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The Swedish Report on the Fifth Consultation of the implementation of the Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating ot Human Rights and Fundamental Freedoms (1974)

2 A.
A fundamental objective of the exercise of all public power in Sweden is to ensure full respect for human rights. Central, regional and local government, including public administration, are all bound by Sweden's international human rights obligations in the exercise of their authority, as is the Swedish Parliament (*Riksdag*) and the judiciary.

Human rights, in the form of fundamental democratic values, constitute the basis of the Swedish school system. According to the Education Act and the national curricula each and every one working in the school should also encourage respect for the intrinsic value of each person and the environment we all share. Furthermore the teaching and all school activities should be carried out in accordance with fundamental democratic values. The inviolability of human life, individual freedom and integrity, the equal value of all people, equality between women and men, and solidarity with the weak and vulnerable are the values that the school should represent and impart according to the curricula.

The Schools Inspectorate (*Skolinspektionen*) scrutinizes schools. The Child and School Student Representative (*Barn- och*

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elevombudet) has supervision over the section of the Education Act that deals with degrading treatment. The Equality Ombudsman (*Diskrimineringsombudsmannen*) works to counteract discrimination and harassment of children and pupils. The National Agency for Education (*Skolverket*) supports, follows and evaluates the school in order to improve quality and outcomes.

2 B
The Government's long-term objective is to ensure full respect for human rights in Sweden. Human rights efforts are in progress in various forms in every one of the Government Offices ministries and are an important aspect of everything, from legislative processes to international collaboration.

The National Agency for Education was in 2009 given a task of supporting the schools in working with the human rights and the fundamentals values expressed in the curricula. The task included informing schools about work done to promote the fundamental values, including human rights conventions, and research and surveys done in the area. As a part of the task, the Agency conducted a study on different ways in which schools incorporate fundamental democratic values in the education and, based on this study, produced learning and information material for schools.

This also resulted in conferences for schools as well as a website (www.skolverket.se/vardegrund) with information concerning human rights and fundamental values. The agency was in 2011 also assigned a renewed task in working with discrimination and degrading treatment. The agency has also been assigned other task relating to fundamental values, e.g. the task of supporting the schools work with gender equality for the period of 2012-2014.

B 3.
The implementation of human rights into the Education Act, curricula and other steering documents form a framework for the integration of human rights and democratic values in education. The local school authorities are obliged to make sure that the schools follow the human rights and fundamental values regulated by the national steering documents. The Government supports the local authorities in these processes mainly by the specific task given to the National Agency for Education.

C 4.
Respect for human rights and the establishment of fundamental democratic values is stated as fundamental values and goals in the national school curricula. The school is responsible for making sure that the pupil has obtained knowledge of society's laws and norms, human rights and democratic values in school and in society. Human rights are mainly to be taught as a part of the subject Civics (*Samhällskunskap*). The syllabus for Civics states that the teaching should help pupils to develop their familiarity of human rights, democratic processes and ways of working. It should also help pupils to acquire knowledge about, and the ability to reflect over the values and principles that distinguish a democratic society.

C 5.
The National Agency for Education was in 2009 given a task of supporting the schools in working with the human rights and the fundamentals values expressed in the curricula. The task included informing schools about work done to promote the fundamental values, including human rights conventions, and research and surveys done in the area. As a part of the task, the Agency conducted a study on different ways in which schools incorporate fundamental democratic values in the education and, based on this study, produced learning and information material for schools.

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C 6.
Within the scope of the Education act and specific tasks assigned to the National Agency for Education all schools and levels of the school system are included. From preschool, through primary and secondary school up to adult education.
Within the scope of the Higher Education Act, all higher education institutions are included.

C 7a.
Respect for human rights and the establishment of democratic values is stated as fundamental values and goals in the national curricula. These values are therefore to be integrated into the education and other school activities. Human rights are mainly

taught as part of the subject Civics but also within the subjects of History and Religion. Human rights are part of the knowledge requirements to have been achieved after school years 3, 6 and 9. The curricula and the syllabuses are mandatory (see also section C 4 above).

According to the Higher Education Act, the higher education institutions shall promote sustainable development to assure for present and future generations a sound and healthy environment, economic and social welfare, and justice. Equality between women and men shall always be taken into account and promoted in the operations of higher education institutions. Furthermore, in their operations higher education institutions should promote understanding of other countries and of international circumstances.

C 7b.
Education for peace and human rights is integrated into teacher training at all levels. As stipulated in the Higher Education Ordinance – Annex 2, for a Degree of Bachelor/Master of Arts in Education (at all levels) the student shall, among other things demonstrate the capacity to make assessments in educational processes on the basis of relevant scientific, social and ethical aspects with particular respect for human rights, especially children´s rights according to the Convention on the Rights of the Child, and sustainable development.

The responsible school authorities are obliged to make sure that the education follows the fundamental values stated in the national steering documents. Local school leaders are specifically responsible for giving teachers professional development courses. The National Agency for Education supports the schools in these processes and offers material, courses and seminars for teachers and school leaders addressing issues concerning human rights and democratic values.

There is a mandatory National School Leadership Training programme for head teachers and on completion of the training the head teacher shall be able to provide a democratic model to pupils and personnel by creating an open communicative climate and also be knowledgeable of the national steering documents and regulations.

C 7c.

Sweden has a student-centric educational system, with open, informal relations between students and teachers, where personal initiative and critical thought are prized. Teaching is often done in small groups, which encourages dialogue and collaboration, and teachers are accessible outside lecture hours. This informal atmosphere is designed to promote social as well as intellectual development.
The use of text books for teaching in different subject is decided by the local school authorities. The material produced by The National Agency for Education is made available for the schools to use (see also section C 5 above). The professional development courses and seminars given by the Agency are aimed at and open for teachers to attend.

C 7d.
According to the Higher Education Ordinance the higher education institutions shall be responsible for providing students with access to health care, in particular preventive health care intended to promote the physical and mental health of the students. The higher education institution shall also be responsible for other student welfare activities to support students in their studies or facilitate their transition to the labour market as well as otherwise providing students with a sound environment in which to study.

According to the same Ordinance a higher education institution is obliged to allow a democratically constituted association of its students to use its teaching premises for meetings arranged by the association for its members provided that the purpose of the meeting is to inform, express opinions or the like, or the performance of an artistic work. Persons invited by the association to attend the meeting may not be refused admission to the venue of the meeting.

Last but not least, as stipulated by Chapter 1, Section 14 of the Higher Education Ordinance higher education institutions shall enable students who are participating in or have completed a course to express their experiences of and views on the course through a course evaluation to be organised by the higher education institution.

The higher education institution shall collate the course evaluations and provide information about their results and any actions prompted by the course evaluations. The results shall be made available to the students. Ordinance (2000:651).

The values and goals set by the national steering documents are to form the day-to-day education and work-processes in the schools. This is the responsibility of the teachers, school leaders and local school authorities (see also section C 5 above).

C 8.
Following the division of responsibility in the Swedish school system the local school authorities are responsible for implementation of national laws and guidelines. They are supported by the National Agency for Education.

Teacher education is handled by the higher education institutions and in-service training is also offered in coordination with The National Agency for Education and by the tasks given to the agency by the Government.

C 9.
Implementation of human rights in the educational system is part of the general responsibility of the local school authorities and is to be performed within the local school budget. The Government supports the schools through specific tasks and funds given to the National Agency for Education.

C 10.
The Schools Inspectorate scrutinizes schools. The Child and School Student Representative has supervision over the section of the Education Act which deals with degrading treatment. The Equality Ombudsman works to counteract degrading treatment, discrimination and harassment of children and pupils. The National Agency for Education supports, follows and evaluates the school in order to improve quality and outcomes. The Swedish Higher Education Authority follows and evaluates the higher education institutions in order to improve quality and outcomes.

D 11.
Respect for human rights and the establishment of democratic values is stated as fundamental values and goals in the national school curricula. The school is responsible for making sure that the pupil has obtained knowledge of society's laws and norms, human rights and democratic values in school and in society. Human rights are mainly to be taught as a part of the subject Civics. The syllabus for Civics states that the teaching should

help pupils to develop their familiarity of human rights, democratic processes and ways of working. It should also help pupils to acquire knowledge about, and the ability to reflect over the values and principles that distinguish a democratic society.

The head teacher has a specific responsibility for seeing to that the teaching in different subjects integrates cross-disciplinary areas of knowledge, such as gender equality and sex and human relationships. The inviolability of human life, individual freedom and integrity, the equal value of all people, equality between women and men, and solidarity with the weak and vulnerable are the values that the school should represent and impart.

D 12a.
According to the national curricula the school is a social and cultural meeting place with both the opportunity and the responsibility to strengthen this ability among all who work there. It states that one of the tasks of the school is to work with an international perspective. That means to convey to the pupils the ability to understand one's own reality in a global context and to create international solidarity, as well as prepare them for a society with close contacts across cultural and national borders. Having an international perspective also involves developing an understanding of cultural diversity within the country.

The Living History Forum (*Forum för levande historia*) is a Swedish public authority which, using the Holocaust and other crimes against humanity as a starting point, works with issues on tolerance, democracy and human rights from both a national and international perspective. The authority works with viewpoints, research and training. Through contacts in the world of research, with people involved in education, voluntary organizations and other stakeholders they acquire knowledge that they manage, package and pass on. Through contacts with teachers and other stakeholders within education, for whom they arrange training courses etc, they develop methods and tools for reaching their key target group: youngsters.

D 12b.
Mother tongue tuition and study guidance provided in the mother tongue language is regulated as general rights in the Education Act. The national Agency for Education supply information concerning mother tongue tuition in many different languages, at the moment about 45, through the webpage Mother Tongue Theme Site (*Tema modersmål*),

http://modersmal.skolverket.se. The site brings together information and provides an opportunity for discussion for anyone who is interested in Mother Tongue tuition in Sweden, the teaching of Mother Tongue Studies or study guidance provided in pupils' mother tongue.

The site is primarily intended as a resource for those working in child care and school education. The different mother tongue rooms at the website contain information and tools for communicating in different languages. These rooms are run by active mother tongue teachers at both pre-school and school level.

D 12c.
The equal value of all people and equality between women and men are fundamental values expressed in the national curricula. The head teacher has a specific responsibility of integrating gender equality in the school teaching. The schools are to contribute to removing any restrictions on the pupil's choice of study or vocation that are based on gender. The National Agency for Education has been assigned the task of working with strengthening gender equality in education during the period of 2012-2014. Part of the actions taken by the agency is in-service training for teachers concerning gender equality in education and teaching sex and human relationships.

The Higher Education Act stipulates that equality between men and women shall always be observed and promoted in the operations of higher education institutions.

In January 2009 The Committee for Gender Equality in Higher Education was commissioned by the Swedish Government with the task to support and propose measures that promote gender equality in higher education. The committee was assigned to pay special attention to and counteract gender-based study choices for higher education, including the declining proportion of men that apply to university programmes and courses. The committee is also commissioned to study gender-related differences concerning rate of study, drop-outs and inclination to take a degree as well as women's and men's different opportunities to an academic career and the unequal gender distribution among those holding senior positions within the higher education institutions.

Over SEK 47 million has been allocated to higher education institutions and others for measures at local level. The Delegation for Gender Equality in Higher Education worked on the instructions of the Government for almost two years (up until 2011). The remit covered education and research, as well as the structure of higher education.

The Delegation has also identified ongoing efforts for gender equality in higher education, launched studies, published reports and organised conferences and seminars.

D 12d.
The national curricula regulates that the school should promote understanding of other people and the ability to empathies. On 1 January 2009 a new Anti-discrimination Act entered into force in Sweden. The Act includes protection against discrimination on the five previously protected grounds; i.e. sex, ethnic origin, religion or other belief, disability and sexual orientation. It also adds two new grounds – age and transgender identity or expression.

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D 12e.
The national school system is based on a democratic foundation. The curricula states that democratic working forms should also be applied in practice and prepare pupils for active participation in the life of society. The Swedish National Board for Youth Affairs (*Ungdomsstyrelsen*) is a government agency that works to

ensure that young people have access to influence and welfare. It works together with youth organisations and distribute funds to youth projects.

D 13 a-d.
Sweden's tradition of local self-determination and the decentralization of the school system means that the local school authorities are responsible for decisions concerning what networks to join or institutions to interact with. The curricula states that teachers should assist in establishing contacts with schools that will be receiving the pupils, as well as with organisations, companies and others who can help enrich the school's activities and establish it in the surrounding society. The furthering of an international perspective in education is also regulated (see also section D 12a above). The head teacher has a responsibility regulated in the curricula for developing the schools international links.

The Swedish Council for Higher Education (Universitets- och högskolerådet) has been commissioned with the task to take counteractive measures against discrimination and in other ways promote equal rights and opportunities within the higher education sector, regardless of sex, sexual orientation or sexual expression, ethnic belonging, religion or religious beliefs or disability.

13 e.
The *Linnaeus-Palme* programme, for instance, is an international ex-change programme that aims to stimulate cooperation between universities and university colleges in Sweden and developing countries. The purpose is to strengthen the internationalization of Swedish institutions. The Linnaeus-Palme exchange programme will contribute to long-term bilateral cooperation between teaching institutions in Sweden, and teaching institutions in developing countries. The exchange programme includes Linnaeus scholarships for outbound Swedish participants (because Carl von Linné sent his adepts out into the world to gather information), and Palme scholarships for inbound international participants (because Olof Palme was committed to improving the situation and opportunities for developing countries).

The *Tempus* programme in Sweden is run by The Swedish Council for Higher Education, a public agency operating on behalf of the Ministry for Education and Research in Sweden.

Tempus (Trans-European Mobility Scheme for Higher Education) is a cooperation programme in higher education, funded by the European Union (EU). Teachers and administrators at universities in the EU can receive support for cooperation with universities in Tempus partner countries in Eastern Europe, Western Balkans, the Middle East and North Africa.

In addition to the funds from the EU, The Swedish Council for Higher Education receives a certain amount of national funds each year to support the Swedish participation in the Tempus Programme. These special funds from the Swedish Ministry of Education and Research are allocated to facilitate for staff at Swedish higher education institutions to participate in preparatory visits to partner countries in order to prepare for Tempus applications and to support the institutions already involved in Tempus projects.
In 2012, Swedish higher education institutions coordinated six and participated in 25 projects in total. 18 of them were Joint Projects and seven were Structural Measures. Many higher education institutions in Sweden are interested in cooperating with partner countries within the Tempus Programme. Already established contacts often lead to cooperation within other programmes and with other countries and regions. The Royal Institute of Technology (KTH) in Stockholm is one of the most active and successful universities.

D 14.
The National Agency for Education conducted a study on different ways in which schools incorporate fundamental democratic values in the education and, based on this study, produced learning and information material for schools. This was a part of the task of supporting the schools in working with the human rights and the fundamentals values given to the agency in 2009.

D 15.
The Schools Inspectorate scrutinizes schools and The National Agency for Education supports, follows and evaluates the school in order to improve quality and outcomes.

D 16.
The Government and national and local government administrations are responsible for ensuring that human rights are not violated. Many other actors – public and private,

international and Swedish – are however also involved in promoting and protecting human rights in Sweden through their work and their deeds.

Human rights efforts are in progress in various forms in every one of the Government Offices ministries and are an important aspect of everything, from legislative processes to international collaboration. To take a coherent approach to human rights issues at a national level and work systematically towards its long-term objective, the Government has decided on two national action plans for human rights. The action plans referred to the periods 2002–2004 and 2006–2009 respectively.

In the spring of 2011, the task of drafting the Government's third action plan, or strategy, for human rights in Sweden began. The school system and the education sector is not least part of these efforts. The Government and different agencies before mentioned support and follow the schools and local authorities in making sure that human rights and democratic values are integrated into the education and school activities.