

Human Rights Education in the Russian Federation

Overview

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Introduction

The presented overview highlights the tendencies of human rights education in the past five years. The active familiarization with the issues of human rights in Russia in the 1990's and 2000's, the acceptance and fulfilment of obligations in the development of human rights education by Russia in that period, the problems of the field are described by the authors in the previous overview, published in 2009 and presented at the session the Human Dimension Implementation Meeting organized by the Bureau for Democratic Institutions and Human Rights in October 2009¹.

Fulfillment of International Obligations in Human Rights Education by the Russian Federation

The basic international documents on human rights, including the International Covenant on Civil and Political Rights (1966), European Convention on Human Rights (1950), and others, imply the right to education in the field of human rights within the framework of statute of the right to get and spread information, as well as within the framework of statute of the right to education. The statutes, which directly concern human rights education are included in such universal international treaties as International Convention on the Elimination of All Forms of Racial Discrimination (1978) and Convention on the Rights of the Child (1989).

The Russian Federation did not refuse from the fulfilment of its obligations in universal and regional treaties on the protection of human rights. Namely, Russia is a participant of seven out of nine basic UN treaties in the field of human rights. Russia has joined over fifty most important treaties of the European Union. The country signed hundreds of multilateral conventions, treaties and additional protocols. Therefore, Russia continues to fulfill the

¹ Human Rights Education in the Russian Federation. OSCE/ODIHR. 2009.

undertaken obligations on the spreading of the information and arrangement of education in the field of human rights. The constituent of these obligations are interim reports on their fulfillment by Russia and other countries.

In 2003 when the Russian Federation submitted the Universal Periodic Review to the approval of the Human Rights Council, the authors seemed to present the situation in the correct way: "The problem of human rights is reflected in educational programmes of secondary schools and higher educational establishments. The course 'Human Rights' is in the curriculum of 40 Russian universities. In some higher educational establishments special courses on human rights are included in the curriculum"². However, our analysis proves that the report presents the situation in a slightly better way than the things are in reality.

The participation of Russia in international conventions and treaties on human rights, the membership in international organizations require the formation of domestic policy of human rights security, the creation and realization of various federal programmes, including educational programmes in the field of human rights for different social groups.

In spite of the formal nonparticipation in the World Programme for Human Rights Education, proclaimed by the General Assembly of the UN in 2004, the Russian Federation sent the information about the fulfillment of the first stage of the World Programme (2005-2009) on demand of the Office of the United Nations High Commissioner for Human Rights. The information was used and reflected in 'Final estimation of the progress in the realisation of the first stage of the World Programme for Human Rights Education' in 2010³.

Along with the reliable and sufficient information about the matters of education in the field of human rights on the lower level (certain enthusiasts, schools, institutes of professional

² См.: <http://www.ohchr.org/RU/HRBodies/UPR/PAGES/RUSession16.aspx>.

³ <http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N10/493/13/PDF/N1049313.pdf?OpenElement>

development, universities, non-governmental organizations, regions) the report raises the role of Russia too high among other subjects of international law and overestimates the role of the Ministry of Education of the Russian Federation, which is responsible for the fulfillment of the obligations. The answers sometimes do not completely correspond to the given questions. For instance, the answer to the question asked by the Office of the High Commissioner for Human Rights 'Is the issue of human rights education included in the national plans and strategies, namely in the National action plan on human rights, National plan of combating racism, racial discrimination, xenophobia and intolerance and other strategies?' is 'Yes'. The grounds given to justify the answer are verbose references to the Constitution of the Russian Federation, the 'Conception of long-term socio-economic development of the Russian Federation until the year 2020', the national educational initiative 'Our New School' and the Priority national project 'Education', all of which have nothing to do with the 'National action plan on human rights' and all the more are not plans and strategies of human rights education.

The answer to the question 'Is the strategy of implementation of the aims of human rights education in the educational policy developed?' was 'The strategy of human rights education for the educational establishments is registered in the Conception of human rights education and is provided with the methodological recommendations of the Ministry of Education and Science of the Russian Federation'. This answer is obviously false. There is no Strategy of human rights education in Russian educational establishments. There is no Conception of human rights education at all⁴.

⁴ The authors of the inquiry, as it seems, tried to present the Conception of the course on human rights for 10-11 forms of general secondary schools, created by T.V. Bolotina and P.V. Mikov, as the national Conception of human rights education. However, primarily, the Conception by T.V. Bolotina and P.V. Mikov has a limited target group and cannot be regarded as Conceptions of human rights education at educational establishments in general. Secondly, the Conception is just

The answer of the Ministry of Education to the question 'What measures were taken to raise awareness of the World Programme for Human Rights Education among government officials, teachers and the young?' is not true. The answer was 'Instructional letters of the Ministry of Education were sent to the regions of the Russian Federation'⁵. In fact, the letters about the World Programme were never sent to anybody.

In April 2012 the Ministry of Foreign Affairs presented the information about the realization by the Russian Federation of the resolution 15/11 by the UN Human Rights Council 'World Programme for Human Rights Education: acceptance of the action plan for the second stage'. The document objectively reflects the state of affairs with legal grounds for human rights education and a brief overview of the situation in comprehensive secondary schools and higher educational establishments is given⁶. The presented information was reflected in the Report of the Office of the United Nations High Commissioner for Human Rights 'Report on the progress of work on the realization of the World Programme for Human Rights Education' in 2012⁷.

With our critical view of the situation we still consider both the abovementioned documents (answers to the questions of the UN), despite their flaws, *to be an important step of Russia to the*

a subjective opinion of two specialists in human rights education. It cannot have any normative status or governmental acknowledgement.

⁵ Information of Russian Federation due to request of OHCHR about first phase of World Programme for Human Rights Education implementation (2005-2009) see:

http://www.ohchr.org/Documents/Issues/Education/Training/replies/RUS_SIA_eval_15April2010.pdf

⁶ Information about the realization by the Russian Federation of the resolution 15/11 by the UN Human Rights Council 'World Programme for Human Rights Education: acceptance of the action plan for the second stage' see:

<http://www.ohchr.org/Documents/Issues/Education/Training/Correspondences/RussianFederationApril2012.pdf>

⁷ <http://daccess-dds-ny.un.org/doc/UNDOC/GEN/G12/144/85/PDF/G1214485.pdf?OpenElement>

openness, to the fulfillment of its international obligations in human rights education. It is especially seen with regard to the fact that in 2010 the Office of the United Nations High Commissioner for Human Rights got 76 reports from the countries-members of the UN, and in 2012 the information was presented by 34 states only.

Crowning the consideration of this issue we would like to underscore that the large-scale activity in the sphere of civil education and human rights education in Russia does not testify to the fact that the Russian Federation participates in the World programme. One should not forget that 'Federal executive bodies, which deal with the issues regulated by international treaties of the Russian Federation, provide for the fulfillment of the obligations on the part of Russia registered in the treaties...'⁸. The Ministry of Education, as a federal executive body, unfortunately, did not do anything for the implementation of the World Programme for Human Rights Education.

A significant experience of cooperation of modern Russia (as an entire state) with certain UN institutions in the sphere of human rights education in recent years is the programme of Master's degree in human rights, which has been implemented since 2009⁹. The Office of the United Nations High Commissioner for Human Rights supervises and finances this programme. Methodological support is provided by the European Inter-University Centre for Human Rights and Democratisation (EIUC). Several Moscow universities arranged a Consortium for the education of students, the creation of collateral educational programme and developed syllabi and course books on various aspects of human rights.

⁸ Federal Law of Russian Federation, 15.07.1995 № 101-FZ «About International conventions of the Russian Federation».

⁹ The programme was included in 'Conceptual framework of cooperation with the Russian Federation for the year 2007 and further period' and coordinated with the Office of the United Nations High Commissioner for Human Rights and the Ministry of Education of the Russian Federation – See

<http://www.ohchr.org/RU/Countries/ENACARRegion/Pages/RUFramework.aspx>.

In 2011 the UN – with active lobbying of the problem by non-governmental organisations – managed to significantly raise the status of the issue of human rights education to the level ‘agreement of intentions’. The UN General Assembly adopted the ‘United Nations Declaration on Human Rights Education and Training’ (Adopted by the General Assembly resolution 66/137 from December, 19, 2011). It once again declares that ‘*States, and where applicable relevant governmental authorities, have the primary responsibility to promote and ensure human rights education and training.*’

In August 2014 the UN General Assembly adopted the ‘Action Plan for the third stage (2015-2019) of the World Programme for Human Rights Education. We are hopeful that Russia will take the expected step in its realization.

A special place among international documents, which concern human rights education is taken by the documents of the Organization for Security and Co-operation in Europe (OSCE). Among the latest documents in this sphere the most important is the Resolution of the Ministerial Council of the Organization for Security and Co-operation in Europe №11/05 ‘Promotion of human rights education and training in the OSCE area’, adopted in 2005. The key role in this document is given to the OSCE Office for Democratic Institutions and Human Rights (ODIHR). This document ‘invites participating States with the involvement of civil society to further enhance systematic human rights education and training programmes designed to promote respect for the inherent dignity of all human beings, and to make human rights a reality for each person in every community and in society at large’¹⁰.

However neither the Helsinki Final Act of the year 1975, nor the documents of the following meetings and conferences of OSCE are international treaties, and therefore they are not compulsory for the states. Recently the cooperation has become complicated due to the critical appraisal of OSCE and ODIHR by the Russian President and the Ministry of Foreign Affairs of the Russian Federation.

¹⁰ <http://www.osce.org/ru/mc/36579?download=true>

As an example of 'non-governmental' cooperation the 'Guidelines on Human Rights Education for Secondary School Systems', 'Guidelines on Human Rights Education for Law Enforcement Officials' and 'Guidelines on Human Rights Education for Human Rights Activists' (created with the help of Russian experts) published by ODIHR of OSCE should be mentioned¹¹. However, it should be noted that these materials have never been spread either on the level of the departments concerned or on the level of educational establishments. Therefore, the majority of staff members have no knowledge of them.

A significant role in the promotion of ideals of human rights, tolerance, peace culture, democracy through the system of various projects is played by the Secretariat of the National Committee for the United Nations Educational, Scientific and Cultural Organization, which is an integral part of the Ministry of Foreign Affairs of the Russian Federation (For the year 2014 the executive secretary G.E. Ordzhonikidze).

One of the main directions of the Council of Europe is raising awareness of social importance of human rights and democratic values, enhancement of education and information in the field of human rights in schools, universities and other institutions¹². One of the latest documents is the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (2010).

Unfortunately, on the level of the Russian government, the Ministry of Education and other ministries, which have the system of staff training, there have appeared no documents, programmes or statements about the fulfillment of their obligations in relation to

¹¹ Guidelines on Human Rights Education for Secondary School Systems. ODIHR OSCE. 2012; Guidelines on Human Rights Education for Law Enforcement Officials. ODIHR OSCE. 2012; Guidelines on Human Rights Education for Human Rights Activists. ODIHR OSCE. 2013.

¹² On realisation of initiatives of the Council of Europe in this sphere in Russia see the brief report of 2009.

the Council of Europe in citizenship education and human rights education.

Cooperation of the Council of Europe with separate regional educational establishments, institutions of in-service professional development and training, chairs of civil rights and educational non-governmental organizations of Russia may be estimated as highly productive. These establishments and institutions are actively supported by the recommendations and methodological materials of the Council of Europe in the field of human rights and citizenship education. Conferences, seminars, workshops, trainings and other activities are held by them in cooperation. The Council of Europe directly finances the organizations of the lower level in this direction. Thus, since the beginning of the membership of Russia in the Council of Europe, the Russian State University of Justice has permanently organized the in-service training and professional development of judges, government officials of courts and other court institutions, highlighting the issues of the Convention on human rights and fundamental freedoms and European Court of Human Rights. This education and training is carried out due to objective necessity, since otherwise the work of court system on the basis of the principles of the Council of Europe would be impossible.

One of the little-investigated aspects of interaction of the Russian Federation with the Council of Europe – is cooperation in the field of youth policy in citizenship education and human rights education. Cooperation is carried out in various forms: organization of exchange visits and trainings for specialists, courses for youth leaders, arrangement of trainings, workshops, conferences, forums, contests, discussions, youth campaigns, trainers' tutorials and the creation of educational and instructional materials. The latest frame programme of cooperation of the Ministry of Education and Science of the Russian Federation and the Directorate for Youth Affairs and Sport of the Council of Europe in the sphere of youth policy was created for the period 2014-2017. Since 2009 the textbook for children (in Russian) on human rights 'Compassito', created by analogy with the well-known textbook on human rights education 'Compass' (2002), has been spread.

This experience of cooperation in the sphere of youth policy of The Ministry of Education of the Russian Federation and the Council of Europe is a fine example of the fulfillment of international obligations in human rights education. Undoubtedly, the key to success are sound legal grounds (double-sided agreement), coordinated plan of events and secured financing.

However, unfortunately, it should be stated that the experience and groundwork acquired, including methodological materials, manuals, created by the Directorate for Youth Affairs and Sport of the Council of Europe, and in relation to the cooperation in Frame Programmes, are not popularized by the Ministry of Education. They are neither promoted as extracurricular educational work nor for the use in educational process of secondary schools or higher educational establishments.

It is necessary to point out that the abovementioned is not just the inadvertence of the Ministry of Education, but it is connected with the entire regulatory basis, which determines the content of education in Russia. Any documents, including international ones, inevitably appear to be unclaimed by school if they have no direct influence on the content of the most currently important documents – the set of controlling and assessment materials for the Unified State Exam in Social studies. Nowadays, both the process of creating these materials for the Unified State Exam and the appointment of the authors for their creation are absolutely blurred for educational community. Meanwhile, the talks about the inclusion of the topic of human rights in the content of the education are pointless without an open discussion with the authors of controlling and assessment materials.

Moreover, Russia does not participate in world-wide educational actions in the field of human rights. The documents, adopted by international organizations are barely known in the Russian Federation. They have not been included in either theoretical or practical circulation. Their content has not become a part of humanitarian education or public awareness of Russians. Russian governmental bodies on the federal level take no steps to familiarize the community with the issues of human rights. Executive bodies of the federal level did not publish or issue the

collections of documents on human rights education, education in the spirit of peace, democratic, common to all mankind values, created by international organizations¹³.

A certain exception is the Foreign Office of Russia, which is known for its most progressive and purposeful position in relation to the human rights education. The department for humanitarian cooperation and human rights of the Ministry of Foreign Affairs of the Russian Federation and its heads (in various periods of time V.I. Bakhmin, O.S. Malginov, V.A. Parshikov, T.O. Ramishvili, B.A. Tsepov), work actively with international organizations and Russian ministries and departments as well as with human rights non-governmental organizations and educational organizations, even with limited resource opportunities.

In Russia an important instrument of development may be federal and regional special-purpose programmes. Unfortunately, it should be stated that in the first decade of the new century state bodies did not find it relevant to consider and adopt on the federal level six different conceptions and education programmes in the fields of human rights or civic education¹⁴, suggested by the community. Even worse, starting with the year 2010 suchlike initiatives did not even take place. The major reason was the opinion that such undertakings were hopeless. The state bodies chose to implement the programme of patriotic education only.

In 2005-2010 in a number of regions of the Russian Federation special-purpose programmes, which included certain educational events in the sphere of human rights, were accepted and implemented. Starting with the year 2011 such programmes disappeared.

However, it is unreasonable to state that official bodies, including the Ministry of Education, do nothing. The approach to

¹³ For 22 years of new sovereign Russia the collection of documents 'Obrazovaniye i pravovoye prosveshcheniye v oblasti prav cheloveka' was published only once by a governmental body – The Office of the ombudsman on human rights in the Russian Federation. Collection of documents / under the editorship of O.O. Mironov. – Moscow: Publishing house 'Yurisprudentsiya', 2004. – 296 p.

¹⁴ Details see in the overview of 2009.

citizenship education programmes has changed. From the year 2009 the vector has changed, making patriotic education programmes a priority.

In accordance with the 'Conception of modernization of Russian education for the period until the year 2010' (approved by the decree of the government of the Russian Federation from 29.12.2001 c) and with the 'Conception of federal special-purpose programme of the development of education for the years 2006-2010' (N 1340_p from 3.09.2005) the preparation of the young generation to the life in the conditions of a democratic and lawful state and market economy was stated as a priority educational objective. Special attention in the documents was paid to the readiness of the learners to their reproduction through the formation of civil responsibility and legal self-consciousness, spirituality and culture, initiative, independence, tolerance, the ability to socialize effectively in the society and active adaptation at the labour-market.

Starting with the year 2005 priority was given to patriotic education with either military or civil bias. Along with that, the main principles for civil patriotic education were service to the motherland, loyalty to the motherland and readiness to fulfill one's civil duty, acceptance of patriotism as the basis for the consolidation of the community and enhancement of the state, self-realization as a dignified citizen, who participates in the renaissance of Russia.

At the end of the first decade of the century due to the adoption of new educational standards a certain guiding line was the Conception of ethical spiritual development and education of the personality of a Russian citizen, which was the methodological basis of the standard. Patriotism, social solidarity, citizenship, family, health, labour, creativity, science, traditional religions of Russia, art and literature, nature and humanity were the most prominent among the values, noted in the document. It should be mentioned that the concepts 'patriotism' and 'citizenship' were regarded as very close and related, and the values of patriotism obviously prevailed. Later the patriotic bias of the special-purpose programmes adopted by the government was even more noticeable.

Nowadays the state programme 'Patriotic education of the citizens of the Russian Federation for the years 2011-2015' is adopted and implemented. The organization support to the programme is given by *Rosvoentsentr* (Russian Military Centre). Apart from that there are over 40 regional programmes and sub-programmes of patriotic education (territories of Altai, Transbaikal, Kamchatka, Krasnodar, Krasnoyarsk, Perm, Stavropol; regions of Arkhangelsk, Belgorod, Bryansk, Vladimir, Volgograd, Voronezh, Ivanovo, Irkutsk, Kaliningrad, Kaluga, Kursk, Nizhniy Novgorod, Novosibirsk, Orenburg, Orlov, Penza, Ryazan, Samara, Saratov, Sverdlovsk, Smolensk, Tambov, Tomsk, Tumen, Ulyanovsk, Chelyabinsk, Yaroslavl; the republics of Bashkortostan, Buryatia, Karelia, Maryi-El, Tatarstan, Udmurtia, Yakutia and others). In the title of a number of regional programmes patriotic education is supplemented with military training. All in all, the programmes of patriotic education are built on the same basis, the wording is often similar in very different regions. However, there are regions in which the programmes are created independently.

The guidelines for the formation of other civil qualities, apart from patriotism, are preserved in regional programmes of the development of education, adopted in the majority of regions of Russia. They may be also found in some regional programmes, aimed at the promotion of interethnic tolerance (the republics of Kabardino-Balkaria, Udmurtia; the regions of Voronezh and Tomsk, Perm Kray and others). Thus, the opportunities of support of human rights education with the help of federal and regional special-purpose programmes are strictly limited.

A significant factor, which accounts for the marginality of the problem of human rights in political and social life, is the absence of a formulated inquiry on the part of the population. Unfortunately, the values of democracy and human rights did not become the values of the majority of Russians. It is doubtful, that the conclusion given in the report (2014) of the High Commissioner for Human Rights in the Russian Federation "the majority of the citizens of Russia have appropriate understanding of the concept 'human rights' and its constituents" is true. To prove this fact it should be mentioned that the concept of human rights is wrongly

supplemented by the notions 'observance of ethic standards' and 'the right for self-realization'¹⁵.

It is even more important to state, that over fifty percent of the population of Russia are ready to sacrifice their rights and freedoms for the sake of order in the country. By estimation of the sociological agency 'Levada Centre' the attention of the population to social rights (free education, medical service, living wage), provided by the state is much higher than their attention to civil rights (freedom of speech, freedom of information, peace meetings). The most important rights, stated by the average citizen of Russia, are the right to live (69%), the right to have free education and medical service (65%), the right to have a well-paid job (53%). Some hope is connected with the statements of almost fifty percent of Russians (46%) that one must fight for one's rights and freedoms even if it contradicts the interests of the government (the maximum in this point was recorded in December 2011). However, two thirds of the interviewed (61%) have order as the priority, for which one may sacrifice democratic principles. Order in the state is valued higher than human rights by Russian citizens (62% against 29%)¹⁶.

Thus, a very opportune situation for the government is created: the knowledge of human rights and mechanisms of their protection, which is unclaimed by the majority of the population, passive attitude towards their own rights, low level of political and legal awareness 'set Russia free' from any kind of activity in the fulfillment of international obligations in the field of human rights and responsibility for the nation.

In the last five years the campaign against the so-called 'imposed' on Russia democratic values and human rights has gained more popularity, despite the fact that the latter are declared in the Constitution of the Russian Federation. Unfortunately, not only mass media, but also government officials of the highest level oppose 'native' Russian values (patriotism,

¹⁵ The report (2014) of the High Commissioner for Human Rights in the Russian Federation. M., 2015. p.7.

¹⁶ <http://www.levada.ru/category/teqi/prava>.

sovereignty, collectivism) to universal and European values, which are often associated with the values of sexual minorities in a vulgar way.

Along with the abovementioned goes the discredit of non-governmental organizations with the help of false information about their aims, activity, sources and amount of financing. Many non-governmental organizations have already been labeled as 'foreign agent', which affects them negatively in a number of ways. First, this label does harm to the reputation of the organizations, which are involved in social activity, not political one. It also increases their expenses due to the increase of the amount of accounting. Discrimination of the organizations labeled as 'foreign agent' is revealed in the fact that many officials and organizations consider them unfavorable for collaboration. Moreover, many foreign charitable organizations limited or stopped their activity in Russia. It is very difficult to find sources of financing in Russia – the amount of budget money for the support of non-governmental organizations is much less, the experience of the money delivery makes it inaccessible for independent human rights organizations.

Undoubtedly, the deterioration of foreign policy relationships of Russia and international organizations, European countries and the USA, as well as the complication of trade and economic ties with these countries, caused by the situation in the Ukraine in 2014-2015 (the Crimea and Donets Basin) will also affect the fulfillment of international obligations in human rights education on the part or Russia. How can one think of obligations when the world is on the verge of a new cold war, as many analysts believe!

Conclusion

The main reason for the weak development of human rights education in Russia, which blocks the formation of the system of human rights education, is lack of understanding of the values of human rights and freedoms as highest values on the part of Russian political elite. This lack of understanding accounts for the absence of political will for the creation of state policy in human rights education within the framework of the taken obligations and

for the fullest realization of the constitutional principle of the priority of human rights and freedoms.

Teaching Human Rights in Universities of the Russian Federation

Bachelor Programmes

Just as while the previous report was being created, the main departments the lecturers of which teach the courses on human rights, are the departments of the faculties of law, mostly Constitutional Law and The Theory of the State and Law. It should be stated, that the quality of the courses has increased, however, the centres, which are in charge of the courses have remained the same. Apart from Moscow and St. Petersburg the centres are Kazan Federal University, Ekaterinburg Humanitarian University, Bashkiria State University, Novgorod State University and Perm State Pedagogical University. It is indicative that in all these cases, as a rule, human rights education is the result of teachers and researchers' personal contribution, rather than institutional policy of a university. Thus a great contribution in the education in the field of human rights is made by N. Belyaeva in the Higher School of Economics in Moscow, and A.J. Singurov in St. Petersburg, R.M. Valeev and L.H. Mingazov in Kazan Federal University, S.V. Glushkova and A. Burkov in Ekaterinburg, A.B. Suslov in Perm, M.M. Utyashev in Ufa and other teachers, who were mentioned in the previous report¹⁷.

Moreover, in some pedagogical universities (in Kaluga, Ulan-Ude, Moscow State Pedagogical University) in 2008-2011 a special course for historians – future teachers of history called 'Human Rights' on the basis of the coursebooks of the Scientific-methodological centre 'Humanist' was offered.

¹⁷ See: Dubrovsky D., Starodubtsev A. Prepodavanie prav cheloveka v sisteme vysshego obrazovania: problemy i reshenia // Prava cheloveka pered vyzovami XXI veka. Moscow, 2012. p.331-345.

Along with that, separate courses and the topic of human rights in general are touched upon in the framework of special courses on international security of human rights, public law and European law, and above all, the functioning of the European Court of Human Rights and the experience of making complaints. Thus the lectures on human rights are delivered by Valentina Tereshkova in The Federal University of Siberia, Tatyana Grigoryeva in The Federal University of Ulyanovsk and some other teachers.

A special place is occupied by the programme of teaching human rights at the faculty of liberal arts and sciences in St.Petersburg State University, where human rights are integrated as an additional programme of concentration into the college of liberal arts and sciences (Artes Liberales), in which teaching is initially directed at the integration of the topic of human rights in the general system of humanitarian and social knowledge¹⁸. This kind of tradition is being spread nowadays not only in the USA, where there exist over 45 programmes of teaching human rights outside the field of law, but also in Europe, where there are over 15 programmes of the kind.

Sometimes the topic of human rights reaches students not through the formal system of education, but as an additional course (summer courses and schools). Thus, St. Petersburg College of Law named after Prince of Oldenburg (head – A.Gutnikov) organizes summer schools on international system of the human rights protection on a regular basis. Apart from that, this educational establishment arranges various contests (e.g. 'Educational Courts' or 'Models of the UN'), in which the students of law faculties participate. This activity of additional projects to the system of higher education reveals a significant degree of lack

¹⁸ The programme 'Prava cheloveka' of the faculty of liberal arts and sciences. From the year 2004 the head and one of the main lecturers of the programme was D.Dubrovsky; after his illegal (as many public representatives believe) separation from the service in January 2015, the future of the programme remains unclear. See: <http://arteliberales.spbu.ru/admissions/bachelors/minors/hr>

of information in the sphere of human rights outside the formal knowledge of the Constitution of the Russian Federation and the structure of the human rights protection in Russia on the part of bachelor students.

Practical knowledge is a special concern. The statistics of judicial recourse to the Constitutional Court of the Russian Federation shows that the majority of Russian lawyers do not see any difference between the Supreme Court and the Constitutional Court. The problems are also revealed when the materials are sent to the European Court of Human Rights, since the majority of complaints, in accordance with the statistics by the European Court of Human Rights, are rejected due to the formal basis, many of them are not considered because of the quality of the materials. Thus, it may be concluded that in the spheres where law education directly depends on the practical side of the topic of human rights, these aspects are not covered.

The main problem that existed and still remains is the fact that human rights in higher education, mainly at the faculties of law, are not a priority in the structure of educational courses. Some of them include information about the legal mechanisms of human rights protection, at the same time research, the philosophy of human rights, interdisciplinary approaches are almost absent. The practical side of human rights protection is also a problem.

An important thing in legal education in Russia are legal clinics, which have become a part of legal education and, in this sense, of course, have enhanced the practical potential of lawyers, who work with the issues of the violation of human rights. Along with that the real aims and objectives as well as the amount of work of these clinics are very different and, as a rule, rather limited in resources.

Legal clinics, in fact, are closing or formalizing. The connections between education and real practice of human rights protection are very weak if existent. In the situation of aggressive talks against human rights protection and violent inclusion of human rights protection organizations in the list of 'foreign agents', any collaboration with this kind of organizations becomes not just complicated but merely impossible.

The main programmes in the field of human rights, as it has already been stated, are concentrated mainly at the faculties of law. In general they are review courses. The example of such programmes is the course created by L.H. Mingazov in Kazan Federal University, which includes the information about the history of violation of human rights in the Soviet Union as well as modern structure of national and international protection of human rights. It is significant that though this course presents critical view of the soviet past, it does not cover the activity of non-governmental organizations and their contribution to the protection of human rights, which is a common feature of many similar courses. The courses on human rights are usually included in the optional part of the programme, which makes them elective for students. For example, in Northern Caucasia Federal University all the courses devoted to the theory and history of human rights for the specialization 'jurisprudence' and education programme 'human rights protection'¹⁹ are in the variable part.

As an important yet exceptional case the course 'Prava Cheloveka'/'Human Rights', created by M.V. Afonin in the Yaroslavl State University for the bachelor programme 'Rabota s molodezhyu'²⁰ should be mentioned.

An important common detail of many course-books is the use of the term 'Russian civilization' in the context of reasoning about the peculiarity of Russian understanding of human rights. The main source of this kind of understanding are the works of E. Lukasheva, who wrote a number of books and course-books at the beginning of the century. E. Lukasheva considers and debates the peculiarity of Russian 'civilizational' understanding of human rights. Finally, the major problem was and still remains the concept of human rights associated with something unchangeable and obvious. However, the variety of educational forms concerning the subject of Russian past, for instance, in the course by L.Mingazov it is 'discussion', shows that this kind of forms give

¹⁹ <http://www.ncfu.ru/index.php?do=static&page=bakalavriat2014>

²⁰ Afonin M.V. Prava cheloveka: uchebnoe posobie. Yaroslavskii Universitet im. P.G.Demidova. Yaroslavl: YarGGU, 2012.

an opportunity to evade the linear understanding of the history of human rights in Russia and abroad.

It is worth mentioning that there are practically no modern authors (lawyers, politologists, sociologists, etc.) among the authors in the list of sources for course-books. However, there are many contemporary authors, who wrote and published numerous books devoted to various aspects of theory and practice of human rights. They are such authors as Ronald Dvorkin²¹, Jack Donnelly, Samuel Moyn, Michael Ignatieff, Lynn Hunt, William Bowring and others. On the opposite, quite often an important place in education is given to local ideas and traditions, for example, to quite a controversial concept of 'somatical' human rights²². It is believed that in the framework of the ruling positivistic theory and fashion for 'civilizational approach' to human rights, the bias in education concerns Russian historiography, which is secondary to human rights in general and, especially nowadays, is far from the main discussions and research in the field.

Another important problem is the absence of mentioning of the organizations of civil society in the offered courses. It is significant that even in the best courses on human rights non-governmental organizations, as the mechanisms of the protection of human rights, are not mentioned. The only exceptions are the courses offered in the Higher School of Economics in Moscow and St. Petersburg at the faculties of liberal arts and sciences, and in Perm. Since international and national human rights protection organizations are not mentioned at all, this fact definitely accounts for the attitude to their activity on the part of students. It also affects the development of non-governmental human rights protection system in Russia.

²¹ It should be noted that it was translated and published in Russian ten years ago. See Dvorkin R. *O pravah vseryoz*. Moscow: Rosspen, 2004.

²² See, for example: Lavrik M.A. *K teorii somaticheskikh prav cheloveka* // *Sibirskii Yuridicheskii vestnik*, 2005, № 3.

Master's Programmes

One of the first implemented programmes in the field of human rights was the programme of the Higher School of Economics 'Human rights and democratic management'²³, organized by the chair of public policy (head – N.Belyaeva). The courses of this programme, the only one in its profile in Russia, are delivered in English. This programme includes a problem seminar 'Analysis of policy in the sphere of human rights'. It is indicative that among the elective courses there are courses on the protection of vulnerable groups, on the role of social campaigns for the protection of social interests, on women's rights and others²⁴.

The Master's programme 'International protection of human rights', created in 2009 with the active support of the UN High Commissioner for Human Rights in the Russian Federation, Dirk Hebekker, was organized on the basis of three universities – Peoples' Friendship University of Russia, MGIMO and Russian State University for the Humanities (RSUH). Later L.N. Gumilyov Eurasian National University and Donetsk National University joined them. The peculiarity of the programme is its interdisciplinary bias: in the framework of the educational cycle it offers not only courses on international protection of human rights, but also the history of human rights and even the course 'Human Rights confronted by the challenges of the XXI century'. Along with that the programme 'Protection of ecological human rights' as well as courses on regional systems of the protection of human rights in Africa, South and North America are innovative²⁵. The lecturers in the programme are such famous lawyers in the field of human rights as V.A. Kartashkin, A.H. Abashidze, A.Y. Kapustin, E.S. Alekseyevich.

An important point for the students of the Master's programme is the participation of experts – professors of

²³ <http://www.hse.ru/en/ma/politanaliz>.

²⁴ <http://www.hse.ru/ma/politanaliz/rups/>.

²⁵ <http://magistratura.rgggu.ru/article.html?id=2099371>

European Intercollegiate Centre on Human Rights and Democratization – in the delivery of lectures as well as an opportunity of scientific traineeship in one of the universities from the European Consortium in the framework of the European Intercollegiate Centre. It is supposed that the graduates will be welcomed in state bodies (Ministry of Foreign Affairs, offices of federal and regional advisors on human rights, etc.), in socio-political and human rights organizations, international organizations, in mass media, education and science.

The interdisciplinary bias of the programme is underscored by the fact that it has two branches – politology (the exam to be passed is called ‘Human rights in social projection’) and law, which is traditional (the exam is called ‘International system of human rights protection’). Thus, the graduates take Master’s degree in politology or law, in accordance with the chosen branch. An important fact is that both lawyers and activists of human rights protection teach within the framework of this programme.

It is significant that among numerous courses in the framework of the programme the focus is the system of human rights protection in Europe and in the whole world (international mechanisms of the UN). Along with that, there are more practice-oriented courses: ‘Introduction and protection of the rights of minorities in modern communities’, ‘Theory and practice of the formation of communities in the sphere of human rights protection’ and even ‘Ethics of the human rights protection’, ‘technique and technology of the use of mass media in the protection of human rights’. As far as the main practical issue is concerned – the realization of human rights – the programme presupposes the consideration of such issues only in the sphere of economics, ecology, and information technology, which obviously limits the topic of the violation of human rights, first and foremost, in political sphere.

One can’t help but notice the absence of the highly debatable issues in the programmes of the courses. Such issues include the problem of the violation of political rights and freedoms (mainly the freedom of speech and elections), the problem of the violation of rights LGBT as well as the problem of a serious crisis in the sphere of international law, in which Russia has the position

which differs significantly from the position of the international community. This fact, as it is believed, could become the subject of research and debate²⁶.

Within the development of Master's programmes there are two more projects, one of which is connected with Ekaterinburg, where one of the brightest teachers, Anton Burkov, is currently working. Master's programmes, which are being planned there, seem to be quite funded. Thus, S.V. Glushkova in her programme for the course on the general theory of human rights for the Master's programme²⁷ actually touched upon all the main issues of human rights, evading, however, such topics as non-governmental organizations as well as the highly debatable issues, connected with human rights.

Literature on human rights for higher educational establishments

Unfortunately, in the past five years no new course-books on human rights were published. It should be noted that educational literature on law and its various branches will be excluded from this overview since it goes beyond the subject of our analysis. Among educational publications, devoted directly to the problem of human rights, the unquestionable monopoly belongs to the course-book 'Human Rights' under the editorship of E.A. Lukasheva, which has been republished many times²⁸. The group of authors aspired to disclose the essence and genesis of the theory of human rights, their function, the correlation with the legal and social state, historical stages of the formation of the system of human rights and freedoms, the development of national and international mechanisms of their protection. This fundamental and

²⁶ It should be mentioned that despite their international status the heads of this Master's programme did not reply to the request about sharing the materials of the courses, the site of the project is not functioning. This is all very strange for the principles of human rights education, which has to be open and available by its definition, especially for researchers.

²⁷ <http://mail1.sutyajnik.ru/documents/4580.pdf>

²⁸ Human Rights /under the editorship of E.A. Lukasheva / 2nd edition. Moscow, 2011.

solid book (the latest edition has 560 pages) deserves positive estimation. However, if the book is assessed as a popular course-book for students the drawback will be the excessive information about the theory and history of human rights, while the main rights and freedoms remain insufficiently dwelled on. Apart from that the book may be criticized for the civilizational concept of human rights, which the author often refers to, and the absence of highly debatable issues connected with human rights in the modern discourse.

Unfortunately, the antecedently highly praised edition 'The basic rights and freedoms' by Karl Ekstein has not been republished²⁹.

The coursebook 'Human Rights' by M.V. Afonin, published in 2012, despite the universal character of its content, has all the features, which the authors paid attention to, analyzing the courses on human rights in the system of Russian higher education³⁰. First and foremost, one should pay attention to the absence of non-governmental organizations as an important part of the mechanism of the protection of human rights. Another missing point is the information about the institute of ombudsman³¹. It is also significant to mention that disclosing the part about international mechanisms of the protection of human rights the author, pointing out a certain duality of the nature of international instruments of human rights protection, describes the United Nations Human Rights Committee as 'the mechanism of possible political pressure'. Finally, it should be concluded, that the common feature of this course-book and many other ones is lack of problem-oriented narrative. As an

²⁹ Ekstein K. The basic rights and freedoms. Moscow: NOTA BENE, 2004.

³⁰ See: Dubrovsky D., Starodubtsev A. Prepodavanie prav cheloveka v sisteme vysshego obrazovaniya: problemy i resheniya // Prava cheloveka pered vyzovami XXI veka. Moscow, 2012.

³¹ This becomes even stranger if we take into consideration the fact that in Yaroslavl region this institute is created and is functioning. At present this post is occupied by doctor of history, professor S.A. Baburkin. See: <http://www.yarregion.ru/depts/pravacheloveka/Pages/obupolnomoch.aspx>.

example, the chapter about the description of the right to peaceful demonstrations and meetings might be mentioned.

The course-book 'International and domestic protection of human rights', published in 2011 by a group of authors (A.H. Abashidze, Z.G. Aliev, K.F. Amirov) is generally devoted to legal techniques of the protection of human rights on national and international levels.

Among new textbooks the one called 'Universal mechanisms of human rights protection' by A.H. Abashidze and A.O. Goltyaeva should be mentioned³². In this edition, which is not voluminous, universal mechanisms of human rights protection are presented. It also dwells on the basic aspects of the functioning human rights treaty bodies. The authors have stated their target group clearly – students and post-graduate students, who study international law and human rights in the system of international relationships.

All in all, it may be stated that the available sources (course-books, manuals, etc.) on the problem of human rights meet only a limited number of requirements of the contemporary higher educational establishments. That is higher education demands enhancement of quality and cardinal changes in the approaches and practice of teaching this topic.

Educative environment in higher educational establishments

Unfortunately, higher educational establishments, remain to a great extent the territory, isolated from citizenship education. This fact does not mean that in universities the subjects like politicalology and sociology may not be taught in a competent way and that there are no university teachers, who can deliver lectures efficiently. The point is that the atmosphere of university life does not stimulate the adoption of the system of democratic values. The bodies of the students' self-government, in comparison with school bodies of the same kind, got less real power. The number

³² Abashidze A.H., Goltyaeva A.O. *Universalnye mekhanizmy zaschity prav cheloveka*. Moscow, 2013.

of reproductive, passive methods of teaching has insufficiently decreased for benefit of active and interactive methods.

Research projects on human rights in higher educational establishments

The only actively functioning body that works in the sphere of coordination and development of research in the sphere of human rights in higher educational establishments is Research Committee on Human Rights of the Russian Association of Political Science (co-heads William Smirnov, the Institute of State and Law of Russian Academy of Sciences, and Alexander Singurov, the Higher School of Economics in St. Petersburg), in the framework of which panel discussions are organized as well as various research projects. Thus in 2012 the monograph 'Human Rights confronted by the challenges of the XXI century' was published³³.

In the Higher School of Economics the research project 'Universalization of human rights' is being carried out³⁴.

A special place among research groups is occupied by the sector of human rights of the Institute of State and Law, which was created in 1977 and has a certain focus. On the one hand it focuses on socio-economic rights, on the other hand – the problems of universalism and particularism of human rights. In the reported period a number of monographs devoted to 'normative-value measurement' of human rights (E.A. Lukasheva 'Chelovek, pravo i tsivilizatsiya', Moscow, 2009), and to the protection of human rights in the conditions of globalization (V.A. Kartashkin and I. Ledyah) were published³⁵. The specific feature worth mentioning in connection with these books is a certain civilizational orientation, focused on 'civilizational' approach to the interpretation of the topic of human rights.

³³ <http://www.rapn.ru/in.php?d=3880&gr=208>

³⁴ <http://www.hse.ru/org/hse/ouk/worldhistory/univers>

³⁵ See: <http://www.igpran.ru/about/subjects/2827/>

No other examples of group research in the framework of higher education in Russia in the field of human rights can be mentioned.

Conferences on Human Rights in 2009-2014

Among the most interesting conferences on human rights in Russian universities are International theoretical and practical conference 'Economic and social rights of a human and citizen: contemporary problems of theory and practice' (2009), arranged by the sector of human rights and the Faculty of law of Moscow State University; 'European social charter: challenges and reality' (2009); 'Problems of integration of migrants in Russian society' (2010); 'European convention on the protection of human rights and fundamental freedoms' with the participation of the Informational Office of the Council of Europe in Russia (2010); 'Human rights and international security' (2011). Materials of these conferences were published in the collections of reports³⁶. It should be noted that the issues of teaching human rights in educational establishments were not directly dwelled on.

On October, 14-15th, 2010 the conference 'Higher education and civil society: new social mission of a university' was held in Smolny College of Liberal Arts and Sciences in St. Petersburg³⁷. New educational programmes in the field, created for the faculties of law and other subjects, were presented at the conference³⁸. The conference 'Teaching human rights in Russia and other European countries', held in Ekaterinburg (21-22 October, 2013)³⁹, appeared to be very interesting and informative. Among the issues discussed at this conference are the following: the study of human rights has become a separate autonomous

³⁶ Ibid.

³⁷ Now - Department of Liberal Arts and Sciences of St. Peterburg State University.

³⁸ <http://www.cogita.ru/dokumenty/events/vysshee-obrazovanie-i-grazhdanskoe-obschestvo-novaya-socialnaya-missiya-universiteta>

³⁹ <http://www.gu-ural.ru/?lng=ru&gid=2946>

subject for teaching in Europe, the specific features of human rights teaching and research within law science.

All in all it should be mentioned, that Russian higher education has shown a low level of activity in human rights education and research. Another problem is poor cooperation of the abovementioned centres involved in the sphere. It is obvious that the basic reason for this is lack of finance and difference of approaches to the study and teaching of human rights.

Conclusion

The UN Declaration of the year 2011⁴⁰ on human rights education presupposes active development of teaching in the field of human rights, namely at the level of higher education. Meanwhile it is doubtful that the Russian Federation will attain the stated goals in the system of higher education without the attempts to promote teaching and research in the field of human rights.

The situation with teaching human rights in Russian universities has changed insignificantly in comparison with the situation of the year 2008. The only relevant changes are two Master's programmes in the field of human rights in Moscow, and projects on human rights in St.Petersburg and Ekaterinburg. In general, education in this field depends entirely on separate enthusiastic people, who do not actively communicate with each other.

As a result, just as before, human rights are studied by a small number of students, mainly those who study law. The majority of young specialists graduate from universities without a slight notion of human rights. Here also belong those specialists whose professional competence presupposes the study of human rights.

⁴⁰ UN Declaration on human rights education and training - <http://www.ohchr.org/EN/Issues/Education/Training/Pages/UNDHREducationTraining.aspx>

It is obvious that there has appeared necessity of the creation of network on the problem of human rights, which would unite researchers and teachers of higher education. However at the moment it is unclear who could support this kind of Association, since nowadays the policy in the sphere of higher education is not directly oriented to the development of teaching and research in the field of human rights. Moreover international cooperation, compulsory for the development of human rights education and research, is complicated at the moment due to political issues.

Teaching Human Rights at School

Human Rights Education in the Framework of Educational Standards

On the whole in comparison with the previous period the situation for teaching human rights has deteriorated. This fact is connected with both the attitude of education management bodies and teachers to the education in the field of human rights and normative guidelines.

Russian educational policy from the normative viewpoint is defined first and foremost by the Federal law 'On education in the Russian Federation' and the Federal state educational standards.

Several years ago in Russia there has started a gradual change over to new standards, which, as it seemed, gave an opportunity to improve the situation concerning human rights education. However this did not happen.

Let us consider the Federal state educational standards of the second generation for the basic general education (i.e. for secondary school)⁴¹. The absence of the value of human rights among the basic guidelines of the standard along with the goal-setting for the 'formation of Russian civil identity' already disclose the axiological outline of the document. Among the general requirements to the results of the learners' familiarization with the

⁴¹ <http://standart.edu.ru/catalog.aspx?CatalogId=2588>.

basic educational programme is 'the adoption of humanistic, democratic and traditional values of the multicultural Russian society' and nothing else.

One of the conceptual novelties of the standard is placement of extracurricular activities to the level equal to curricular ones in the adoption of the educational programme by the learners. However along with that it is stated that the formation of the school lifestyle should be based on 'the system of basic national values of the Russian society'; the values of human rights, values common to all mankind as fundamental ones for the formation of the school lifestyle are not mentioned. Something which is implied in the concept 'basic national values of the Russian society' may be found in the part on the requirements to the educational programme. Among these values are 'patriotism, social solidarity, citizenship, family, health, labour and creativity, science, traditional religions of Russia, art, nature and humanity'. These values can not be doubted (except the point of traditional religions) unless we question the absence of such values as democracy, human rights, etc. Autarkic limitation of the values within Russian context demonstrates the wish to distance from teaching democratic citizenship, which is characteristic of Russian educational policy. The guideline concerning learners' adoption of values common to all mankind only 'in the context of the formation of learners' Russian civil identity' becomes even more revealing in this way. It should be underscored once again that the goal-setting for the formation of Russian civil identity is not debated here. The debated issue however is the absence of guidelines, connected with the values of democracy, human rights and other common to all mankind values per se.

Among the subject areas connected with human rights the closest is social studies. In the requirements of the Federal state educational standard to the subject results of the adoption of the basic educational programme of the basic general education we find 'the formation of learners' personal concepts of the essence of Russian civil identity, patriotism, citizenship, social responsibility, legal self-consciousness, tolerance, adherence to the values stated in the Constitution of the Russian Federation'. Other values are not mentioned.

This approach corresponds to the project of Fundamental core of the content of general education in which human rights were not found among the key categories, which learners should adopt. The word-combination 'human rights' appears only in the part 'Foundation of law' in the context of the study of the Constitution of the Russian Federation⁴².

The same value guideline is reproduced in the educational standard of the basic general education in social science⁴³. Though in the requirements to personal results of those who leave secondary school, formed during the course of social studies, we find 'value guidelines, based on ... the attitude to a human being, his rights and freedoms as the highest value'. However these values are not stated in the content of the basic general education in social studies.

The main thing is the fact that if we go back to the guidelines of the Federal state educational standard which concern the school lifestyle and extracurricular activity we will see that there are no instructions about the creation of conditions for the realization of human rights at school.

More than that, the comparative analysis of the minimum of the content of basic educational programmes shows that with the introduction of new standards less space was left for the issue of human rights.

Thus the new Federal state educational standard of the basic general education contains no relevant requirements to the adoption of minimal knowledge of human rights. It has no requirements to the creation of conditions for practical adoption of skills for the protection of rights and fundamental freedoms, either.

The Federal state educational standard of complete general education, that is high school⁴⁴, in fact, continues the strategy, stated in the standard of the previous level (secondary

⁴² Fundamentalnoe yadro soderzhania obschego obrazovaniya. Moscow, 2011. p.35.

⁴³ <http://standart.edu.ru/catalog.aspx?CatalogId=2660>.

⁴⁴ <http://минобрнауки.рф/%D0%B4%D0%BE%D0%BA%D1%83%D0%BC%D0%B5%D0%BD%D1%82%D1%8B/2365>

school). In many ways it is directed at the values of a closed or even cloistered world. A good example to illustrate this fact is one of the requirements to the subject results of the learners' adoption of the integrated course 'Russia in the world' – 'the formation of the outlook on the contemporary world from the viewpoint of Russian interests'⁴⁵. Any requirements to the adoption of human rights in the framework of the subjects 'Social science' and 'Law' are absent on the basic level. The word-combination 'human rights' is found only in the requirements to the adoption of the course 'Law' at the higher level and in the context of Russian legal system: 'the formation of knowledge about general principles and norms, regulating the state organization of the Russian Federation, constitutional status of state power and system of constitutional rights and freedoms in the Russian Federation, mechanisms of realization and protection of the rights of citizens and legal persons'⁴⁶.

It is obvious that the standard gives only general framework of requirements. It is evident that certain schools and certain teachers will manage to create educational systems which form democratic citizenship, values of human rights, etc. even in these limits. However it is also obvious that the absence of clear guidelines of the standard for the adoption of values and objectification of human rights, while there are clear guidelines for other values (no doubt necessary and important ones), will focus teachers on the work with the latter in the majority of cases.

Thus on the basis of the analysis of new educational standards it might be concluded that no significant changes have occurred in the educational policy concerning the issue of human rights. The authors of new standards either do not understand or reject the objectification of human rights, which corresponds to the contemporary reality of legal sphere. The Russian Federation, represented first and foremost by the Ministry of Education, continues following the strategy of quiet non-fulfillment of international obligations in human rights education.

⁴⁵ Ibid.

⁴⁶ Ibid.

This kind of educational policy is fraught with the consequences - young people might acquire a misguided opinion about the relationship of a human and authority, civil values, inadequate to European approaches to the understanding of democratic citizenship, officially accepted by the Russian Federation. The long-term reproduction of the old paradigms concerning human rights education indicates the impossibility of change in educational policy by the initiative of the educational body itself. The needed impulse for changes may occur as a result of the initiative of Russian community as well as international organizations.

The situation is aggravated by the fact that in the Federal state educational standard, unlike the previous 'The compulsory minimum of the content of basic educational programmes', there is no subject content. This is not accidental, it is a principled position of the authors: the document presents only personal, metasubject and subject requirements to the results of learners' adoption of an educational programme. This is explained by the necessity of maximal consideration of learners' individual peculiarities and for the freedom of educational creativity. Not a single requirement is specified. For example, a learner who finishes secondary school should have '*formed foundations of legal thinking*', though the documents give no explanation what 'legal thinking' is.

However reality distorts the approach of the authors of the Federal state educational standard, which is believed right. Despite the fact that all the authors of programmes and course-books as well as teachers should be guided by the Federal state educational standard, they, being realistic, due to the absence of clear-cut guidelines, are bound to follow the requirements which are presented in the so-called controlling and assessment materials for the Unified State Exam.

Since 2009 the Unified State Exam has become compulsory for all school-leavers. The majority of experts believe that the tasks for the Unified State Exam are the basis for the content of educational programmes. Judging by the exam tasks of the years 2009-2015 in social studies, the topic of human rights is marginal for the authors of the tasks. Their concept of human

rights is, to put it mildly, strange. Thus the topic of human rights is practically absent in the tasks for the Unified State Exam. In the specification for the controlling and assessment materials for the Unified State Exam in social studies in the last three years (2013-2015) among 20 tasks of Part A (the check of minimal level of knowledge) there is only one task devoted to the law in the system of social norms, which in part contains some reference to human rights, though in the context of international law ('international protection of human rights in the conditions of peace and war time'). In 2014 the following phrase was found in training tasks for the exam – 'The rights are inseparably linked with responsibilities' and was presented as the correct answer. Among the questions of the training test, placed at the official site for the preparation for the Unified State Exam in 2015 there are only 3 questions, which may be referred to the topic of human rights (these questions concern the rights of workers, citizenship and constitutional responsibilities). In the lists of content elements checked at the Unified State Exam in social studies the topic human rights is missing. In the list of requirements to the level of school-leavers' preparation the knowledge and skills connected with human rights are absent.

As we have already stated in the previous overview, the majority of teachers and school children are guided by the tasks of the Unified State Exam (not even by course-books), that is why the objectification of human rights in the lessons of social studies is minimal.

Educational and methodological literature on human rights for school

Methodological provision of human rights education in comparison with the previous period has deteriorated. This is connected with the focus on controlling and assessment materials for the Unified State Exam, which took place with the change of educational standards, and other factors. We will mention the most significant ones.

The formal requirements to textbooks have become very strict due to the change in the procedure of getting the stamp

'Recommended by the Ministry of Education and Science of the Russian Federation'. As a result a number of publishing houses with the license for publishing textbooks and methodological literature has reduced. As a consequence there has appeared a monopolist publishing house – 'Prosveshcheniye', which has become the actual owner of the majority of other publishing houses. It is obvious that the status of those authors whose textbooks were published by 'Prosveshcheniye', first and foremost the group of authors under the direction of L.N. Bogolyubov, has improved.

The use of educational and methodological materials without the stamp 'Recommended by the Ministry of Education and Science of the Russian Federation' in the lessons is getting more and more complicated. The publishing house 'Prosveshcheniye' has already secured its undivided right to publish all didactic materials, workbooks and methodological materials for their textbooks. No other publishing house can do that. Along with that regional ministries of education, breaching the Constitution of the Russian Federation and the Federal law 'On Education in the Russian Federation', have started prohibiting to use additional educational literature in the lessons.

Choosing the textbooks for the analysis in this report we have considered the list of textbooks recommended for the subjects of social studies and law. This list is given in the Order by the Ministry of Education and Science №253 from 21 March, 2014 'On the approval of the federal list of textbooks...'. There are several course-books in this list, which were published by the publishing houses 'Prosveshcheniye'⁴⁷, 'Akademkniga/Uchebnik'⁴⁸, 'Drofa'⁴⁹ and 'VENTANA-GRAF'⁵⁰. Very popular

⁴⁷ Obschestvoznaniye, 5—9 kl., 10—11 kl. / pod redaktsiei Bogoliubova L.N., Ivanovoi L.F. M.: Prosveshchenie. 2013, 2015.

⁴⁸ Korolkova E.S., Suvorova N.G. Obschestvoznaniye, 6—9 kl. M.: Akademkniga, 2012.

⁴⁹ Nikitin A.F., Nikitina T.I. Obschestvoznaniye, 5—9 kl., 10—11 kl. M.: «Drofa», 2015.

⁵⁰ Obschestvoznaniye 5—9 kl., 10—11 kl. / pod redaktsiei Bordovskogo G.A. M.: Ventana-Graf, 2013, 2014.

school Russian textbooks of social studies by A. Kravchenko and E. Pevtsova (publishing house 'Russkoye slovo'), the textbooks by D.D. Danilova, E.V. Sizova and others (publishing house 'Balass'), the course-book by a group of authors under the direction of A. Lazebnikova (publishing house 'Mnemozina'), textbooks by T.B.Pasman, N.D. Fedotova and others (publishing house 'VENTANA-GRAF') did not enter the list. These textbooks were recommended in the previous orders by the Ministry of Education and Science of the Russian Federation, many schools used them and are still using them since it is legal to use them five more years. That is why we included the abovementioned books in our report.

A similar situation happened with *the textbooks of law* for high school. The recommended textbooks are the ones by E.A. Pevtsova ('Russkoye slovo') and A.F. Nikitin ('Drofa'). Apart from them we worked with the popular course-books among senior pupils – the textbook by T.V. Kashanina and A.V. Kashanina ('VITA-PRESS'), textbooks under the editorship of L.N. Bogolyubov ('Prosveshcheniye') and G.A. Bordovskiy ('VENTANA-GRAF').

All in all we have analysed eight course-books on social studies for general secondary school and six course-books for high school as well as five textbooks on law for the 10th and 11th forms.

For the determination of the role of the topic of human rights in every textbook we analysed formal characteristics (if there are separate chapters on human rights, etc.), if human rights are understood as relationships authorities-individual, what typology of human rights there is, how correct the definitions of certain rights and freedoms are, the way the relationship between rights and freedoms is presented, the way methods of their protection is shown, how the court, advocacy, law-enforcement agencies and other institutions are presented, the way the authors deal with the issues of the freedom of expression, the protection of motherland, patriotism, the role of religion, discrimination, etc.

As a result we have noticed increase of the overall amount of material on human rights (special chapters and sections as well as separate cases of their mentioning in the text, devoted to other

issues) in the majority of textbooks. For example, in the textbook 'Law' by S.A. Losev⁵¹, which has recently been published, 28% of the total text of the course-book is devoted to human rights. This textbook is not included in the list of recommended literature, though it is widely used by many teachers as an additional one. On average from 5% to 10% is given to human rights in textbooks on social studies, from 8% to 15% - in the textbooks on law. Thus from the formal viewpoint the informing of learners about human rights is carried out successfully.

Partial positive changes have happened in the determination of the essence of human rights. Human rights are defined as the 'highest value' (Pasman), natural rights, written in international treaties and in the Constitution of the Russian Federation (Bogolyubov, Lazebnikova), inalienable and universal rights (Losev, Pevtsova). Some authors write about the cases of violation of human rights by the state (Bordovsky), about the responsibilities of the state for the security and protection of human rights (Pasman, Nikitin), though some of the authors also point out 'the rights of the state' as equal ones to human rights (Bordovsky, Kravchenko). However we have not found the main idea concerning human rights in any of the textbooks. We believe that human rights should be referred to the sphere of public law, they should be regarded as the relationship 'authority-individual'. The absence of these ideas in the textbooks leads to the confusion of civil rights, written in international documents and the Constitution of the Russian Federation and rights written in the Civil Code of the Russian Federation.

In the majority of textbooks authors only enumerate rights and freedoms or quote the second chapter of the Constitution of the Russian Federation (sometimes they quote from the Universal Declaration of Human Rights). No textbook gives serious explanation of the essence of each right. Probably the authors believe that the reading of the Constitution is in itself sufficient for

⁵¹ Losev S.A. Pravo. Uchebnik dlia 10-11 klassov. M.: Intellekt-Tsentr, 2014.

learners' knowledge and reasoning. Commentaries quite often distort the sense.

The highest number of mistakes in the interpretation is connected with the right to life. Some authors write that in the Russian Federation death penalty has been forbidden since 1997 (Losev), other authors recall the moratorium on death penalty, not mentioning either the resolution of the Constitutional Court about death penalty or international obligations taken by Russia. There are no explanations about the positive authority's obligations connected with the right to life.

The majority of authors confuse the right to respect for private life and the right of freedom and right to liberty and security. Starting to write about the right to respect for private life they suddenly switch to physical inviolability.

In the majority of textbooks (except the ones by Nikitin, Pevtsova and Kashanina) socio-economic rights are dwelled on without the mentioning of the right of the protection of labour rights, of the creation of labour unions, of collective labour argument and going on a strike.

In many course-books on law (Losev, Nikitin, Bordovsky) the correct approach to the problem of the correlation of rights and responsibilities is presented – rights are primary and universal, all people have rights, while responsibilities belong to, first and foremost, citizens and secondly, to the representatives of certain groups (parents, children, government officials, etc.).

In the textbooks on social studies (Pasma, Bordovsky, Lazebnikova, Kravchenko) the Soviet quote is still repeated: 'Rights and responsibilities are inseparably connected'⁵², 'Certain rights can not but correspond to certain responsibilities, that is there are no rights without responsibilities. Non-fulfilment of responsibilities cannot but influence the degree of the security of rights'⁵³.

⁵² Labeznikova A. Obschestvoznanie. 5 klass. M., Mnemozina, 2014. p.130.

Obschestvoznanie, 8 kl. / pod redaktsiei Bordovskogo G.A. M.: Ventana-Graf, 2013. p. 99.

The selection of the ways of human rights protection on the national and international levels is considered one of the most significant criteria by us. It becomes evident what the authors want – either to teach children real methods of the protection of their rights or give formal enumeration of the existant methods, not thinking of their applicability in the Russian Federation of present day.

Speaking about the security of human rights on the national level, the majority of authors give limited information about court system and work of the Office of ombudsman on human rights. The role of non-commercial human rights organizations on regional or international levels is practically excluded from the text of course-books. The role of mass media is ignored by the authors.

There are many inaccuracies or even errors in the description of international mechanisms and institutions: 'International humanitarian law protects human rights' (Nikitin); 'The so-called non-governmental international organizations' (Bordovsky).

It is interesting to point out that not all the textbooks have information about the European Court of Human Rights. Only the textbooks by Losev and Pevtsova give a more or less detailed description of the mechanism of filing a complaint to the European Court.

In the majority of the analysed textbooks the topics 'Civil society' and 'Rule of law' are presented correctly. This fact benefits the new editions in comparison with the ones published in 2000-2010.

In the description of law-enforcement bodies we are interested in the way the authors present the position of court and advocacy in the society. The point is that up to now the sample materials of the Unified State Exam in social studies have had a test in which court is regarded as a law-enforcement body (and is not an independent branch of power). Unfortunately, in the textbooks on social studies and law court is also enumerated in the same context with the Office of Public Prosecutor, investigation bodies and police. Moreover in the textbook on law under the editorship of Bogolyubov court is assigned to the side of

prosecution⁵⁴. In Bordovsky's textbook the table 'Law-enforcement bodies' comprises court, advocacy and the ombudsman.

Advocacy is a separate matter. In many textbooks this institute is not mentioned at all. The exception is the course-book by Losev, in which the principles of the work of advocate are disclosed in a separate section (4 pages).

The majority of textbooks dwell on constitutional responsibility of the protection of motherland. The right of alternative civil service is also mentioned. The only drawback of the presentation of the topic is lack of commentaries on the connection of this right with the right of freedom of beliefs.

Another important topic of the course of social studies – 'The Role of Religion in the Modern World' – is connected with the freedom of thought, conscience and religion. Our suppositions that within this topic there would be many intolerant commentaries concerning certain religions were partly right. In the textbooks on law everything is quite correct, except the mentioning by Nikitin 'totalitarian sects, created by dogmatic maniacs' (Aum-Sinriike, Beloe bratstvo).

In the textbooks on social studies, especially for the general secondary school, intolerance towards 'unbelievers' and 'sectarians' is obvious. For example, in the textbook on social studies by Nikitin there is a role play for the pupils of the fifth form in which they need to clear the planet from unbelievers. In the chapter 'Religion and its role in cultural development' the author Lazebnikova explains to the pupils of the ninth form 'As a rule sects expose direct danger to the life and health of people and are often used to cover illegal activity of different kinds'. Bordovsky convinces the readers that the majority of the world population adheres to the Biblical version of the creation of man'. Kravchenko states directly that he is orthodox. Bogolyubov gives the following definition in the textbook for the classes of socio-economic profile: 'Organizational forms of religion are church and sects'.

⁵⁴ Matveev A.I., Kudriavtsev V.N., Abrosimova E.B. Pravo: uchebnik dlia uchaschikhsia 11 kl.: profilnyi uroven / Pod red. Bogoliubova L.N. M., Prosveshcheniye, 2008. p. 258.

In the presentation of the topics concerning national relationship and discrimination the situation is similar to the one mentioned above. In the textbooks on law either nothing is said about nations and national conflicts or there is clear information about the prohibition of discrimination. Nikitin gives the definitions of genocide, racism, apartheid, discrimination of national minorities (though along with that he writes about the genocide of the Slavs during World War II).

In the textbooks on social studies Stalin's scheme 'tribe-nationality-nation' is often mentioned. Anti-scientific definitions of the concept 'race' are given – it appears that there are only three races. The definitions of the terms 'nation' and 'ethnic group' are also anti-scientific. Very often the authors quote I.Ilyin – 'Psychic disposition and national self-consciousness' ('Psychichesky sklad i natsionalnoye samosoznaniye'). The reason for national conflicts is migration, as some authors believe. Provoking questions sometimes take place: 'The representatives of which nationalities study in your class?' All these things happen while the formation of tolerance, civil nation, all-Russian identity is proclaimed on the highest level.

This topic appeared to be the most difficult for the authors of textbooks on social studies, who are ready to change their viewpoints on many problems, but for the issue of national relationships.

Much information is given about patriotism in such parts as 'Spiritual culture', 'Our motherland', 'Citizenship'. In fact, it is continuation and development of the topic 'Nation and national relationships'. In the presentation of this topic it may seem suspicious that firstly, there are no examples of patriotic actions in peace time – the majority of examples of patriotic actions is connected with heroic deeds during the Great Patriotic War. Secondly, there is no difference between the concepts of 'motherland' and 'state', they are presented as equal. This fact leads to the inevitability of justification of any actions of the state in the past and future on the part of a patriot. Finally, all the textbooks imply the thought that apart from patriots there are 'non-patriots', which is close in the sense to the concepts 'traitors of the motherland' and 'fifth column'. It is quite clear that this orientation

in the presentation of material does not promote the education of pupils in the spirit of respectful attitude to rights and freedoms.

From the viewpoint of bright examples, interesting tasks on urgent issues of human rights the present generation of textbooks has advantages in comparison with the previous one. The authors stopped being afraid of controversial texts, they offer kids to discuss complicated legal situations. Many tasks of this kind are given in the textbooks by Nikitin and Losev. In the course-books on social studies texts are as a rule not so topical, they are more didactic, since the authors try to 'educate with the help of positive examples'. The favourite authors of Bogolyubov are Ilyin, Frank, Berdyaev, while Lazebnikova quotes 'The Lord of the Flies', narrates about Hugo Haase and Janusz Korczak. In the textbooks by Korolkova and Suvorova many chapters are written as the discussions of the well-chosen fictitious texts.

School human rights teaching practice

The reality of human rights education in Russian schools is a dubious matter. Thus learners get certain knowledge of human rights in this or that amount. This is mainly realized within the integrated course 'Social studies'. Apart from that, human rights are studied in the framework of the course 'Law' as well as in the elected course 'Human Rights'. Moreover, the issue of human rights is becoming more and more popular in extracurricular activities. This is partly connected with the change of the educational standards, which, on the one hand, orient teachers towards a more serious attitude to tutorial work, and on the other hand – towards the expansion of extracurricular activities.

The abovementioned fact is important since human rights are adopted not only in the lessons on human rights and social studies. All other subjects and everything that happens at school in general form learners' outlook. Democratic citizenship can not be formed if only one teacher tries to advance in this direction and the entire atmosphere at school is authoritarian. Unfortunately, only in certain cases we may speak about a more or less formed school democracy. In the majority of cases school lifestyle does not promote the adoption of democratic experience and the

formation of the basis of tolerant behavior and respect of human rights.

In the past five years a number of negative factors have become stronger. These factors decrease teachers' motivation to conduct lessons on human rights, which naturally lowers their activity in the sphere. First and foremost the drop of motivation is connected with the growing marginalization of human rights in public consciousness, with the large-scale discredit of the value of human rights in administrative, legal and media spheres. Many teachers who teach human rights point out that nowadays school administration and colleagues treat this issue more suspiciously than earlier. Some of them even believe that the topic itself is now being treated as oppositional. This tendency naturally diminishes enthusiasm.

This is closely connected with the fact that the majority of teachers and school administration workers do not know anything either about the obligations of the Russian Federation concerning human rights education or about the instructions of the Ministry of Education of the Russian Federation in the sphere of citizenship education. Teachers often do *not even understand the question* 'Do you know regulatory enactments on human rights education?' addressed to them! That is the majority of workers – teachers and heads of schools – do not realize that many international obligations in the sphere of human rights undertaken by Russia (for example, Convention on the Rights of the Child, recommendations in human rights education by the Council of Europe, etc.) concern school. Other documents like Federal legal enactments and recommendations of the Ministry of Education of the Russian Federation (for example, National Doctrine of Education in the Russian Federation, the letter of the Ministry of Education of the Russian Federation 'On civil education of the learners of the establishments of general education of the Russian Federation' (15 January, 2003), the letter of the Ministry of Education and Science of the Russian Federation 'Methodological recommendations on human rights education in the establishments of general education of the Russian Federation' (15 March, 2007) etc.) concern school as well.

In a number of regions of the Russian Federation teachers can get specialized training for teaching human rights. The majority of teachers of social studies still appreciate the opportunity of professional development in the sphere of human rights or human rights education, since they believe that this issue is topical both for teachers and students. However this aspiration is challenged by the unwillingness of school administration to let teachers have 'excess' (for the attestation) professional development training, as well as the increase in the amount of paper work.

In April 2015 the Academy of Professional Development and Professional Retraining of the Russian Federation conducted the monitoring of the situation with teachers' training in the sphere of law, which covered 61 regions of the Russian Federation. In particular their readiness for human rights education was monitored.

Just as before the main form of teachers' training in the regions are courses of professional development, which are organized by different institutes of the development of education (institutes and faculties of professional development for workers of education, institutes of teachers' development, etc.). The majority of topics at the courses in 2013-2014 and 2014-2015 were connected with teaching the course 'Social Studies' and the introduction of the Federal state educational standard, in which the part 'Law', including 'Human Rights' has a limited number of teaching periods (from 6 to 20 hours). The focus of the content of courses may be understood with the help of their names: 'Organization of professional work of a teacher of history and social studies in the conditions of the introduction of the Federal state educational standard of the new generation', 'The formation of learners' legal culture by means of historical and social science education and in extracurricular activities', 'Conception, theoretic and methodological basis of teaching the subjects 'Social Studies' and 'Law' in high school' etc.

The results of the monitoring have revealed the fact that the most effective and systematic human rights teaching is found in the regions where there exists a long-term experience of human rights education and where there are the necessary normative-

legal and organizational-methodological conditions (the regions of Arkhangelsk, Tambov, Ekaterinburg, Perm and Primorsky Kray). The topics of the organized professional development courses in these regions was oriented at the teachers' training in the field of human rights: 'Methods of teaching the course 'Human Rights' in establishments of general education of Primorsky Kray' (Primorsky Institute of the Development of Education), 'Urgent Problems of the content and methods of teaching human rights in secondary school' (Tambovsky Institute of Professional Development), 'School of human rights and cross-cultural communication for the workers of education' (Arkhangelski Regional Institute of Open Education in Cooperation with NGO 'Vozrozhdeniye Rossiyskoy Kulturi' ('Renaissance of Russian Culture'), 'Civil-patriotic education as contemporary educational practice', 'The role of school and establishments of additional education in the formation of civil identity' (establishment of additional professional education of Ekaterinburg region).

On the basis of these data it might be concluded that traditional courses on history and social studies do not contribute much to the training of teachers in the field of human rights, teachers from the majority of regions are not ready to teach human rights at school due to their poor training.

It should be noted that human rights training can hardly be available for the majority of teachers and the quality of this training can hardly help teachers attain the goals of teaching human rights at school. Moreover professional development in the sphere of human rights as a rule remains the one for teachers of history, social studies and law. Other teachers, including supervising teachers, head-teachers and head-masters, who regulate school lifestyle, rarely get systematic human rights trainings. This fact causes a number of problems in the promotion of human rights education at schools.

Conclusion

On the whole it may be stated that on the one hand recently the opportunities of getting knowledge on human rights have expanded for learners. In the course-books there are fewer

gross mistakes in the presentation of the general theory of human rights and specific issues connected with the human rights protection in our country.

On the other hand, teaching human rights at school remains superficial, it is not carried out on a regular basis. Specialized set of textbooks 'Human Rights' does not exist. In many textbooks on social studies and law the content of certain rights is distorted. The most challenging issues for authors are still the ones connected with the right to life, freedom of thought, freedom of expression, right to a fair trial and mechanisms of the protection of human rights. Stereotypes still predominate in the presentation of certain topics. These stereotypes formed in the times of the Soviet Union, and recently they have become urgent for the government once again.

The programmes of social studies and law which exist nowadays do not contribute much to the acquisition of practical skills in the field of the protection of human rights. School lifestyle in many schools does not promote the adoption of human rights on the part of learners.

Controlling and assessment materials for the Unified State Exam do not orient teachers towards the adoption of the topic of human rights. Normative guidelines, which are focused on the acquisition of competencies in this sphere are blurred and not called for by the bodies which regulate the system of education.

In many regions human rights are perceived as the study of law. The school staff (educators, school administration) often do not realize the importance of teaching human rights per se. The activities of departments of the Ministry of Education and Science and regional bodies of regulation of the education system, which deal with the issues of teaching human rights, are not coordinated.

Teachers' motivation for teaching human rights is getting weaker due to the discredit of the values of human rights in the community. Another reason for the lack of motivation is difficulties connected with the acquisition of the needed qualifications for teaching human rights.

Informal Human Rights Education

The role of the institute of the ombudsman in the development of human rights education

In accordance with the Federal Constitutional law 'On the ombudsman in the Russian Federation', the federal ombudsman has to promote 'legal enlightenment on the issues of human rights and freedoms, forms and methods of their protection'. Unfortunately, in the years when this post was occupied by V.P. Lukin (2004-2014), the activity on the federal level was minimal. It is not accidental that in the ombudsman's annual reports in 2010-2013 there is no information about this activity. Though the spreading of printed matter on the issues of human rights by the office of the ombudsman, the delivery of the information about various problems of human rights via the official site of the ombudsman may be regarded as educational. It is fortunate that the new Russian ombudsman E.A. Pamfilova pays attention to the importance of enlightenment on the issues of human rights. In her report for the year 2014 it is stated that the directions of this activity were the representation of the position of the ombudsman on relevant social events in mass media, the publication of the materials about the activity of the ombudsman in mass media and the publication of informational materials in the Internet. Apart from that, it is said that the staff of the ombudsman's office take part in various educational events⁵⁵.

A significant contribution in the educational activity on human rights is made by regional ombudsmen in Russia. Part of them educate not only with the help of annual reports, communication with journalists and sites, but also by means of printed matter which is sent to libraries, schools, penitentiaries,

⁵⁵ См.: Доклад Уполномоченного по правам человека в Российской Федерации за 2014 год. М., 2015. С.30.

The report (2014) of the High Commissioner for Human Rights in the Russian Federation. М., 2015. p.30.

they organize contests on various issues of human rights. Regional ombudsmen and the staff of their offices often deliver lectures on human rights in schools and universities, support the activity of legal clinics, often act as mediators in the dialogue of human rights activists and authorities, including the issues of the promotion of permanent enlightenment in the sphere of human rights.

Human rights education activity of non-governmental organizations

In the 'third' sector two categories of non-governmental organizations, which deal with human rights education, may be found: 1) non-governmental organizations for which human rights education is the main business; 2) non-governmental organizations, which have human rights education activity as an additional one.

The human rights education activity on the part of those organizations which have it as an additional one, can hardly be assessed either in the qualitative or in the quantitative way. The majority of such organizations arrange consultations for visitors about various issues of human rights, publish books, booklets and leaflets, etc. Every year hundreds of such materials are published on the issues of human rights. The staff and volunteers of certain organizations deliver lectures on human rights for different target groups (school children, policemen, and the officers of the Federal agency for execution of punishment, etc.). Some organizations arrange exhibitions on the issues of human rights.

In Russia there are not many non-governmental organizations the mission of which is human rights education. However the results of their work are quite impressive. We will dwell on the activity of several organizations as an example.

Youth centre on human rights and legal culture (Moscow) (established in 1992, the head of the Council is Vsevolod Luhovitskiy). The main target groups are teachers, school children and students. In 2010-2015 the Centre continued its active work in human rights education. Training seminars on teaching human rights for teachers are organized on a regular basis in different

regions of Russia. Interaction with the graduates of the Centre, who teach human rights is arranged. Educational and methodological materials are being created both for teachers and learners. At the moment a new book on social studies, which presents the view of the society with regard to the value of human rights is being written. The site 'Human rights education and cross-cultural mutual understanding' devoted to human rights education is supported by the Centre.

Centre of civil education and human rights (Perm) (established in 2003, the head – Andrei Suslov). In the last five years the activity of the Centre has expanded and become more diverse. Educational seminars and webinars on the issues of human rights, tolerance, school democracy, etc. are organized for teachers, students, parents, activists of non-governmental organizations, officers of police and the Federal agency for execution of punishment are arranged in Perm Kray and in other regions of the Russian Federation. Regional and All-Russian Olympiads on human rights are held annually for teachers and school children. Methodological and reference materials are published. Recently their main focus has become the formation of learners' citizen qualities in the context of new educational standards. The site of the Centre is updated on a regular basis as well as blogs on the protection of the rights of students and school children. In 2014 another monitoring on human rights observing in the schools of Perm Kray was carried out. In 2015 the monitoring on the observation of human rights in the establishments of professional colleges in Perm Kray was arranged.

Ryazan school of human rights (established in 1997, the head – Sofia Ivanova). The main target groups are pupils, students and teachers. The overall activity of the school has decreased considerably in recent years. However the school organizes the set of classes called 'School of citizen activity', the participants of which familiarize with the issues of human rights via discussions, tutorials, role plays, etc.

Youth human rights movement (established in 1998, co-heads of coordination council – Maria Gordeeva and Dmitry Makarov, honorary president – Andrei Yurov). For this organization human rights education is not the main activity, yet it

is a serious one. The main target group is young people, pupils and students, as well as activists of non-governmental organizations. The organization arranges human rights trainings, organizes the school called 'International school of human rights and civil actions'. It also provides support to cinema clubs and video clubs which deal with citizenship education. Youth human rights movement has a website, organizes educational lectures for important dates and other significant events connected with the sphere of human rights.

'Man and Law' (Yoshkar-Ola) (established in 1999, co-heads – Irina Protasova and Sergei Poduzov). Despite the fact that education is not one of the main directions of the activity of the organization, which is oriented chiefly towards legal support to the victims of the violation of human rights, this organization is one of the few non-governmental organizations, capable of the arrangement of more or less systematic human rights education for the officers of police and the Federal agency for execution of punishment, as well as activists of public supervisory committees. Numerous consultations and trainings are held, reference materials are published, the web-site is updated.

It should be noted that non-governmental organizations in a number of regions managed to influence the teachers' perception of the content of citizenship education and human rights education. Hundreds of teachers were trained at numerous courses and seminars, arranged by non-governmental organizations, got numerous methodological and reference materials. However this mainly concerns teachers of social science.

In a number of cases non-governmental organizations coordinate their activity, undertake joint actions. However it mainly concerns joint participation in some events (seminar, press-conference, etc.) or actions.

Interaction of non-governmental organizations with governmental bodies: success and problems

Quite often human rights non-governmental organizations interact with official bodies for the arrangement of educational

events in the sphere of human rights. As a rule the dialogue is conducted, the needed support is given by regional and municipal authorities. However recently the cases of pressure on non-governmental organizations in connection with some political campaigns have become frequent. This fact especially concerns the campaign on the registration of non-governmental organizations, which get foreign financing as 'NGO's, which fulfill functions of a foreign agent'. After the checks which took place almost all non-governmental organizations that were financed by foreign sources became 'foreign agents' since in the interpretation of law-enforcement agencies the concept 'political activity'⁵⁶ covers practically every sphere. The brightest examples to illustrate this may be the cases of the human rights centre 'Memorial', the organization 'Man and Law', the Moscow school of civil education and other organizations which were included in the list of 'foreign agents'.

It should be mentioned that the point is not in additional burdens, which NGO's should bear after they got in the list. The word-combination 'foreign agent' has a strong long-term negative connotation in our country, it is similar to the word 'spy'. This is the reason why in many regions and on the federal level official bodies do not want to cooperate with NGO's, labeled as 'foreign agent'. However officially this ground for the rejection of interaction is generally not accepted. In a number of cases schools, state and municipal establishments refuse from taking part in the events arranged by such educational NGO's.

It should be noted that in a number of regions educational non-governmental organizations managed to arrange constructive cooperation with regional institutes of the development of education (in some regions – institutes or faculties of professional development of the workers of education). We may even speak about the interest of these bodies in cooperation with NGO's

⁵⁶ In accordance with the Russian legislation for the inclusion of a non-governmental organization in the list of 'foreign agents', apart from foreign financing there should be the second characteristics – political activity.

which work in the sphere of civil education if the institutes of the development of education do not need financial participation in the project. It is convenient for them – they do not have to spend time and effort on the creation of the courses and do not have to pay money to specialists; the rating of institutes of professional development grows in the eyes of teachers, who were trained at the courses, because the training arranged by NGO's are usually topical and interesting for teachers; there appears an opportunity of constant work with teachers, who passed the course. Sometimes cooperation of NGO's with regional institutes of professional development is supported by agreements with regional ombudsmen.

One of cooperation forms of non-governmental human rights organizations with the government bodies is activity of their representatives in socio-governmental bodies, which can solve the issues of the formation of policy of the organizations of civil education and human rights education. In a number of cases human rights activists participate in the work of public committees at regional ministries of education, home affairs, agency of execution of punishment, etc. Sometimes such bodies make decisions, which concern not only single events, but also system changes.

Conclusion

All in all it may be stated that systematic activity of non-governmental organizations for the development of human rights education, partly with the support of governmental bodies, helps to get significant results in the sphere even in the conditions of the growing pressure on non-governmental organizations and obvious devaluation of the values of human rights in public consciousness.

It is important to mention that it is not the state and not the Ministry of Education, but the civil society, human rights non-governmental organizations that are worried by the situation with human rights education. Only thanks to effective actions in the sphere of informal education a certain preparation in this sphere of school and university teachers is provided, there appear methodological and reference editions, in a number of cases there

happens realization of importance of human rights for the building of school educational systems.

Final Conclusion

Tendencies of the development of human rights education

The laws and normative acts which are in action in the Russian Federation, including the international legal norms accepted by Russia, in general coincide with the realization of the educational objectives in the field of human rights. They also provide the opportunity of human rights education in schools and universities. In schools and universities there is a range of programmes, educational, methodological and reference materials. The informal education in the field of human rights is developing as well.

In the last five years the informing of the population about the issues of human rights at both formal and informal levels has become much wider. However this informing remains superficial in its nature.

The conditions for the development of human rights education (human resources, financial, home policy and foreign policy) have become worse. The main problems not only stay unsolved, they have become aggravated.

Main problems

The objectives concerning teaching human rights which were announced and registered in normative documents, unfortunately, do not find reflection in educational standards, programmes, syllabi, etc.

Governmental bodies of the Russian Federation still turn a blind eye to human rights education. A number of obligations of the Russian Federation in this sphere are ignored. Information about these obligations is not available to the community. Special state programmes are not developed on regional and federal levels.

The success in the development of education in the field of human rights is caused to a great extent by the active position of non-governmental organizations and enthusiastic teachers and not systematic actions of official bodies.

Recommendations

For the development of human rights education governmental bodies and organizations should undertake the following.

It should be clearly accepted that the problem of human rights teaching is not the question of discussions and opportunities, it is direct responsibility of the state to fulfil the international legal obligations. These are the obligations of the state but not schools or colleges, institutes or universities, school teachers or university teachers, non-governmental organizations or other institutes of civil society.

Knowledge of human rights must become a part of general humanitarian, general cultural preparation of each student of a Russian university. In Russian conditions it is possible to provide this only with the help of rigid governmental orders. That is why it is necessary to introduce human rights education in state educational standards and programmes for all specialities and at all educational levels.

For the change of the situation in schools it is necessary first and foremost to include the check of competencies in the sphere of human rights in controlling and assessment materials for the Unified State Exam in social studies (on condition of expert discussion of this topic by leading experts with the authors of controlling and assessment materials). It is also important to concentrate efforts on the creation of the atmosphere of respect for human dignity at schools. For the guarantee of pluralism and correctness in the formation of knowledge on human rights it will be useful to secure the spreading of commentaries and methodological recommendations by independent experts to the existent and approved popular textbooks on social studies and law.

An urgent objective is still teachers' training on the topic of human rights. In connection with this, first of all, it is necessary to include the topic of human rights in the university programmes of education for future teachers of all specialities as a basic component.

It is necessary to create conditions for constructive interaction of governmental bodies and non-governmental organizations for the promotion of human rights education. Namely, it is significant to differentiate between the definitions 'political activity' and 'social activity'. Otherwise educational activity can easily be interpreted as political.