åbo Akademi) Kristiina Vainio has a long work experience as a coordinator for South Asia at the Finnish NGO Foundation for Human Rights. Before that, she worked at various projects at the Human Rights Institute and the department of law at Åbo Akademi University, and currently she works as a temporary expert at the Human Rights Centre. She has a long and extensive experience in human rights and particularly in issues related to the human rights-based approach and human rights education and training both from the international and national perspective. She has also completed a study module on the rights of the child at the Open University of the University of Helsinki.

Abbreviations

CAT	Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment	ESC	European Social Charter
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women	ICCPR	International Covenant on Civil and Political Rights
CFREU	Charter of Fundamental Rights of the European Union	ICERD	International Convention on the Elimination of All Forms of Racial Discrimination
CRC	Convention on the Rights of the Child	ICESCR	International Covenant on Economic, Social and Cultural Rights
CRPD	Convention on the Rights of Persons with Disabilities	ICPPED	International Convention for the Protection of All Persons from Enforced Disappearance
ECHR	European Convention on Human Rights, Convention for the Protection of Human Rights and Fundamental Freedoms	ICRMW	International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families
ECRML	European Charter for Regional or Minority Languages	UDHR	Universal Declaration of Human Rights

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United Nations
General Assembly

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Agenda item 64

Resolution adopted by the General Assembly on 19 December 2011
[on the report of the Third Committee (A/66/457)]

66/137. United Nations Declaration on Human Rights Education and Training

The General Assembly,

Welcoming the adoption by the Human Rights Council, in its resolution 16/1 of 23 March 2011,² of the United Nations Declaration on Human Rights Education and Training,

1. *Adopts* the United Nations Declaration on Human Rights Education and Training annexed to the present resolution;
2. *Invites* Governments, agencies and organizations of the United Nations system, and intergovernmental and non-governmental organizations to intensify their efforts to disseminate the Declaration and to promote universal respect and understanding thereof, and requests the Secretary-General to include the text of the Declaration in the next edition of *Human Rights: A Compilation of International Instruments*.

89th plenary meeting
19 December 2011

Annex **United Nations Declaration on Human Rights Education and Training**

The General Assembly,

Reaffirming the purposes and principles of the Charter of the United Nations with regard to the promotion and encouragement of respect for all human rights and fundamental freedoms for all without distinction as to race, sex, language or religion,

Reaffirming also that every individual and every organ of society shall strive by teaching and education to promote respect for human rights and fundamental freedoms,

Reaffirming further that everyone has the right to education, and that education shall be directed to the full development of the human personality and the sense of its dignity, enable all persons to participate effectively in a free society and promote understanding, tolerance and friendship among

² See Official Records of the General Assembly, Sixty-sixth Session, Supplement No. 53 (A/66/53), chap. I.

all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace, security and the promotion of development and human rights,

Reaffirming that States are duty-bound, as stipulated in the Universal Declaration of Human Rights,³ the International Covenant on Economic, Social and Cultural Rights⁴ and in other human rights instruments, to ensure that education is aimed at strengthening respect for human rights and fundamental freedoms,

Acknowledging the fundamental importance of human rights education and training in contributing to the promotion, protection and effective realization of all human rights,

Reaffirming the call of the World Conference on Human Rights, held in Vienna in 1993, on all States and institutions to include human rights, humanitarian law, democracy and rule of law in the curricula of all learning institutions, and its statement that human rights education should include peace, democracy, development and social justice, as set forth in international and regional human rights instruments, in order to achieve common understanding and awareness with a view to strengthening universal commitment to human rights,⁵

Recalling the 2005 World Summit Outcome, in which Heads of State and Government supported the promotion of human rights education and learning at all levels, including through the implementation of the World Programme for Human Rights Education, and encouraged all States to develop initiatives in that regard,⁶

Motivated by the desire to send a strong signal to the international community to strengthen all efforts in human rights education and training through a collective commitment by all stakeholders,

Declares the following:

Article 1

1. Everyone has the right to know, seek and receive information about all human rights and fundamental freedoms and should have access to human rights education and training.
2. Human rights education and training is essential for the promotion of universal respect for and observance of all human rights and fundamental freedoms for all, in accordance with the principles of the universality, indivisibility and interdependence of human rights.
3. The effective enjoyment of all human rights, in particular the right to education and access to information, enables access to human rights education and training.

³ Resolution 217 A (III).

⁴ See resolution 2200 A (XXI), annex.

⁵ See A/CONF.157/24 (Part I), chap. III, sect. II.D, paras. 79 and 80.

⁶ See resolution 60/1, para. 131.

Article 2

1. Human rights education and training comprises all educational, training, information, awareness-raising and learning activities aimed at promoting universal respect for and observance of all human rights and fundamental freedoms and thus contributing, inter alia, to the prevention of human rights violations and abuses by providing persons with knowledge, skills and understanding and developing their attitudes and behaviours, to empower them to contribute to the building and promotion of a universal culture of human rights.
2. Human rights education and training encompasses:
 - a. Education about human rights, which includes providing knowledge and understanding of human rights norms and principles, the values that underpin them and the mechanisms for their protection;
 - b. Education through human rights, which includes learning and teaching in a way that respects the rights of both educators and learners;
 - c. Education for human rights, which includes empowering persons to enjoy and exercise their rights and to respect and uphold the rights of others.

Article 3

1. Human rights education and training is a lifelong process that concerns all ages.
2. Human rights education and training concerns all parts of society, at all levels, including pre-school, primary, secondary and higher education, taking into account academic freedom where applicable, and all forms of education, training and learning, whether in a public or private, formal, informal or non-formal setting. It includes, inter alia, vocational training, particularly the training of trainers, teachers and State officials, continuing education, popular education, and public information and awareness activities.
3. Human rights education and training should use languages and methods suited to target groups, taking into account their specific needs and conditions.

Article 4

Human rights education and training should be based on the principles of the Universal Declaration of Human Rights and relevant treaties and instruments, with a view to:

- a. Raising awareness, understanding and acceptance of universal human rights standards and principles, as well as guarantees at the international, regional and national levels for the protection of human rights and fundamental freedoms;
- b. Developing a universal culture of human rights, in which everyone is aware of their own rights and responsibilities in respect of the rights of others, and promoting the development of the individual as a responsible member of a free, peaceful, pluralist and inclusive society;
- c. Pursuing the effective realization of all human rights and promoting tolerance, non-discrimination and equality;
- d. Ensuring equal opportunities for all through access to quality human rights education and training, without any discrimination;
- e. Contributing to the prevention of human rights violations and abuses and to the combating and eradication of all forms of discrimination, racism, stereotyping and incitement to hatred, and the harmful attitudes and prejudices that underlie them.

Article 5

1. Human rights education and training, whether provided by public or private actors, should be based on the principles of equality, particularly between girls and boys and between women and men, human dignity, inclusion and non-discrimination.
2. Human rights education and training should be accessible and available to all persons and should take into account the particular challenges and barriers faced by, and the needs and expectations of, persons in vulnerable and disadvantaged situations and groups, including persons with disabilities, in order to promote empowerment and human development and to contribute to the elimination of the causes of exclusion or marginalization, as well as enable everyone to exercise all their rights.
3. Human rights education and training should embrace and enrich, as well as draw inspiration from, the diversity of civilizations, religions, cultures and traditions of different countries, as it is reflected in the universality of human rights.
4. Human rights education and training should take into account different economic, social and cultural circumstances, while promoting local initiatives in order to encourage ownership of the common goal of the fulfilment of all human rights for all.

Article 6

1. Human rights education and training should capitalize on and make use of new information and communication technologies, as well as the media, to promote all human rights and fundamental freedoms.
2. The arts should be encouraged as a means of training and raising awareness in the field of human rights.

Article 7

1. States, and where applicable relevant governmental authorities, have the primary responsibility to promote and ensure human rights education and training, developed and implemented in a spirit of participation, inclusion and responsibility.
2. States should create a safe and enabling environment for the engagement of civil society, the private sector and other relevant stakeholders in human rights education and training, in which the human rights and fundamental freedoms of all, including of those engaged in the process, are fully protected.
3. States should take steps, individually and through international assistance and cooperation, to ensure, to the maximum of their available resources, the progressive implementation of human rights education and training by appropriate means, including the adoption of legislative and administrative measures and policies.
4. States, and where applicable relevant governmental authorities, should ensure adequate training in human rights and, where appropriate, international humanitarian law and international criminal law, of State officials, civil servants, judges, law enforcement officials and military personnel, as well as promote adequate training in human rights for teachers, trainers and other educators and private personnel acting on behalf of the State.

Article 8

1. States should develop, or promote the development of, at the appropriate level, strategies and policies and, where appropriate, action plans and programmes to implement human rights education and training, such as through its integration into school and training curricula. In so doing, they should take into account the World Programme for Human Rights Education and specific national and local needs and priorities.
2. The conception, implementation and evaluation of and follow-up to such strategies, action plans, policies and programmes should involve all relevant stakeholders, including the private sector, civil society and national human rights institutions, by promoting, where appropriate, multi-stakeholder initiatives.

Article 9

States should promote the establishment, development and strengthening of effective and independent national human rights institutions, in compliance with the principles relating to the status of national institutions for the promotion and protection of human rights ("the Paris Principles"),² recognizing that national human rights institutions can play an important role, including, where necessary, a coordinating role, in promoting human rights education and training by, inter alia, raising awareness and mobilizing relevant public and private actors.

Article 10

1. Various actors within society, including, inter alia, educational institutions, the media, families, local communities, civil society institutions, including non-governmental organizations, human rights defenders and the private sector, have an important role to play in promoting and providing human rights education and training.
2. Civil society institutions, the private sector and other relevant stakeholders are encouraged to ensure adequate human rights education and training for their staff and personnel.

Article 11

The United Nations and international and regional organizations should provide human rights education and training for their civilian personnel and for military and police personnel serving under their mandates.

Article 12

1. International cooperation at all levels should support and reinforce national efforts, including, where applicable, at the local level, to implement human rights education and training.
2. Complementary and coordinated efforts at the international, regional, national and local levels can contribute to more effective implementation of human rights education and training.
3. Voluntary funding for projects and initiatives in the field of human rights education and training should be encouraged.

Article 13

1. International and regional human rights mechanisms should, within their respective mandates, take into account human rights education and training in their work.
2. States are encouraged to include, where appropriate, information on the measures that they have adopted in the field of human rights education and training in their reports to relevant human rights mechanisms.

Article 14

States should take appropriate measures to ensure the effective implementation of and follow-up to the present Declaration and make the necessary resources available in this regard.