



Geneva

The Permanent Mission of Sweden to the United Nations and other international organisations in Geneva presents its compliments to the Office of the High Commissioner for Human Rights and with reference to its note verbal with reference TESPRDD/METS/WPHRE/2020/EI/PT of 7 February 2020, has the honour to submit the National report from Sweden in the third phase of the World Programme for Human Rights Education.

The Permanent Mission of Sweden avails itself of this opportunity to renew to the OHCHR the assurances of its highest consideration.

Geneva, 19/05/2020



OHCHR

GENEVA

National report from Sweden in the third phase of the World Programme for Human Rights Education

Table of Content

1. Introduction.....	1
2. Knowledge and awareness of Human Rights in the Education System	2
2.1 Preschools, Primary and Secondary Education.....	2
2.2 Higher education.....	4
2.3 Adult Education.....	5
3. Human Rights Training for Civil Servants	5
3.1 Human Rights Education for Civil Servants in the Public Sector	5
3.2 Human Rights Education in specific areas of human rights	7
3.2.1 Anti-discrimination.....	7
3.2.2 Measures to increase knowledge, education and research on combatting racism, similar forms of hostility and hate crime	8
3.2.3 Measures for gender equality, to prevent men’s violence against women and combatting human trafficking.....	10
3.2.4 Measures to increase the knowledge of the rights of the child in accordance with the UN Convention on the Rights of the Child.....	11
3.2.5 Roma inclusion.....	13
3.2.6 Effective implementation of recommendations on the rights of persons with disabilities	13
4. The promotion of Human Rights Training for Media Workers and Journalists	13

1. Introduction

1. We are living in a time when it is more vital than ever before that international agreements and norms on human rights, are respected and viewed with the utmost seriousness.

2. The objective of Sweden’s human rights policy is to ensure full respect for Sweden’s international human rights commitments. This objective emphasises that ensuring that Sweden’s international commitments are fulfilled in all parts of the country, in all parts of the public sector, nationally as well as in regional and municipal government, is a central undertaking for the Government.

3. Sweden intends to take a leading role in implementing the 2030 Agenda. Human rights are to infuse every aspect of this work and Sweden seeks to be a positive force by living up to its human rights commitments.

4. Sweden acknowledges the fundamental importance of human rights education in contributing to the promotion, protection and effective realization of all human rights.

5. In 2016, the government adopted its strategy on human rights (the strategy).¹ The strategy takes as its starting point the objective of ensuring full respect for Sweden's international human rights commitments. It states that a cohesive structure must be put in place to promote and protect human rights. Such a structure should comprise strong legal and institutional protection of human rights, coordinated and systematic work on human rights in the public sector and strong support for work on human rights in civil society and in business.

6. A number of initiatives are being carried out within the structure of the strategy, which include seeking to increase awareness and competence on human rights and more coordinated and systematic work on human rights.

2. Knowledge and awareness of Human Rights in the Education System

2.1 Preschools, Primary and Secondary Education

7. The Swedish Education Act and national curricula set out a mandate for the Swedish education system to promote a strong and resilient democracy. Students are to learn about democracy and human rights. They are also to learn through fundamental democratic values and respect for human rights being embedded in the schools' learning environment. The aim is for them to develop democratic competences for active citizenship.

8. According to the curricula for preschools and schools the children and students shall learn about human rights. The National Agency for Education recommends the schools to work with human rights education in accordance with the principles stated in article 2 of the United Nations Declaration for Human Rights Education: Education *about* Human Rights, *through* Human Rights, and *for* Human Rights².

9. Lund University is since 2014 conducting ongoing research on human rights in upper secondary schools³.

10. In 2011, the National Agency for Education was given a government mandate to strengthen democratic values, human rights and the work against discrimination, including how to prevent and stop bullying and harassment. Trainings target teachers in all the school forms; preschool, secondary school, high school and afterschool activities. The trainings include methods based on research and best practice.

¹ The Government's Strategy for national efforts with human rights, communication 2016/17:29.

² <https://www.skolverket.se/skolutveckling/inspiration-och-stod-i-arbetet/stod-i-arbetet/arbete-med-skolans-vardegrund>

³ <https://www.mrs.lu.se/en/person/FridaNilsson/>

11. In 2015, 2016 and 2018 the National Agency for Education has strengthened the curricula concerning national minorities. This includes curricula for the national minority language as well as strengthening the knowledge about the national minorities among teachers.

12. In 2017, the National Agency for Education was given a government mandate to suggest changes in the curricula to clarify its mission to promote and guarantee equality between girls and boys in the enjoyment of human rights and opportunities.

13. In 2019 a new curricula for preschool came into practice. The curricula has a strengthened child rights perspective in accordance with Sweden's obligations according to the UN Convention on the rights of the Child (CRC). Examples of the strengthened child rights perspective are the mandate of the preschools to work in line with the values and rights stated in the CRC, that the education needs to be based on the best interest of the child, that every child has the right to participation and to learn about his or her human rights.

14. Furthermore, children belonging to national minorities have the right of support in the language development in their national minority language as well as in their cultural identity. The preschool should protect and promote the national minorities language and culture. Deaf children, children with hearing disabilities or in need of sign language have the right to support in their language development in sign language.

15. The Swedish National Agency for Education has been charged with carrying out knowledge-boosting initiatives in schools on xenophobia and similar forms of intolerance. Within this remit, the agency has worked with the Living History Forum and eleven education institutions to develop a series of courses on how to combat xenophobia and racism in preschools and schools.

16. The Swedish National Agency for Education has run regional conferences, produced online support material, compiled information on research and the resources of other organisations, and produced podcasts about the work of schools against racism.

17. In 2015, the Ombudsman for Children was given a government mandate to strengthen knowledge and awareness of human rights according to the CRC among children and students. The result is a website called *My Rights* (www.minarattigheter.se) targeting children, students and teachers, including lessons for the teachers to use in the classroom. In 2020, the Ombudsman for Children will strengthen the platform with practical tools on how children and students can practice their human and democratic rights.

18. The Swedish National Agency for Education has produced a digital support package of teaching materials within its mandate for 2016–2019 to increase knowledge about the Roma national minority in schools. The agency has also appointed compulsory school teachers as human rights ambassadors, who have received skills development in the field of human rights and national minorities with a focus on Roma. Stockholm County Administrative Board has also distributed approximately 25,000 copies of the textbook about antigypsyism in Sweden.

2.2 Higher education

19. In order to assure that human rights and international conventions are respected in Sweden, it is important that professionals who through their work have the responsibility to provide and protect human rights have adequate skills and knowledge about human rights. It is therefore important that programmes leading to these professions include teaching about human rights. Professions that are important to secure human rights are for example found within medicine and social welfare, preschool, primary and lower secondary school, psychotherapy, and within the police and the legal system.

20. In 2015 the Swedish Higher Education Authority (UKÄ) was given a mandate by the Government to map how human rights are taught in higher education programmes of midwives, preschool teachers, teachers, law, psychology, nursing, social work, dentists. A special attention should be given to knowledge on men's violence against women and violence against children.

21. The result showed that the educational programmes to a high degree⁴ teach the student about human rights. The education of the focus area of domestic violence need improvement. Another area of improvement is for the higher education institutions to formulate learning outcomes on human rights in order to secure transparency, continuity and that all students graduate with the same knowledge about human rights.

22. In 2016-2019 UKÄ was the project leader of the EU programme Modernity, Education and Human Rights (MEHR) within the programme Erasmus+ strategic partnership in higher education. The other partners to the project were European Student's Union, Karolinska Institutet, Universidade de Lisboa, Agência de Avaliação e Acreditação do Ensino Superior, Sveučiliste u Rijeci, Agencija za znanost i visoko obrazovanje. The aim of the project was to strengthen higher education in human rights, primarily in professional programmes, focusing on learning outcomes and quality assurance procedures. The project had three focus areas; a gender perspective on human rights in programmes of social welfare and medicine (focusing on the Swedish higher education), migration and intercultural skills and competences for social inclusion, and citizenship and democratic participation.

23. Since 1 July 2018, knowledge about violence in close relationships and men's violence against women has been included in the degree programmes for physiotherapists, lawyers, doctors, psychologists, nurses, social workers and dentists.

24. Next to these directed efforts towards professions that are important to secure respect for human rights (as mentioned above) the Swedish system for higher education in addition offer specialised programmes focused on human rights. In these programmes, the students earn a BA, MA or a PhD degree in human rights as their specialisation. Specialised programmes in human rights are offered at Lund University, Malmö University, University College

⁴ More than 90 % of the of the University programs in the study say that they provide lectures, seminars and literature on human rights. Report of government mandate: [Hur mänskliga rättigheter, mäns våld mot kvinnor och våld mot barn beaktas i högre utbildning.](#)

Stockholm, University of Gothenburg, Umeå University, Uppsala University. Courses in human rights are offered at Södertörn University, Örebro University, Linneaus University, Stockholm University, Dalarna University, Linköping University.

2.3 Adult Education

25. Since 2014 the Swedish National Council of Adult Education⁵ has the government mandate to distribute government grants to Folk High Schools and Study Associations for activities that strengthen knowledge of human rights. The government mandate is one of the investments in accordance with the National Strategy on human rights which highlights the importance of human rights work conducted by civil society.

26. The aim with the mandate is to provide students at Folk High Schools and in the courses of Study Associations with adequate knowledge in human rights, this so that the individuals can claim their rights as well as respect, protect and promote human rights in society. Several of the projects have resulted in study material, tutorials and e-learning⁶.

3. Human Rights Training for Civil Servants

3.1 Human Rights Education for Civil Servants in the Public Sector

27. In 2014 the Swedish Government entered an agreement with the Swedish Association of Local Authorities and Regions (SALAR) to strengthen human right initiatives on a local and regional level. SALAR, offers a human rights platform with information on how to implement human rights on a local and regional level. The platform offers general information on human rights as well as specialised material on the rights of the child, gender equality, men´s violence against women, national minorities, racism and discrimination.

28. SALAR and the Raoul Wallenberg Institute of Human Rights and Humanitarian Law (RWI) at Lund University, was in 2016 cooperating on a project that defines human rights cities and/or regions in a Swedish context. For this project, international researchers, practitioners from civil society organizations, local Swedish politicians and civil servants were invited to a summit to develop thinking on what characterizes human rights cities, how a human rights city can be defined and how this could be applied to a Swedish context⁷.

29. Since 2014, Uppsala University has a government mandate to produce, develop and manage an overarching programme focusing on the development of a solid understanding and skills in human rights protection for civil servants in governmental agencies. The aim is to strengthen the knowledge on human rights, as well as to foster dialogue based in research,

⁵ The Swedish National Council of Adult Education is a non-profit association with certain authoritative tasks delegated by the government and the Riksdag (the Swedish Parliament). The Council distributes government grant to study associations and folk high schools. The association has three members; The Swedish National Federation of Study Associations, the Interest Organisation for Popular Movement Folk High Schools and the Swedish Associations of Local Authorities (SALAR).

⁶ Report *Mänskliga rättigheter inom folkbildningen 2019. Insatser inom folkhögskolor och studieförbund för att stärka kunskapen om mänskliga rättigheter*.

⁷ The results can be found in the publication: <https://rwi.lu.se/app/uploads/2017/03/Human-Rights-Cities-web.pdf>

and disseminate research results and good practices. SALAR also offers face to face trainings on different human rights topic for civil servants working in municipalities and regions.

30. SALAR and Uppsala University offer an online introductory training in human rights for civil servants working within the Swedish public sector on the platform www.mrutbildning.se. The training provides the participants with knowledge of why human rights are fundamental in all public services, what human rights mean how they are regulated and what obligations the public sector has as well as how human rights can be respected, protected and promoted in daily activities.

31. In addition to the basic online module and through cooperation with other government agencies, the platform also provides specialised training modules. The Uppsala University and SALAR human rights education online platform, www.mrutbildning.se, is also including modules designed by the Swedish Agency for Participation, the Ombudsman for Children, Living History Forum and the Swedish Social Insurance Agency.

32. Uppsala University offers, within their governmental programme on human rights education for civil servants, courses on human rights at Uppsala University. These are regularly offered four times per year. During 2018 and 2019, approximately 75 participants per year followed the curricula for these courses. The participants are often civil servants with a mandate to work with human rights in their organisation. This implies that the courses often have the character and effect of training educators, as the participants are to spread their gained knowledge to their colleagues at the agencies. During 2019 alone, almost 8000 civil servants attended the activities offered within the programme⁸.

33. In addition, Uppsala University also offer specialised workshops and lectures that are carried out by researchers in the milieu of the governmental agencies. These activities also often have the character of training educators, as it is commonly civil servants in a leading and/or coordinating role which these are directed towards. During 2019, 28 educational efforts were completed, with approximately 1220 civil servants attending.

34. The learning activities within Uppsala University's governmental programme on human rights education are attended by civil servants from different governmental agencies, and the programme activities are made available broadly. As the instructions are highlighting military personnel, we also want to highlight that civil servants from the Swedish Armed Forces, the Swedish Defence Materiel Administration, the Inspectorate of Strategic Products and the Swedish foreign intelligence inspectorate have participated.

35. The University additionally offers regular seminars on different aspects of human rights with civil servants as their main target group. All activities within the programme are covered by the governmental mandate, and free of use for civil servants and governmental agencies.

⁸ Report *Mänskliga rättigheter – Redovisning av uppdrag angående kompetensutvecklingsinsatser i mänskliga rättigheter för statligt anställda år 2019*

36. Uppsala University has produced two edited volumes directed towards strengthening the understanding of human rights in the public administration⁹. The first volume was published in 2017 and another edited volume is in its final stage of completion, to be published later in 2020.

37. The 21 County Administrative Boards¹⁰, are through a government mandate tasked to coordinate and develop the work for human rights, including by integrating the international commitments in their daily work, compiling regional overviews of the human rights situation and supporting municipalities taking similar initiatives. In practice this brings about an extensive programme of different and local human rights trainings events, where civil servants, local politicians and members of civil society meet to exchange knowledge and practical experiences, often in cooperation with specialized agencies mentioned in other parts of this report. In support the County Administrative Boards have developed a joint manual on a human rights-based approach to public work¹¹. They have put together thematic summaries on the local contents of the UN human rights committees' concluding observations to Sweden and offer various tools, including human rights data, for promoting social inclusion.

38. In 2020, the Government has given a mandate to several Government Agencies to strengthen the knowledge about democratic rights and how to actively participate in the democratic society for targeted groups. The mandate is given to the Swedish Prison and Probation Service, Swedish Agency for Youth and Civil Society, National Board of Institutional Care, Living History Forum, Swedish Crime Victim Compensation and Support Agency and the Sami Parliament.

3.2 Human Rights Education in specific areas of human rights

3.2.1 Anti-discrimination

39. The Equality Ombudsman (DO) has a central role in combatting discrimination. In 2017, DO was given a government mandate to conduct activities to increase the knowledge on how to prevent and combat discrimination in the housing and labour market. Special attention should be given to discrimination of people with disabilities.

40. More actors are needed to conduct effective work to combat discrimination. The work of civil society and non-governmental organisations is crucial. The work of local anti-discrimination offices (ADB) shows the importance of combatting discrimination at local and regional level. The ADB's, which are NGO:s, offer trainings on how to prevent and combat

⁹ Mänskliga rättigheter i det offentliga Sverige. Red. A. Lind, E. Namli, T. Bull (2017). Studentlitteratur: Lund.

¹⁰ The 21 Country Administrative Boards are regional state actors and Governmental Agencies.

¹¹ [Metodstöd för ett rättighetsbaserat arbetssätt \(2016\)](#).

discrimination. There is great demand for the services they provide and today there are 16 ADB spread across Sweden. The ADB's receive Governmental grant for its work.

3.2.2 Measures to increase knowledge, education and research on combatting racism, similar forms of hostility and hate crime

41. Sweden is to be a country free of racism and hate crime. Sweden is implementing the national plan *Nationell plan mot rasism, liknande former av fientlighet och hatbrott* of November 2016. The governmental agency The Living History Forum has been responsible for coordinating and following up the plan since 2016.

42. The national plan states the importance of working on a broad front against racism, similar forms of hostility and hate crime and at the same time have a particular focus on different forms of racism and similar forms of hostility. Various initiatives are in progress, several of which are generally focused on racism, as well as certain measures geared towards combatting specific forms of racism such as antisemitism, antiziganism, islamophobia and racism against the Sámi.

43. Since 2015, The Living History Forum has been tasked with carrying out a major education initiative on racism with both face to face trainings as well as online education. Target groups include school staff and other public employees, e.g. at the Swedish Police Authority, the Swedish Public Employment Service, the Swedish National Insurance Office and Social Services. Evaluations of training initiatives have generally shown excellent results¹².

44. In 2015, the Equality Ombudsman was given the government mandate to increase the knowledge about afrophobia and to prevent and combat afrophobia, rasism, xenophobia and intolerance.

45. Since 2018, The Living History Forum has been tasked with promoting journeys of remembrance to Holocaust memorial sites and granted funding to the Swedish Committee Against Antisemitism for a project on journeys of remembrance to Holocaust memorial sites in 2018–2020. Journeys of remembrance help to increase awareness of the ultimate consequences of racism and undemocratic forms of government.

46. The Swedish Media Council works to improve the skills of children and young persons as aware media users and to protect them from harmful effects of media. The agency monitors media trends and produces digital training material. The Swedish Media Council runs the campaign “No Hate Speech Movement”, which aims to increase awareness of racism and similar forms of hostility on the internet.

In 2020 the Living History Forum has been tasked with enhancing educational initiatives about the Holocaust, antisemitism, antiziganism and other forms of racism, to particularly target audiences that are rarely reached by the Forum's activities. Various parts of the school

¹² <https://www.levandehistoria.se/english/efforts-against-racism>

and liberal adult education systems are to be the focus of the efforts. Civic orientation for newly arrived immigrants is also covered by the assignment.

47. In 2018, the Government introduced a national media and information literacy initiative. A government inquiry has been tasked with strengthening resilience against disinformation, propaganda and hate speech online. The inquiry works together with relevant actors in strengthening ongoing media- and information literacy projects, raise awareness on the digital environment's effect on participation in democratic process and disseminate best practices on countering the effects of disinformation, propaganda and hate speech online.

48. The Swedish National Agency for Education was charged with carrying out knowledge-boosting initiatives in schools on xenophobia and similar forms of intolerance. Within this remit, the agency has worked with the Living History Forum and eleven education institutions, which is described in the section on the educational system above.

49. Every year, the Swedish Agency for Youth and Civil Society allocates grants in line with the Ordinance on government grants, for activities to combat racism and similar forms of intolerance. Since 2016, the agency has been awarded funding to increase the disbursement of government grants to projects that specifically seek to combat different forms of racism.

50. Since 2016, the Swedish Research Council has been running a research programme on racism in partnership with the Swedish Research Council for Health, Working Life and Welfare (Forte). In early 2019, the Swedish Research Council made a further call for proposals for grants under this programme.

51. The Swedish Police Authority has raised its ambition in tackling hate crime and other crimes that threaten human rights and fundamental freedoms. Besides investigating relevant crimes, the designated resources will work with support to victims of crime, internal training, collaboration and other measures to create reassurance and trust.

52. Training on hate crime is a compulsory element in basic training for new police officers. In addition, there is internal online training available to all police employees. The Swedish Police Authority has also commissioned a training course from Uppsala University which provides in-depth skills on the underlying causes of racism, hate crime and crimes that threaten freedom of opinion.

53. Every local public prosecution office has one or more appointed prosecutors with special responsibility for dealing with hate crime. The Prosecution Authority's internal guidelines point out the importance of paying attention to and carefully investigating any hate motives and highlighting these as aggravating circumstances before the courts. If a hate motive can be proven, it may mean a harsher penalty for the perpetrator.

54. The Prosecution Authority has legal memoranda and handbooks that seek to give prosecutors guidance and support in inquiries and prosecutions. In recent years, the

Prosecution Authority has produced a memorandum on hate crime and a memorandum on agitation against a national or ethnic group on social media. The authority has also produced a handbook on processing cases involving defamation and application of the special provisions that apply to such cases. The Prosecution Authority also conducts extensive training activities and training on hate crime is a part of the basic training of prosecutors.

3.2.3 Measures for gender equality, to prevent men's violence against women and combatting human trafficking

55. The overarching objective of Sweden's gender equality policy is for women and men to have the same power to shape society and their own lives. Under the sub-goal of equal division of power and influence between women and men, women and men are to have the same rights and opportunities to be active citizens and shape the terms of decision-making.

56. The Swedish Armed Forces hosts the Nordic Centre for Gender in Military Operations (NCGM), a hub of knowledge on gender in military operations, co-located at the Swedish Armed Forces International Training Centre.

57. NCGM assists the military in integrating gender perspectives into the planning, execution and evaluation phases of operations through education and training, integrating gender into military exercises, cooperation through a network of key experts and institutions and by providing advice to policy and process development. NCGM collaborates closely with the Nordic countries, NATO, United Nations, European Union, other organisations and military training centres all around the world.

58. In 2015, five government agencies were working to implement the national plan for the implementation of resolution 1325, *Nationell handlingsplan för att genomföra säkerhetsrådets resolution 1325*. The results were reported in 2015¹³. The agencies were the Folke Bernadotte Academy (FBA)¹⁴, the Swedish International Development Cooperation Agency (SIDA), the Swedish Defence Force, the Swedish Prison and Probation Service, the Police Authority and the Swedish Civil Contingencies Agency.

59. FBA, during 2015, trained 30 of the 34 persons starting foreign posting in a 1325-related training as well as facilitating international trainings in gender equality integration. The Swedish Defence Force reported that the work has resulted in a stronger integration of a gender equality perspective in education and training. The mandatory training of personnel preparing for foreign postings now include information about resolution 1325 and perspectives on gender equality. The Police Authority actively works to include gender equality as a perspective in research, projects and trainings.

¹³ [Report, Svenska myndigheters genomförande av FN:s säkerhetsrådsresolution 1325. Perioden 1/1 - 31/12 2015. Redovisning och analys av den Nationella handlingsplanen för att genomföra säkerhetsrådsresolution 1325 \(2000\) om kvinnor, fred och säkerhet.](#)

¹⁴ Folke Bernadotte Academy is the Swedish government agency for peace, security and development.

60. In November 2016, the Government decided on a ten-year national strategy (2017–2026) to prevent and combat men’s violence against women¹⁵. The strategy takes a holistic approach to areas in need of improvement, focussing on four political aims for expanded and effective preventive work to combat violence: improved detection of violence, stronger protection for and support to women and children subjected to violence, more effective law enforcement and improved knowledge and methodological development. Following a Government decision, the Swedish Gender Equality Agency was founded on 1 January 2018. The agency’s remit includes developing preventive measures to combat men’s violence against women, honour related violence and oppression, prostitution and human trafficking for all purposes and violence in same-sex relationships.

61. The National Centre for Knowledge on Men’s Violence against Women (NCK) at Uppsala University has a government mandate to nationally increase the knowledge of men’s violence against women, honour related violence and oppression and violence in same sex relationship. NCK offers university courses, trainings and online trainings about gender-based violence. In the end of 2019, more than 50 000 participants had taken part in the online training. A majority of the participants were working in social services as well as in health and dental care¹⁶.

62. Combatting human trafficking has long been a priority issue for the Government. Swedish agencies work actively to train staff in the judicial authorities who work against human trafficking. In the past decade, the Swedish Crime Victim Compensation and Support Authority has run several training programmes for staff working at the Swedish Police Authority, the Prosecution Authority and the courts, to improve the way victims of human trafficking and sexual crimes are treated. The authority also provides information to victims of crime in a number of different languages

3.2.4 Measures to increase the knowledge of the rights of the child in accordance with the UN Convention on the Rights of the Child

63. Sweden’s policy for the rights of the child is based on the CRC and other international agreements and spans across all sectors. This means that the rights of the child must permeate through all policy, and all activities that involve children. The strategy to strengthen the rights of the child in Sweden, adopted by the Swedish Government in 2010, states that the fundamental principles of the UN Convention on the Rights of the Child (the CRC) should be observed in the formulation of all relevant legislation, regulations and general advice, regardless of policy area.

64. In 2018, a majority in the Riksdag (the Swedish Parliament) voted in favour of the Government’s proposal to incorporate the UN Convention on the Rights of the Child (CRC) into Swedish law. The act entered into force on 1 January 2020. For the CRC to have an impact, continued transformation of the provisions into national law is necessary, alongside

¹⁶ <https://nck.uu.se/en/training-and-education>

incorporation. Moreover, a combination of various measures is necessary, such as guidance, education and coordination between different actors at different levels in society.

65. In this policy area, the Ombudsman for Children is tasked with represent children's rights and interests and with monitoring and driving the implementation of the CRC. In 2017–2020, the Ombudsman for Children has received special funding from the Government to offer governmental agencies and others support on appropriate guidance, knowledge and skills in the interpretation and application of the rights of the child.

66. The support and guidance has been targeting professionals working on local, regional and state level as well as local and regional governments and governmental agencies. The support includes e-learning¹⁷ and a series of webinars and web-based conferences¹⁸. The online-support *Barnrättsresan*¹⁹ (The Child Rights Journey) is a methodological support for collegiate learning, to strengthen a Child Rights-Based Approach in public sector.

67. Some government agencies have been given a government mandate, with the support of the Ombudsman for Children, to strengthen the implementation and the knowledge of the CRC. The network of agencies has received training by the Ombudsman for Children. The agencies have facilitated trainings for their own staff and some of the agencies have developed online training modules about the rights of the child for their employees.

68. The agencies referred to above are; the National Board on Housing, Building and Planning, the Swedish Social Insurance Inspectorate, the Health and Social Care Inspectorate, the Swedish Migration Agency, the Swedish Agency for Participation, the Swedish Agency for Youth and Civil Society, the National Board of Health and Welfare, the National Agency for Education, Swedish Gender Equality Agency, the National Agency for Special Needs Education and Schools, the Family Law and Parental Support Agency and the Swedish Schools Inspectorate. Law enforcement agencies; the Swedish Prison and Probation Service, the Swedish Police Authority, the National Board of Institutional Care and the Swedish Prosecution Agency.

69. In 2019 The Dalarna County Administrative Board was given the government mandate to coordinate and develop the work on strengthening the rights of the child for the 21 County Administrative Boards. The task that is coordinated with the work of the Ombudsman for Children also includes supporting local and regional actors in their work on the rights of the child.

70. In 2015 Lund University established the Child Rights Institute at Lund University. The Institute has an overarching aim to create and exchange research-based knowledge within the field of child rights and to support the practice of children's rights through research,

¹⁷ <https://www.barnombudsmannen.se/barnratt-i-praktiken/webbutbildning/>

¹⁸ <https://www.barnombudsmannen.se/barnratt-i-praktiken/kunskapslyft-inf-or-barnrattslagen/filmade-webbseminarier/>

¹⁹ <https://barnrattsresan.barnombudsmannen.se/>

education, and cooperation, in national and international contexts. The Institute gathers researchers to stimulate and to support research with a point of departure in the CRC. Currently there are researchers from four faculties active at the Institute (Faculty of Social Sciences, Faculty of Law, Faculties of Humanities & Theology, Faculty of Medicine)²⁰.

71. In 2019 the Child Rights Institute produced an anthology about how the UN Convention on the Rights of the Child can be applied in public administration once the CRC is incorporated into national law from 1 January 2020²¹.

3.2.5 Roma inclusion

72. In 2016–2019, five municipalities have received government grants to carry out development work on Roma inclusion. According to the report of the coordinating agency, Stockholm County Administrative Board, the municipalities have developed initiatives that have produced positive results in relation to several target groups, such as initiatives to improve the skills of staff, methods to educate the general public in Roma history, and working methods to encourage young people to be open about their Roma identity.

73. As stated under the section of human rights education within the educational system The Swedish National Agency for Education and the Stockholm County Administrative Boards has produced teaching material about the Roma national minority for students and teachers.

3.2.6 Effective implementation of recommendations on the rights of persons with disabilities

74. The Government has taken a number of measures that seek to carry out the recommendations that the UN's Committee on the Rights of Persons with Disabilities (the Committee) gave Sweden in 2014. In order to disseminate the recommendations, in 2015 the Government tasked the Swedish Agency for Participation with working with the Equality Ombudsman (DO) to implement a communication initiative to increase awareness of the content of the Convention in 2015–2017, and, in this context, also to provide information on the Committee's recommendations to Sweden.

4. The promotion of Human Rights Training for Media Workers and Journalists

75. In 2017, the Government adopted a plan of action in the defence of the freedom of expression, *Till det fria ordets försvar*²².

76. In recent years, Sweden has seen a harsher debate climate, targeting journalist, artists and cultural workers, and politicians. The Media Institute FOJO at Linneaus University, in 2017 was given the government mandate to identify, develop and facilitate activities to increase the knowledge and skills for journalist and media workers to prevent and handle hate and threats. FOJO has developed a knowledge platform and provides trainings for journalists.

²⁰ <https://www.sam.lu.se/en/child-rights-institute/about-the-child-rights-institute>

²¹ Perspektiv på barnrätt. Forskning, teori och praktik. Red. L. Ponnert and A. Sonander (2019). Studentlitteratur: Lund.