



# Universal Periodic Review of Finland

## RIGHT TO EDUCATION

### SUMMARY OF KEY ISSUES FROM PREVIOUS CYCLES

In the 3<sup>rd</sup> cycle Finland has received 153 recommendations, accepted 120 of those and 44% of the recommendations focused on reducing inequalities. In general, the quality of education is high in Finland, but discrimination and inequalities appear in the field of education.

### NATIONAL FRAMEWORK

Education has been a national priority in Finland for a long time. One of the main principles in the Finnish education system is that everyone should have equal access to high-quality education and training. The basic right to education is recorded in the Constitution and education is free at all levels.

### CHALLENGES

- A. Inclusive education for immigrants
- B. Stigmatization and racism
- C. Inclusive education for disabled people

### IMPACTS

- A. Finland is said to be blind to immigrants' special needs within education. For example, Finnish as a secondary language in school is highly stigmatised; compared to learning it as a main language. Indeed, many Finnish students from immigrant backgrounds recall the lack of understanding from teachers of their circumstances.
- B. Africa is depicted in schoolbooks as poor and under-developed. This perpetuates Eurocentrism and white superiority, which will be internalised by children both from European descent or from migrant backgrounds and will shape their values and behaviours. In addition, there is a lack of understanding of the realities of children's lives with migrant backgrounds, on the receiving end of biased treatment. Multiculturalism is geared towards assimilation as Saami people were displaced and forced to assimilate into Finnish culture.
- C. People with disabilities are underrepresented in Finnish universities.

### RECOMMENDATIONS

1. Tackle racism, xenophobia, and gendered discrimination, increase the understanding of the implicit and pervasive system of values that sustain them to help develop better strategies.
2. Stop discriminating against children from a migrant background, disabled people, children from minority groups.
3. Raise awareness on the pervasiveness of gender expectations in the Finnish labour division to present boys and girls with real professional choices.
4. Provide adequate support for children from low socioeconomic classes.
5. Urgently secure accessibility for children with disabilities in all schools.

### BROKEN CHALK

Broken Chalk is an Amsterdam-based NGO established in 2020, focused on raising awareness on human rights violations in the educational field. Together with our international sponsors and partners, we aim to remove obstacles in education; contribute to the achievement of peace and tranquility in the society through adaptation studies in an environment of intercultural tolerance; prevent radicalism and polarization; and eliminate the opportunity gap in education for all.

### SOURCES



Finland UN-UPR

To access the full report please scan the QR code or visit the following link:  
<https://brokenchalk.org/submission-to-the-universal-periodic-review-of-the-united-nations-human-rights-council-finland/>



www.brokenchalk.org

### CONTACT DETAILS

Maya Shaw, [m.shaw@brokenchalk.org](mailto:m.shaw@brokenchalk.org)  
 Kingsfordweg 151, 1043 GR Amsterdam, Netherlands  
 +31685639758 [info@brokenchalk.org](mailto:info@brokenchalk.org)  
[www.brokenchalk.org](http://www.brokenchalk.org)  
 @brokenchalk @brokenchalk  
<https://www.youtube.com/brokenchalk>  
<https://www.linkedin.com/company/brokenchalk>