

**Human Rights Education for All as the Key for involvement of citizens in  
decision making**

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The Preamble of the **UN Declaration on Human Rights Education and Training (UNDHRET)**<sup>1</sup> states, reaffirming all States and institutions to include human rights, humanitarian law, democracy and rule of law in the curricula of all learning institutions and stating 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, reaffirming the call of the World Conference on Human Rights<sup>2</sup>. 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 responsible member of a free, peaceful, pluralist and inclusive society (UNDHRET art 4, b).

This is important that the human rights education to be implemented in all parts of society, at all levels, including preschool, primary, secondary and higher education, taking into account academic freedom where applicable (but

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<sup>1</sup> United Nations Declaration on Human Rights Education and Training,  
<http://www.ohchr.org/EN/Issues/Education/Training/Pages/UNDHREducationTraining.aspx>

<sup>2</sup> Vienna Declaration and Programme of Action, 25 June 1993, A/CONF. 157/24 (Part I), chap. II, para. 79, 80, <http://www.un-documents.net/ac157-23.htm>

not the freedom not to teach human rights – Merle Haruoja), and all forms of education, training and learning, whether in public or private, formal, informal or non-formal setting. It includes, inter alia, vocational training particularly the training of trainers, teachers and State official, continuing education, popular education, and public information and awareness activities. (UNDHRET Art.3, p.2)

**Universal Declaration of Human Rights** Article 26(2) specifically addresses the concept of human rights in education.

**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.**

Human Rights rule of law includes not only the international treaties and documents but also their implementation by the states. The 13<sup>th</sup> Baltic Sea NGO Forum (10-11 June 2015 Tallinn, Estonia)<sup>3</sup> Workshop on Human Rights and Cultural Diversity in BSR NGOs recommended to invest in human rights education at all educational levels.

Human rights education is a lifelong education and for all ages, but starts from childhood.

**World Programme for Human Rights Education (2010-2014)**, focused on human rights education for higher education and on human rights training for teachers and educators, civil servants, law enforcement officials and military personnel.<sup>4</sup> The implementation of the World Programme provides for all sets the guidelines and inputs, also provides the challenges for the human rights education.

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<sup>3</sup> 13<sup>th</sup> Baltic Sea NGO Forum, 10-11 June 2015 Tallinn, Estonia, <http://www.bsngoforum.net/xiii-baltic-sea-ngo-forum-2015>

<sup>4</sup> Second phase (2010-2014) of the World Programme for Human Rights Education, <http://www.ohchr.org/EN/Issues/Education/Training/WPHRE/SecondPhase/Pages/Secondphaseindex.aspx>

**HRE 2020<sup>5</sup>** is a civil society coalition to support and strengthen the implementation of international human rights education commitments. It seeks to ensure a systematic monitoring of governments implementation of human rights education provisions in international human rights instruments. But international cooperation is unable to replace the states internal activities.

**World Education Forum stated in Incheon Declaration towards 2030: a new vision for education<sup>6</sup>** that inclusive and equitable quality education and promote lifelong learning opportunities for all is inspired by a humanistic vision of education and development based on human rights and dignity; social justice; inclusion; protection; cultural, linguistic and ethnic diversity; and shared responsibility and accountability. Reaffirming that education is a public good, a fundamental human right and a basis for guaranteeing the realization of other rights. It is essential for peace, tolerance, human fulfilment and sustainable development, recognizing education as key to achieving full employment and poverty eradication. Forum will focus the efforts on access, equity and inclusion, quality and learning outcomes, within a lifelong learning approach.

The civil society activities for human rights education providing international, regional, state, community and personal level the knowledge and understanding how to be human being beside other human beings.

We shall learn how to understand and value human rights in daily life. Therefore, it is important that human rights principles be included in the educational system and should be present throughout the entire curriculum.

I believe that, for Human Rights Education, a comprehensive approach must be applied that would incorporate the principles of Value Education, Civic Education, Global Education, Peace Education and Sustainable Development

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<sup>5</sup> HRE 2020, <http://www.hre2020.org/>

<sup>6</sup> Incheon Declaration Education 2030: Towards inclusive and equitable quality education and lifelong learning for all, World Education Forum 2015, p.5, <http://en.unesco.org/world-education-forum-2015/incheon-declaration>

Education etc. Unfortunately, the project-based approach in education often results in the use of different terms for very similar content. On the other hand, the application of Human Rights Education in practice must ensure that human rights values and methodologies underpin all aspects of learning, teaching and public awareness activities. Teaching human rights in schools should start with teaching the teachers. Therefore the states, NGOs, teachers' organisations and students' organisations should tackle this problem themselves by focusing on the missing but very important area – teaching teachers.

### **Human Rights Catalogue**

Holistic approach of human rights catalogue includes

1. Introduction to the subject of human rights: human rights as part of international law
2. History of human rights
3. Civil and political rights
  - 3.1 Right to life
  - 3.2. Right to protection against torture or cruel, inhuman or degrading treatment or punishment
  - 3.3. Prohibition of slavery and forced labour
  - 3.4. Legal rights, right to personal liberty and recourse
    - 3.4.1. Right to protection against arbitrary arrest, detention or deportation
    - 3.4.2. Right to judicial protection in case of the violation of one's fundamental rights
    - 3.4.3. Right to fair, impartial and public tribunal and punishment according to the law
    - 3.4.4. Right to be presumed innocent
    - 3.4.5. Right to non-retroactive penal law
    - 3.4.6. Right to be equal before the law

3.4.7. Right to privacy, right of immunity of home, right to protection against arbitrary interference into family and private life

3.4.8. Right to protection of personal data

3.5. Right to protection against racial, national, gender-based, language or religious discrimination

3.6. Right to freedom of thought, conscience and religion

3.7. Right to freedom of expression, assembly and association

3.8. Right to the choice of residence, freedom of movement

3.9. Right to periodic, free and fair elections on the common and equal basis

3.10. Right to marriage

3.11. Right to self-determination

3.12. Right to a nationality and citizenship

3.13. Rights of persons belonging to minority groups to protection

4. Economic, social and cultural rights

4.1. Right to food

4.2. Right to work, rest and free time

4.3. Right to join trade unions

4.4. Right to social security

4.5. Right to health and adequate standard of living providing health and welfare

4.6. Right to protection of the family

4.7. Right to education and participation in cultural life of the society, right to one's own language

4.8. Right to own property and to its protection against arbitrary expropriation

5. Human rights protection in armed conflicts

6. Rights of the child
7. Rights of the women/equality between women and men
8. Rights of the refugees and foreigners
9. Rights of migrant workers
10. Rights of persons under imprisonment or detention.
11. Rights of the disabled/handicapped persons
12. Right to development
13. Right to peace
14. Right to a balanced environment
15. Right to good administration

### **Do we see the free and democratic Russia in Europe?**

HRE for all is the tool also for the democratisation of Russia.

Workshop on Human Rights and Cultural Diversity in BSR co-moderator

**Elena Shakhova** (Human rights NGO “Citizens Watch” from Russia) stated in her speech:

„... any public activity or information that is made public is seen by the government as danger because they think that access to information about NGO activities can somehow influence public opinion. Does it mean that shaping public opinion, in their view, is exclusively the task to be executed by governmental institutions? Apparently it does. Every NGO on the foreign agent list has two types of political activities indicated by the Ministry of Justice: holding public events and shaping public opinion.

Who is shaping public opinion in Russia today? How is human rights work perceived by the public? Since the Soviet times, the public opinion has been shaped, first of all, by the authorities. Hence the ideas of fairness, inalienability of human rights, the necessity to protect the rights of an individual and thus

attain common advantages are not perceived as valuable in people's minds. A person may condemn the authorities but at the same time be afraid of repressions. This contradiction has led to a situation when a person prefers to adapt to the circumstances, avoid taking responsibilities and shift his own fears onto anyone who differs from the majority. In the time of recession it can cause social tension and even serious conflicts. Groups of people who are able to act as mediators could help resolve conflicts and reduce tensions. But it is going to be more and more difficult to develop civil initiatives in a hostile environment, and so we risk losing the tools of self-regulation.

Realising this, we need to strive and insist that the repressive legislation should be abolished and that a favourable, supportive environment should be created to enable the development of civil initiatives and NGO activities.”

Unfortunately we see that the lack of freedom of speech and the freedom of association together with nowadays developments are not the improvement of the democratic developments in Russia (the tendencies that educated and active citizens more and more are emigrated or escaped from Russia).

The people-to-people relations and cooperation between NGOs and with different stakeholders provides the best content quality, thoroughness and effectiveness for Human Rights Education and finally for the democratic developments in Baltic Sea Region states and elsewhere.

Thank You!