

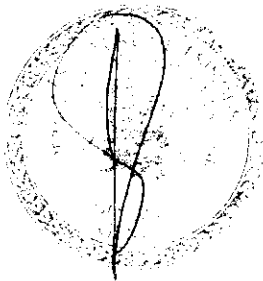
*Permanent Mission of Estonia
Geneva*

No. 10-6/340

The Permanent Mission of the Republic of Estonia to the United Nations and Other International Organisations in Geneva presents its compliments to the Office of the High Commissioner for Human Rights and in response to the latter's letter from 10 February 2012, has the honour to forward the reply of the Government of Estonia to the questionnaire on national implementation of human rights education.

The Permanent Mission of Estonia to the United Nations and Other International Organisations in Geneva avails itself of this opportunity to renew to the Office of the High Commissioner for Human Rights the assurances of its highest consideration.

Geneva, 17 April 2012



Enclosure: 14 pages

Office of the High Commissioner for Human Rights
GENEVA

Response of Estonia to the questions on human rights education

Accordingly, for the preparation of this report, Member States are invited to submit to OHCHR information on national implementation of human rights education, concerning the following:

1. Overall national strategy for implementing the plan of action;
2. Specific human rights education initiatives undertaken with respect to:
 - a. Higher education
 - b. Teachers and educators
 - c. Civil servants
 - d. Law enforcement officials
 - e. Military personnel

In 2011, the national curriculum for basic schools and the national curriculum for upper secondary schools were implemented in Estonia. Compared to curricula in force previously, the new curricula places increased emphasis on human rights related knowledge and skills.

The national curricula for basic schools and for upper secondary schools have adopted as their objective that school graduates have a good knowledge of and respect for democracy and human rights and conduct in tune with universally recognized behaviour. They are also expected to be law abiding, knowledgeable in the rights and obligations of citizens, have a sense of civic responsibility, be interested in developing themselves, their fellow nationals, their community and the world, shape their opinions and comprehend their opportunities in being an active and responsible citizen. In basic schools and upper secondary schools, students will also acquire knowledge in human rights related documents and conventions.

In order to ensure students acquire the above-listed skills and knowledge, coverage of human rights related subjects continue to be of priority in teachers' vocational as well as in-service training. In 2011, the Ministry of Education and Research supports the in-service training project launched by the Estonian Human Rights Institute. Within the framework of the project, teachers' in-service training will be carried out, network based activities will be developed so as to implement human rights related knowledge in everyday life (including schools) and a relevant web environment will be developed.

In vocational secondary education, human rights will be dealt with within the framework of Social Education pursuant to the national curriculum for upper secondary schools.

At the Estonian national Defence College, the issues related to human rights are taught as part of professional higher education and Master's education within different subjects.

In Master's education, human rights related topics are taught as part of two subjects:

1. International Law and Law of Armed Conflict (6 academic hours)
2. Leader in a Present-day Organisation and Society (as part of the ethics/values studies sub-subject, 4 academic hours).

In professional higher education, human rights education is included in the following subjects:

1. Fundamentals of Public Law (4 academic hours)
2. Individual and Society (altogether 10 academic hours as part of diverse sub-subjects).

At the Estonian Academy for Security Sciences human rights are a subject in the curricula for correctional officers, boarder guard officers and the police.

I Prison officials

1. Pre-service and in-service training policies:

The College of Justice (hereinafter *College*) of the Estonian Academy of Security Sciences (hereinafter *Academy*) is the only institution of education training prison officials with a professional education for the Estonian prison service. It may be regarded as a fully integrated human rights centre in a training college. The main national partner of the Academy regarding the specialties of Corrections and Prison Officers is the Ministry of Justice and the prisons belong to its area of jurisdiction. As of the year 2010, the training has been organized at three levels of education.

The training system of prison officers includes:

- Professional higher education: Educating future middle and senior level prison officials. In particular, the educational model and the curriculum are oriented towards the training of inspector-contact persons, who play the leading role in management of the re-socialization process of imprisoned persons.

At the professional higher education level a specific course on human rights is not included in the programme. However, human rights issues are incorporated into a course Imprisonment Law. It is compulsory for pre-service training.

- Vocational education on the basis of secondary education: This programme targets to train highly skilled guards and senior guards, whose main task is to supervise the inmates and conduct security and law enforcement protection in prisons. The internship and the implementation of teaching methods supporting practical skills are of a high proportion.

At the vocational education level a specific course Human Rights and Fundamental Rights in Prison is included in the programme. The course is compulsory for pre-service training. It is

being taught by a lecturer who published in 2010 a textbook Human Rights and Fundamental Rights in Prison.

- Continuing education: Organization of various courses for prison officials while in service for maintaining and improving their professional skills, including on human rights issues.

Human rights principles and standards are integrated in all relevant subjects in training curricula.

2. Comprehensive human rights training policy as a mandatory criterion for professional qualification and promotion:

Art. 113 of the Imprisonment Act (e.i.f. 01.12.2000) provides that:

“(2) Upon appointment of a prison officer to office, the obligation of completing the preparatory service of a prison officer corresponding to the official rank may be imposed on the officer.

(3) The obligation of completing of preparatory service of a prison officer may not be imposed on a person who has a research degree or Master’s degree or who has corresponding qualifications or a person who has worked as a judge, prosecutor, higher police officer, border guard official or official of the rescue service or as prison officer, or been employed in a position which belongs to the basic category of higher officials in the staff of the Ministry of Justice for at least two years.”

Art. 115 of the Imprisonment Act states that:

“(1) Preparatory service for prison officers consists of practical and theoretical professional training.

(2) The prison officer candidates shall undergo preparatory service in agencies where the candidates participate in practical training and in an institution of applied higher education for public defence. “

A decree issued by the Minister of Justice of Estonia, titled Attestation Requirements for Prison Officials Ranks (e.i.f. 27.04.2003), sets mandatory criterions for professional qualification and promotion. Its Article 3, subsection 9 provides that the inspector-general of a prison must have knowledge about legal acts on human rights. Under the decree this requirement applies also to other prison officials, *i.e.* inspectors of first degree (Art. 7), inspectors of second degree (Art. 10), prison guards of first degree (Art. 14) and prison guards of second degree (Art. 17).

3. Adoption of policies to recruit and train officials appropriately suited for dealing with vulnerable groups (e.g., children, women, minorities, people with disabilities, indigenous peoples etc):

In accordance with the Attestation Requirements for Prison Officials Ranks, the following requirements apply to the applicants that relate to their personal characteristics:

Under Art. 4 of the decree inspectors-generals need to be *inter alia*:

- i. trustworthy;
- ii. with good self-control;
- iii. diligent, with good decision-making capabilities and sense of responsibility;
- iv. able to foresee the consequences of his actions;
- v. able to work effectively in stressful situations;
- vi. able to adapt swiftly to changes and altering circumstances.

In accordance with the aforementioned decree, this applies, *mutatis mutandis*, to inspectors of first and second degree as well as to prison guards of first and second degree.

4. The institutionalisation of human rights training:
a. Establishment of a sound national training structure:

Professional higher education is acquired in the College in three years and the period of study is completed with passing a comprehensive final examination. The study is of a practical nature and internships have an important role in the curriculum in acquisition of specific professional skills. The internship is carried out in prison and this comprises almost a third of the total study time.

The studies are free of charge. As of the year 2009, the study process takes place only in the form of day studies and a study group is set up of both high school graduates, as well as of those already working in the prison service. They are able to keep their salary and are released from the obligation to work during their studies.

Thereby, the program does not translate into just one-off training courses for selected officials and it involves both the sector in question and those sectors of society it is supposed to serve.

b. Training of trainers:

In addition to the lecturers of the specialist subjects of the College, other lecturers of the Academy teach the general subjects in the curriculum, which ensures the optimal and rational use of the teaching staff. Prior to commencement of an academic year, lecturers are involved in internships in prison to maintain their professional skills.

An important foreign partner through years has been the prison staff training centre in Finland (RSKK), with reciprocal study visits of lecturers and students and the organization of joint trainings. From 2006 to 2008, the College participated in a foreign project for the creation of a training centre for prison officers in Georgia and in the training of the Georgian teachers. This project was conducted under the auspices of the training centre of the Swedish prison and probation officers and funded by the Swedish foreign aid agency (SIDA). In 2010, in the framework of a Leonardo da Vinci mobility project, the

lecturers of the College visited the training centre of the Norwegian prison officials (KRUS), where experience was gained on organizing practical training.

c. Incentives for the different professional groups to encourage their participation in human rights training programmes:

The prison official studies in the College are free of charge and they are conducted in the form of day studies. Persons enrolled in the program are able to keep their salary and are released from the obligation to work during their studies. This creates an incentive for different professional groups for participating in the training program.

d. Existence of mechanism for evaluation and impact assessment with regard to institutionalised human rights training:

The Prisons Department of the Ministry of Justice carries out evaluation and impact assessments with regard to institutionalised human rights training.

In particular, with regard to prison officials' in-service courses for maintaining and improving their professional skills, the Ministry of Justice defines the areas and volumes of training annually and coordinates the training programs. Thus, continuing education is based on implementation of the training plan agreed upon with the Ministry of Justice for the calendar year.

Additionally, as an unprecedentedly authoritative institution in the Estonian legal system, the Estonian Chancellor of Justice (carries *inter alia* the *ombudsman* functions) may address shortcomings in the training of prison officials in case necessary.

5. Consistency of policies and regulations with regard to the profession with human rights standards:

a. Establishment of a vetting system to exclude from the profession candidates who do not commit to human rights principles:

The vetting system for excluding from the profession candidates who do not commit to human rights principles is provided under the decree issued by the Minister of Justice, Vetting and Attestation System for the Prison Officials (e.i.f. 03.04.2001). It provides *inter alia* that the applicant's former supervisor is required to characterise the person's individual characteristics and his/her suitability for the position.

Art. 114 of the Imprisonment Act provides that:

"Persons who fall within any of the following categories shall not be admitted to preparatory service for prison officers or appointed to positions as prison officers:

1) persons with restricted active legal capacity;

- 2) persons convicted of intentionally committed criminal offences;
- 3) persons who have served imprisonment sentences;
- 4) persons who are suspects or accused in a criminal matter, or
- 5) persons who are divested of the right to work as prison officers by court judgements entered into force.”

b. Policies for the recruitment, appraisal, compensation and discipline which are in line with human rights principles, e.g. equality, non-discrimination, respect, dignity, fairness, transparency:

The prison official’s code of ethics provides, *inter alia*, that: “An executive officer shall treat all subordinates equally and justly. Upon making a proposal to promote, incite or punish a subordinate, the executive officer shall be guided by objective circumstances. “

c. Policies prohibiting sexual discrimination and harassment:

Article 4¹(1) of the Imprisonment Act provides: “Prisoners, persons in detention after service of the sentence, detained persons or persons in custody are treated in a manner that respects their human dignity and ensures that their serving of the prison sentence, being held in detention after service of the sentence or in custody, does not cause them more suffering or inconvenience than that inevitable associated with detention in prisons or houses of detention.” Its Article 4¹(2) states that: “Liberty of prisoners, persons in detention after service of the sentence, detained persons or persons in custody shall be subject to the restrictions provided by law. Unless the law provides a specific restriction, a prison, the Ministry of Justice or a house of detention may apply only such restrictions which are necessary for reasons of security of the prison or house of detention. The restrictions shall comply with their objective of application and the principles of human dignity and shall not distort the nature of the other rights and liberties provided by law.”

The prison official’s code of ethics provides, *inter alia*, that: “An executive officer shall treat all subordinates equally and justly.” It also states that: “A prison officer shall treat prisoners and probationers lawfully and do everything in his or her power to prevent their physical and mental abuse by other officials. “

d. Regulations for specific professional tasks which may particularly affect human rights:

Specific professional tasks which may particularly affect human rights are regulated under the Imprisonment Act Art. 70¹ of the Act provides that:

"The following are special equipment used in prisons:

- 1) protective helmet;
- 2) body armours and other types of bullet proof vests;
- 3) ballistic shields and other impact-resistant shields;
- 4) clothing used in special operations and face shields against caustic substances;
- 5) lighting and audio equipment;
- 6) colouring and marking devices for special purposes;
- 7) tear gas and smoke grenades (equipment);
- 8) blasting devices for special purposes which are not used against persons;
- 9) means for stopping vehicles;
- 10) armoured vehicles and other vehicles for special purposes;
- 11) service dogs.

(2) the following are service weapons used in prisons:

- 1) truncheon and telescope baton;
- 2) gas weapons;
- 3) pneumatic weapons;
- 4) firearms."

Additionally, Art. 71 of the Imprisonment Act states that:

(1) Prison service officers are permitted to use special equipment and service weapons only as a measure of last resort if all the remaining measures are exhausted to prevent a prisoner's escape, to apprehend an escaped prisoner, to neutralise an armed or otherwise dangerous prisoner or to prevent attack or the intrusion of other people in the prison. In using special equipment and service weapons, one must avoid causing harm to the health of persons insofar as possible in a particular case.

(2) A prison service officer has the right to use self-defence equipment and physical force upon the performance of service duties or for ensuring his or her own safety.

(3) Upon the performance of service duties, a prison service officer has the right to establish, with the aim to ensure safety, a safety zone around himself or herself, other persons or objects which no person shall enter without the permission of the prison officer. A prison service officer may use physical force, special equipment, cut-and-thrust weapons or gas weapons if this requirement is violated.

(4) It is prohibited to use firearms against women and minors, except in the case where a woman or minor escapes, uses firearms to initiate resistance against a prison service officer or attacks a prison service officer or other people.

(5) It is allowed to use service dogs, in addition to the bases provided for in subsections (1), (3) and (4) of this section, in detecting narcotic drugs and psychotropic substances.

(6) The use of firearms shall be preceded by a warning to use a firearm or by a warning shot. The use of firearms without a prior warning or warning shot is permitted in the case of urgency to prevent imminent and direct danger to life or health.

(7) In the case of mass disorders, use of special equipment and service weapons shall be decided pursuant to the legislation regulating response to emergencies.

(7¹) After the use of special equipment, service weapons or force on a prisoner, his or her state of health is examined and the results the examination shall be recorded in a report.

(8) The Minister of Justice shall establish a specific procedure for the use of special equipment and service weapons and the list of prison officers who have the right to carry firearms.”

6. Training methodology:
a. Audience specificity:

The training is directly targeted and appropriately addressed to training prison officials with a professional education for the Estonian prison service. It is organised in order to undertake an analysis of the professional duties, experiences, expectations, personal backgrounds and aspirations of training participants, as well as their level of human rights knowledge and skills.

b. Relevant and practical content:

The core areas of the curriculum materials are law, psychology and criminology, principles of surveillance and security, measures of resocialisation (sentence planning, risk assessment, case management).

The training content focuses on human rights standards and practices that are directly relevant to the daily lives of trainees. Professional groups get to know how to apply human rights in real life situations. Training content is designed around the functions of the professional group and focuses on human rights issues which would more likely be encountered by the profession.

c. Participatory and sensitising training techniques:

In the theoretical study, several teaching methods that successfully allow the linking of theory with practice are utilized. For example, the knowledge gained in the auditorium is implemented in the “complex training cells” of the College where the communication takes place through various role-

playing in architectural circumstances similar to those of the prison. The students participate in the study process wearing the uniforms of the prison service issued to them by the State.

Thus, the training programmes feature a variety of creative and participatory adult training techniques to secure active involvement by the learners.

d. Peer learning:

The prison service facilitates the rotation of the prison officials and the motivation for intra-service movement for the position of lecturers and vice versa. The Director of the College and some of the lecturers are themselves graduates of the specialty of Corrections of the College and have previously worked in the prison service.

Therefore, the study method may be characterised as a peer-learning approach. This ensures trainers' access to the distinctive professional culture that surrounds each audience. International training activities and exchanges have been promoted.

e. Distinct training content for professionals:

Each prison employs jurists who have the responsibility to stay informed about recent developments in human rights law, including the case law of the European Court of Human Rights. Such practitioners are also encouraged to hold lectures in the College.

Additionally, the course Imprisonment Act that is being taught in the College sets as one of its aims the provision of general knowledge on human rights and enhancing the prison officials' capability of applying such information in their daily work.

Human rights training for prison officials familiarises trainees with international human rights standards in the operation of penitentiaries, facilitates examination of humane and effective techniques for the performance of prison officials and of legal and judicial functions in a democratic society.

The College's programme for prison officials includes human rights standards regarding facilities for prisoners and detainees; prisoners' physical and mental health; treatment of special categories of prisoners and detainees, e.g. vulnerable groups; prison records; prison administration, discipline and complaints procedures; use of force; punishment and recourse procedures; due process and complaints; contacts with the outside world, including family, legal counsel and medical personnel; freedom of belief and worship; prison labour; as well as education and recreation.

f. The audience-specificity of textbooks and manuals:

Alongside various textbooks and manuals that are used in the College's programme for prison officials, a centrepiece is a textbook *Human Rights and Fundamental Rights in Prison: the European Principles of*

Imprisonment Law (published 2010), written by Margot Olesk who is responsible for teaching this course in the College.

- g. The existence of clear and shared policy statements such as codes of conduct and professional ethics for staff and officials, codes of practice for employers explicitly incorporating human rights standards in all areas of work, and charters on rights and responsibilities for employees:**

The purpose of the prison official's code of ethics is to provide a framework for prison officials, probation officers and other prison officials, the students of prison officer's vocational training and the correctional training programme students, as well as the officials of the Prisons Department of the Ministry of Justice in order to make behavioural decisions both in service and outside it. It provides, *inter alia*, that:

1. Senior officers have to set an example with their behaviour for everyone else, their mistakes deserve stricter condemnation;
2. A prison officer shall work conscientiously, shall be just and reliable;
3. A prison officer shall not favour in any way violence or hatred;
4. A prison officer shall do everything in his or her power to prevent the violations of law;
5. A prison officer shall treat prisoners and probationers lawfully and do everything in his or her power to prevent their physical and mental abuse by other officials;
6. A prison officer shall treat a person who has served his/her sentence and has returned to law-abiding life as a normal member of society, not as a criminal offender;
7. A prison officer shall respect the religious affiliation and national belonging of prisoners and probationers;
8. A prison officer shall communicate with prisoners and probationers politely and obligingly, however, not being overly familiar.

II Court officials

1. Pre-service and in-service training policies:

Under Art. 61 a candidate for judicial office must undergo a 2-year long preparatory service where (s) he is prepared for the office of judge. The judge's examination committee approves the preparatory service plan of the candidate for judicial office. In accordance with Art. 63(2) of the Courts Act (e.i.f. 29.07.2002) the purpose of preparatory service is to provide a candidate for judicial office with the necessary knowledge and experience and to determine whether the candidate for judicial office is suited for the position of judge by his or her personal characteristics.

In accordance with Art. 44(5) of the Courts Act the Training Council annually determines a part of the in-service training program, the completion of which is mandatory to judges. Art. 74 of the Courts Act stipulates that a judge is required to develop knowledge and skills of his or her speciality on a regular basis and to participate in training.

Under the Estonian judges' code of ethics a judge must maintain his or her professional level and participate in in-service training. A judge is required to share his or her professional knowledge and experience with colleagues.

2. Comprehensive human rights training policy as a mandatory criterion for professional qualification and promotion:

In accordance with Art. 47 of the Courts Act a citizen of the Republic of Estonia may be appointed as a judge if (s) he has acquired in the field of law at least an officially certified Master's degree, a corresponding qualification or a corresponding foreign qualification. Therefore, a judge is required to have comprehensive knowledge of human rights. This is tested in the judge's examination which consists of an oral (assessment of theoretical knowledge) and a written (case analysis) part.

3. Adoption of policies to recruit and train officials appropriately suited for dealing with vulnerable groups (e.g., children, women, minorities, people with disabilities, indigenous peoples etc):

In accordance with Art. 47 of the Courts Act a judge must have high moral character as well as the abilities and personal characteristics necessary for working as a judge.

Under Art. 54 of the Courts Act the suitability of the personal characteristics of a candidate for judicial office is assessed on the basis of an interview. The judge's examination committee may consider also other information concerning the candidate for judicial office which is important for the performance of the duties of a judge, make inquiries and ask for the opinion of the candidate's supervisor. Additionally, a candidate for judicial office generally must pass a security check before being appointed as judge.

**4. The institutionalisation of human rights training:
a. Establishment of a sound national training structure:**

Under Art. 44(1) of the Courts Act the Training Council is responsible for the training of judges. The term of the authority of members of the Training Council is three years. The Training Council is comprised of two judges of a court of the first instance, two judges of a court of appeal, two justices of the Supreme Court, and a representative of the Prosecutor's Office, the Minister of Justice and the University of Tartu.

The Training Council approves its rules of procedure and elects the chairman. Support services are provided to the Training Council by the Supreme Court.

In accordance with Art. 44(2) of the Courts Act training of judges is based on the strategies for training of judges, annual training programs and the program for judge's examination. The strategies for training of judges, annual training programs and the program for judge's examination are prepared by the Supreme Court and approved by the Training Council. The agreements with the trainers are entered into by the Supreme Court.

Art. 44(3) of the Courts Act provides that the basis for the preparation of the strategy for training of judges and the training programs is the training needs of judges and the analysis of the training results. The training needs of judges are determined and the training results analysed by the Supreme Court. The methodology for determining the training needs of judges and analysing the training results are developed by the Supreme Court and approved by the Training Council. The Training Council provides on the basis of the annual overview submitted by the Supreme Court an assessment of the training results of judges.

Art. 12(3) 4) of the Courts Act provides that the chairmen of county courts prepare the draft of the training plan of judges and submit it for approval to the full court. Under Art. 20 of the Courts Act this applies, *mutatis mutandis*, to the chairmen of administrative courts and under Art. 24 to the chairmen of circuit courts.

b. Existence of mechanism for evaluation and impact assessment with regard to institutionalised human rights training:

In accordance with Art. 12(3) 4) of the Courts Act the chairmen of county courts who prepare the draft of the training plan of judges also organise and monitor compliance with the plan and present a review on compliance with the plan to the full court at least once a year. Under Art. 20 of the Courts Act this applies, *mutatis mutandis*, to the chairmen of administrative courts as well as under Art. 24 to the chairmen of circuit courts.

5. Consistency of policies and regulations with regard to the profession with human rights standards:

a. Establishment of a vetting system to exclude from the profession candidates who do not commit to human rights principles:

Under Art. 54 of the Courts Act a candidate for judicial office must pass a security check before being appointed as judge. To pass the security check, a candidate for judicial office is required to complete the form used to apply for an access permit to state secrets and sign the consent which permits the agency which performs security checks to obtain information concerning the person from natural and legal persons and state and local government agencies and bodies during the performance of the security

check, and submit these through the judge's examination committee to the Security Police Board. The Security Police Board performs the security check of a candidate for judicial office pursuant to the procedure prescribed in the Security Authorities Act. Relying on the data collected in the course of the security check, a candidate for judicial office may be appointed judge within nine months as of the time when the Security Police Board forwarded the information collected in the course of the security check to the judge's examination committee.

b. Policies for the recruitment, appraisal, compensation and discipline which are in line with human rights principles, e.g. equality, non-discrimination, respect, dignity, fairness, transparency:

Estonian judges' code of ethics states that: "A judge shall fulfil the functions of his or her office impartially, without self-interest, carefully, and shall exercise the power vested in him or her in the best way possible. /.../ A judge shall avoid indecency in all his or her actions and statements. Being under public scrutiny a judge shall accept personal restrictions that may seem encumbering for an ordinary citizen. First of all a judge shall behave in a manner compatible with the dignity of the judicial office." It also states that a judge must be impartial and fair upon administration of justice and must try to appear as such to a reasonable observer. For that purpose a judge is required to treat participants in the court proceedings equally.

**6. Training methodology:
a. Audience specificity:**

The judgments by the European Court of Human Rights that relate to Estonia are forwarded via e-mail to all Estonian judges. Such judgments are accessible in Estonian at the web-page of the Estonian Ministry of Foreign Affairs.

Additionally, the Estonian Ministry of Justice provides translations of the summaries of the European Court of Human Rights' judgments and publishes them online at the web-page of the State Gazette.

Furthermore, the training programme for judges includes every year seminars and conferences on human rights. For example, in February 2012 the Training Council organised a seminar on European Court of Human Rights' judgments addressing Arts. 5 and 6 of the European Convention on Human Rights.

From 2010, the Supreme Court of Estonia has participated in a programme carried out by the European Judicial Training Network. It provides the possibility for the Estonian judges to visit, inter alia, the European Court of Human Rights. From 2011, the Supreme Court has sent persons who are responsible for schooling of judges to visits to other States with the aim to gain valuable knowledge and learn from

the experience of others in order to pass this information on, to build and strengthen the human rights capacity of the Estonian judges.

The aforementioned methods aim to ensure that the training methodology of judges is directly targeted and has relevant and practical content. Training content is designed around the functions of judges and focuses on human rights issues which would more likely be encountered by them.

b. Peer learning:

In accordance with Art. 73 of the Courts Act judges must supervise candidates for judicial office, candidates for assistant judge and university student trainees in preparatory service.

c. The audience-specificity of textbooks and manuals:

Under Art. 44(2) of the Courts Act the study and methodological materials necessary for the training of judges are prepared by the Supreme Court.

d. The existence of clear and shared policy statements such as codes of conduct and professional ethics for staff and officials, codes of practice for employers explicitly incorporating human rights standards in all areas of work, and charters on rights and responsibilities for employees:

Estonian judges' code of ethics is accessible at <http://www.nc.ee/?id=842>. It states that the requirements of professional ethics must be interpreted on the basis of law, decisions of the judges' disciplinary chamber, the established practice among the judiciary, as well as the opinions of senior colleagues and the conscience of judges. A judge is guided by the said principles upon choosing his or her conduct in issues not covered by the Code of Ethics.