

Draft Plan of Action for the Third Phase (2015-2019) of the World Programme for Human Rights Education

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I. Introduction

A. Context and definition of human rights education

1. The international community has increasingly expressed consensus on the fundamental contribution of human rights education to the realization of human rights. Human rights education aims at developing an understanding of our common responsibility to make human rights a reality in every community and in society at large. In this sense, it contributes to the long-term prevention of human rights abuses and violent conflicts, the promotion of equality and sustainable development and the enhancement of participation in decision-making processes within a democratic system.

2. Provisions on human rights education have been incorporated into many international instruments and documents including the Universal Declaration of Human Rights, 1948 (art. 26); the International Convention on the Elimination of All Forms of Racial Discrimination, 1965 (art. 7); the International Covenant on Economic, Social and Cultural Rights, 1966 (art. 13); the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, 1984 (art. 10); the Convention on the Elimination of All Forms of Discrimination against Women, 1979 (art. 10); the Convention on the Rights of the Child, 1989 (art. 29); the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families, 1990 (art. 33); the Convention on the Rights of Persons with Disabilities, 2006 (art. 4 and 8); the Vienna Declaration and Programme of Action (Part I, paras. 33-34 and Part II, paras. 78-82); the Declaration and Programme of Action of the World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance, 2001 (Declaration, paras. 95-97 and Programme of Action, paras. 129-139); the Outcome Document of the Durban Review Conference, 2009 (paras. 22 and 107); and the 2005 World Summit Outcome (para. 131).

3. In accordance with these instruments, which provide elements of a definition of human rights education as agreed upon by the international community, human rights education can be defined as any learning, education, training and information efforts aimed at building a universal culture of human rights, including:

- (a) The strengthening of respect for human rights and fundamental freedoms;
- (b) The full development of the human personality and the sense of its dignity;
- (c) The promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and minorities;
- (d) The enabling of all persons to participate effectively in a free and democratic society governed by the rule of law;
- (e) The building and maintenance of peace;
- (f) The promotion of people-centred sustainable development and social justice.

4. Human rights education encompasses:

- (a) Knowledge and skills — learning about human rights and mechanisms, as well as acquiring skills to apply them in a practical way in daily life;
- (b) Values, attitudes and behaviour — developing values and reinforcing attitudes and behaviour which uphold human rights;
- (c) Action — taking action to defend and promote human rights.

5. With a view to encouraging human rights education initiatives, Member States have adopted various specific international frameworks for action, such as the World Public Information Campaign on Human Rights (1988-ongoing), focusing on the development and dissemination of human rights information materials, the United Nations Decade for Human Rights Education (1995-2004) and its plan of action,

encouraging the elaboration and implementation of comprehensive, effective and sustainable strategies for human rights education at the national level, the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010), the United Nations Decade of Education for Sustainable Development (2005-2014), the International Year for Human Rights Learning (2008-2009) as well as the International Year for the Rapprochement of Cultures (2010).

6. On 10 December 2004, the General Assembly proclaimed the World Programme for Human Rights Education. The World Programme, which began on 1 January 2005, aims at advancing the implementation of human rights education programmes in all sectors. It is structured in consecutive phases, in order to further focus national human rights education efforts on specific sectors/issues.

7. On 19 December 2011, the General Assembly adopted, without a vote, the United Nations Declaration on Human Rights Education and Training. The Declaration states that human rights education provides persons with knowledge and skills and develops their attitudes and behaviours so as to empower them to enjoy and exercise their rights, and to respect and uphold the rights of others (Article 2). It also affirms that States, and where applicable relevant governmental authorities, have the primary responsibility to promote and ensure human rights education and training; they should also create a safe and enabling environment for the engagement of civil society and other relevant stakeholders in those processes (Article 7).

B. Objectives of the World Programme for Human Rights Education

8. The objectives of the World Programme for Human Rights Education are:

- (a) To promote the development of a culture of human rights;
- (b) To promote a common understanding, based on international instruments, of basic principles and methodologies for human rights education;
- (c) To ensure a focus on human rights education at the national, regional and international levels;
- (d) To provide a common collective framework for action by all relevant actors;
- (e) To enhance partnership and cooperation at all levels;
- (f) To survey, evaluate and support existing human rights education programmes, to highlight successful practices, and to provide an incentive to continue and/or expand them and to develop new ones.

C. Principles for human rights education activities

9. Educational activities within the World Programme shall:

- (a) Promote the interdependence, interrelatedness, indivisibility and universality of human rights, including civil, political, economic, social and cultural rights and the right to development;
- (b) Foster respect for and appreciation of differences, and opposition to discrimination on the basis of race, sex, language, religion, political or other opinion, national, ethnic or social origin, physical or mental condition, sexual orientation and other bases;
- (c) Encourage analysis of chronic and emerging human rights problems (including poverty, violent conflicts and discrimination), also in view of rapidly changing developments in the political, social, economic, technological and ecological fields, which would lead to responses and solutions consistent with human rights standards;
- (d) Empower communities and individuals to identify their human rights needs and to claim them effectively;

- (e) Develop the capacity of duty-bearers (in particular, governmental officials), who have an obligation to respect, protect and fulfil the human rights of those under their jurisdiction, to meet such obligation;
- (f) Build on the human rights principles embedded within the different cultural contexts and take into account historical and social developments in each country;
- (g) Foster knowledge of and skills to use local, national, regional and international human rights instruments and mechanisms for the protection of human rights;
- (h) Make use of participatory pedagogies that include knowledge, critical analysis and skills for action furthering human rights;
- (i) Foster teaching and learning environments free from want and fear that encourage participation, enjoyment of human rights and the full development of the human personality;
- (j) Be relevant to the daily life of the learners, engaging them in a dialogue about ways and means of transforming human rights from the expression of abstract norms to the reality of their social, economic, cultural and political conditions.

II. The third phase (2015-2019) of the World Programme: a plan of action to strengthen implementation of the first two phases and to promote human rights training for journalists and media professionals

A. Scope

10. The first phase (2005-2009) of the World Programme was dedicated to the integration of human rights education in the primary and secondary school systems. A related plan of action (A/59/525/Rev.1) was adopted by the General Assembly in July 2005. In August 2010, the United Nations Inter-Agency Coordinating Committee on Human Rights Education in the School System submitted to the General Assembly a report (A/65/322) on the final evaluation of the first phase.

11. The second phase (2010-2014) of the World Programme focuses on human rights education in higher education and human rights training for teachers and educators, civil servants, law enforcement officials and military personnel at all levels. A related plan of action (A/HRC/15/28) was adopted by the Human Rights Council in September 2010. In June 2012, OHCHR submitted a progress report (A/HRC/21/20) on the implementation of the second phase.

12. In its resolution 24/15, the Human Rights Council requested OHCHR to prepare the present Plan of Action for the third phase (2015-2019) of the World Programme, devoted to the strengthening of efforts to advance the implementation of the first and second phases and, as a specific focus group, to media professionals and journalists.

13. With regard to the strengthening of efforts to advance the implementation of the first and second phases, the Council referred to the following strategies:

- (a) Advancing implementation and consolidating the work done;
- (b) Providing human rights education and training for educators in formal and non-formal education and training, in particular those working with children and youth;
- (c) Undertaking related research and mapping, sharing good practices and lessons learned, and sharing information among all actors;
- (d) Applying and strengthening sound educational methodologies based on good practices and assessed through continued evaluation;

- (e) Fostering dialogue, cooperation, networking and information-sharing among relevant stakeholders;
- (f) Furthering the integration of human rights education and training into school and training curricula.¹

14. With regard to the focus on media professionals and journalists, the Council referred to “a special emphasis on education and training in equality and non-discrimination, with a view to combating stereotypes and violence, fostering respect for diversity, promoting tolerance, intercultural and interreligious dialogue and social inclusion, and raising awareness of the universality, indivisibility and interrelatedness of all human rights among the general public”.²

B. Specific objectives

15. In view of the overall objectives of the World Programme for Human Rights Education (See section I.B above), the present Plan of Action aims to achieve the following specific objectives:

- (a) To strengthen implementation of human rights education in the primary and secondary school systems and in higher education, and of human rights training for teachers and educators, civil servants, law enforcement officials and the military;
- (b) With regard to journalists and media professionals:
 - (i) To highlight their role in the promotion and the protection of human rights;
 - (ii) To provide elements on effective human rights training programming for media professionals and journalists;
 - (iii) To highlight the importance of enabling environments guaranteeing the protection and safety of journalists and media professionals;
 - (iv) To support the development, adoption and implementation of relevant sustainable training strategies;
 - (v) To facilitate the support to human rights training of media professionals and journalists by international, regional, national and local organizations;
 - (vi) To support networking and cooperation among local, national, regional and international governmental and non-governmental institutions and organizations.

C. Action to strengthen implementation of human rights education in the primary and secondary school systems and in higher education, and of human rights training for teachers and educators, civil servants, law enforcement officials and the military

1. Strategies

16. This section highlights strategies to strengthen implementation of human rights education in the target sectors highlighted during the first and second phases of the World Programme, i.e. the primary and secondary school systems, higher education, teachers and educators, civil servants, law enforcement

¹ HRC Resolution 24/15, paragraph 2.

² HRC Resolution 24/15, paragraph 3.

officials and the military. Related strategies, building on guidance provided by the Human Rights Council in its resolution 24/15, include:

(a) Advancing implementation and consolidating the work done

17. Advancing and consolidating efforts undertaken during the first two phases of the World Programme requires an assessment of the planning, coordination, implementation and evaluation processes that have taken place during the first two phases and any related national implementation plan(s). Section III.A below offers guidance on how to undertake such analysis, which can be compared against any baseline data collected in the previous phases in order to determine progress made.

18. Depending on the results of the analysis, strategies for advancing and consolidating current efforts can be elaborated and incorporated into the implementation plan for the third phase of the World Programme, including, but not restricted to:

- (a) new or revised laws and policies;
- (b) increased coherence between various HRE components, such as training curriculum, teaching and learning content and practice and policies;
- (c) the expansion of the presence of human rights education in curriculum and related training;
- (d) improvements in the quality of existing HRE programming and trainings;
- (e) increased human and financial support;
- (f) effective monitoring and assessment processes in place with regard to HRE efforts, providing information for ongoing improvement of programming;
- (g) high quality and sustained HRE and trainings through the fulfillment of the above tasks.

19. Strategies for advancing implementation and consolidating the work done should continue to incorporate a human rights-based approach to learning, i.e.:

- (a) "Human rights through education": ensuring that all the education components and processes, including curricula, materials, methods and training are conducive to the learning of human rights;
- (b) "Human rights in education": ensuring respect for the human rights of all actors, and the practice of rights, in the learning and working environment.

(b) Providing human rights education and training for educators in formal and non-formal education and training, in particular those working with children and youth

20. Both the first and second phase of the World Programme highlighted the importance of human rights education and training for educators, intending by "educators" those who design, develop, implement and evaluate education activities in formal, informal and non-formal settings³. The Plans of Action for the first and second phases highlighted that teachers, higher education teaching personnel and other education staff have a major role and responsibility to transmit human rights values, skills, attitudes, motivation and practices, both in the performance of their professional responsibilities and in their function as role models. Accordingly, human rights education for these professional groups – aiming at fostering their knowledge about, commitment to and motivation for human rights – is a priority strategy of any human

³ See the Plan of Action for the second phase of the World Programme, paragraph 14. In general, "formal education" refers to school, vocational training and university education; "non-formal education" refers to adult learning and forms of education complementary to the previous one, such as community servicing and extra-curricular activities; and "informal education" refers to activities developed outside the education system, such as those carried out by non-governmental organizations (Plan of Action for the first phase of the World Programme, Appendix, footnote 3).

rights education programming in the formal education system. The same priority applies, by analogy, to those performing the function of educators in other settings.

21. Human rights education and training of educators must be tailored according to contextual needs and target group. Related strategies may include the adoption of a comprehensive human rights training policy, the introduction of human rights principles and standards into the training curriculum, the use and fostering of appropriate methodologies and assessment methods and the development of related resources⁴.

22. Adopting a comprehensive human rights education and training policy for educators may include:

- (i) Spelling out and adopting the definition of human rights education and training as an empowering process transferring knowledge and skills and developing attitudes and behaviour which promote and protect human rights, in line with internationally-agreed standards;⁵
- (ii) Pre-service and in-service training, available to all educators and adapted to their particular cultural, educational and experiential realities and needs;
- (iii) The training of trainers, in particular those delivering pre-service and in-service training, who should be qualified and experienced human rights education practitioners and should reflect the diversity of the learners;
- (iv) Considering human rights education as a criterion for the qualification, accreditation and career development of educational staff;
- (v) Recognizing, accrediting and supporting non-governmental organizations and other sectors of civil society carrying out training activities in human rights education;
- (vi) Developing criteria and standards to evaluate human rights education training programmes and their implementation.

23. A human rights curriculum for educators may include the following elements:

- (i) Clear learning objectives that encompass knowledge, skills, attitudes and behaviour which promote and protect human rights, in line with internationally-agreed standards;
- (ii) A solid understanding of human rights, their universality, indivisibility and interdependence as well as protection mechanisms – those in place in the community where the educators are active and those existing beyond it;
- (iii) Multidisciplinary and interdisciplinary human rights perspectives;
- (iv) Principles for human rights education activities, as spelled out in Section I.C above;
- (v) Pedagogy of human rights education, which promotes awareness and analysis of human rights issues and problems leading to responses and solutions consistent with human rights standards;
- (vi) Appropriate methodology for human rights education such as participatory, interactive, cooperative, experience-based and practice-based methods, taking also into account cultural considerations;
- (vii) Educators' social skills and leadership styles, democratic and coherent with human rights principles;
- (viii) Rights and responsibilities of educators and learners, including in addressing human rights issues in the community where they live;
- (ix) Information on existing teaching and learning resources for human rights education, including through the use of information and communication technologies, building the capacity to review and choose from among them as well as to develop new resources;
- (x) Regular and motivating learner assessment, whether formal or not.

⁴ The following paragraphs are adapted from the Plan of Action for the first phase of the World Programme, Section E, paragraphs 20-27.

⁵ See above, "Context and definition of human rights education", Section I.A of this Plan of Action.

24. Human rights education and training methodologies for educators should incorporate good practice in human rights training for adult learners, in particular learner-centered approaches, and should address motivation, self-esteem and emotional development leading to human rights awareness and action to protect and promote human rights. Evaluation should be infused throughout the training process.⁶

(c) Undertaking related research and mapping, sharing good practices and lessons learned, and sharing information among all actors

25. Research on existing materials and programmes, as well as evaluation of related results, should be undertaken or increased. Information gathered should be regularly shared with a view to improve and inspire further programming.

26. Education and training resources and materials, as well as lessons learned and examples of methodologically-sound good practice, should be shared, or continued to be shared, locally, nationally and internationally, in appropriate languages and with suggestions for how to adapt them elsewhere. Dissemination channels include electronic channels, resource centres, databases, organization of gatherings, and other means.

(d) Applying and strengthening sound educational methodologies based on good practices and assessed through continued evaluation

27. Sound methodology is key to the success or failure of any educational effort. The Plans of Action for the first and second phase of the World Programme have highlighted consistently this issue as a cross-cutting concern in various education components including policies, curricula and other teaching and learning tools. In general, good practice in human rights education includes learner-centered, participatory, interactive, experience-based and practice-based techniques, taking into account cultural considerations. For each specific activity, selecting the right methodological approach would depend on a thorough analysis of the context and of the profile of the learners, two elements of the needs assessment process which is fundamental, prior to any human rights education effort, to ensure its relevance.

28. Evaluation is an essential component of any human rights education and training activity. Evaluation in the context of human rights education can be understood as a systematic activity aiming to gather information about the impact – i.e. the extent of changes at the level of the learners and their communities leading to greater respect for human rights – that can be reasonably connected with the education activity. Evaluation supports decisions about how to improve the effectiveness of those activities and should be viewed as an ongoing improvement process that takes place throughout them. For instance, evaluation of a human rights training course is not a matter of simply asking participants to fill out an evaluation questionnaire at the end; it has to start during the training planning phase and continue well after the end of the training course itself.⁷

(e) Fostering dialogue, cooperation, networking and information-sharing among relevant stakeholders

⁶ On human rights training methodologies and evaluation, see OHCHR's "Human Rights Training Manual" and OHCHR/Equitas' "Evaluating Human Rights Training: a Handbook for Human Rights Educators".

⁷ Specific guidance on how to undertake continued evaluation in the context of human rights education and training activities is provided in OHCHR/Equitas "Evaluating Human Rights Training: A Handbook for Human Rights Educators".

29. Human rights education can be reinforced by a variety of actions aiming at connecting human rights education stakeholders. Within professional groups, "communities of practice" and exchanges could be cultivated in order to support mutual sharing of lessons learned and good practices. In higher education, professional groups and journals may be institutionalized in order to foster sustained scientific exchanges. Newsletters, websites and other electronic platforms, such as online discussion groups, can allow educators to share information and experiences.

(f) Furthering the integration of human rights education and training into school and training curricula

30. Strategies for integrating human rights education within the school curricula were presented in the Appendix to the Plan of Action for the first phase of the World Programme (paragraph 5(e)). During the third phase, depending on advancements made in this area, further efforts can be made to increase the presence of human rights education in:

- (a) the overall national curriculum and educational standards;
- (b) the status of human rights education within the curriculum (e.g., obligatory versus optional, subject-based and/or cross-curricular, whereby human rights are included in all curriculum subjects);
- (c) teaching and learning processes;
- (d) textbooks and teaching and learning materials;
- (e) the learning environment; and
- (f) vocational education and training.

31. Strategies for integrating human rights education within the training curricula of educators, civil servants, law enforcements officials and the military were presented in the Plan of Action for the second phase of the World Programme (paragraph 33(a)). During the third phase, depending on advancements made in this area, further efforts can be made to increase the presence of human rights education in:

- (a) training standards;
- (b) the status of human rights training within the curriculum (e.g., obligatory versus optional, subject-based and/or cross-curricula, (whereby human rights are included in all curriculum subjects);
- (c) teaching and learning processes;
- (d) teaching and learning materials; and
- (e) the overall learning and working environment.

2. Actors

32. The main responsibility for advancing implementation of human rights education during the third phase rests with:

- (a) For primary and secondary education: Ministries of Education (or equivalent institutions)
- (b) For higher education: Ministries of Education or Higher Education (or equivalent institutions), as well as higher education institutions and relevant training colleges, with varying levels of responsibility depending upon the degree of institutional autonomy;
- (c) For the training of civil servants, law enforcement officials and the military: Ministries responsible for the civil service, law enforcement officials and the military (for instance, depending on arrangements in specific countries, these may be the ministry of public administration, ministry of interior, ministry of justice or ministry of defense).

33. They should work in cooperation with other relevant departments of the government (for instance, finance ministries) as well as local government. Other actors which should be involved in each specific sector covered by the first two phases of the World Programme are enumerated respectively in the Plan of Action for the first phase (Section D, paragraphs 28-30) and in the Plan of Action for the second phase (Section C.3, paragraphs 34-36 and Section D.3, paragraphs 46-48).

D. Action to promote human rights training for journalists and media professionals

1. Background

34. According to the UN General Assembly, “journalism is continuously evolving to include inputs from media institutions, private individuals and a range of organizations that seek, receive and impart information and ideas of all kinds, online as well as offline, in the exercise of freedom of opinion and expression”⁸. This includes information shared through traditional or new media, including the Internet and Internet communication technologies, diffused by public and private media outlets, as well as by citizens who are engaged in journalism activities not formally employed by a media outlet. For the purpose of this Plan of Action, the term “journalist” refers to media workers and social media producers who produce significant amounts of journalism as defined above.⁹ “Media professionals” refers to persons supporting the work of media organizations, including journalists but also other staff, such as technicians and administrators.

35. With regard to human rights training for journalists and media professionals, this plan of action draws on the principles and frameworks set by international human rights and other instruments and documents, including the Universal Declaration of Human Rights; the International Convention on the Elimination of All Forms of Racial Discrimination; the International Covenant on Civil and Political Rights, and additionally General Comment No. 34 of the Human Rights Committee; the International Covenant on Economic, Social and Cultural Rights; the Convention on the Rights of the Child; the Vienna Declaration and Programme of Action; the United Nations Declaration on the Rights of Indigenous Peoples; the United Nations Declaration on Human Rights Education and Training; the UNESCO Declaration on the Fundamental Principles Concerning the Contribution of the Mass Media to Strengthening Peace and International Understanding to the Promotion of Human Rights and to Countering Racism, Apartheid and Incitement to War (hereafter, referred to as “UNESCO Declaration”); the UNESCO Recommendation on Participation by the People at Large in Cultural Life and their Contribution to It; and the UNESCO Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace. This Plan of Action also draws on a number of relevant UN General Assembly and Human Rights Council resolutions. Beyond the UN system, regional systems also provide related guidance, in particular the jurisprudence of the European and Inter-American Courts of Human Rights.

36. Taken together, international instruments and documents highlight several issues related to journalism which United Nations Member States have emphasized. A first issue concerns the role of the media in democratic societies and, in particular, in promoting human rights, peace and democracy. Freedom of expression, including to seek, receive and impart information through any media, as stated in the International Covenant on Civil and Political Rights (Art. 19), is a necessary condition for the realization of participation, transparency and accountability that are, in turn, essential for the promotion and the protection of human rights; and a free, uncensored and unhindered press or other media is essential in any

⁸ GA Resolution 68/163 “The safety of journalists and the issue of impunity”, 18 December 2013, preambular part.

⁹ See the “UN Plan of Action on the Safety of Journalists and the Issue of Impunity” and its Implementation Strategy 2013-2014.

society to ensure freedom of expression¹⁰. The UN General Assembly recognizes “the relevance of freedom of expression and of free media in building knowledge-inclusive societies and democracies and in fostering intercultural dialogue, peace and governance”¹¹, and the UN Declaration on Human Rights Education and Training calls for the use of new information and communication technologies, as well as the media, to promote all human rights and fundamental freedoms (Article 6). The Convention on the Rights of the Child highlights the role and responsibility of the mass media in disseminating information and material of social and cultural benefit to the child, with due regard to the linguistic needs of children belonging to a minority or indigenous communities (Article 17). The UNESCO Declaration mentions that mass media have an essential part to play in human rights education, particularly of young people, and can effectively contribute to counter “aggressive war, racialism, apartheid and other violations of human rights which are inter alia spawned by prejudice and ignorance”; the Convention on the Elimination of Racial Discrimination recognizes that the fields of education, teaching, culture and information can combat prejudices that lead to racial discrimination (Article 7).

37. UN Member States also recognize the role of media in the realization of cultural rights. The UNESCO Recommendation on Participation by the People at Large in Cultural Life and their Contribution to It highlights the role of the mass media as “instruments of cultural enrichment” due to, among others, their role in the preservation and popularization of traditional forms of culture, and “by turning themselves into media for group communication and promoting direct participation by the people”. The Declaration on the Rights of Indigenous Peoples recognizes the right of indigenous groups to establish their own media in their own languages; State-owned media should reflect indigenous cultural diversity, and States should encourage privately owned media to adequately reflect it (Article 16).

38. UN instruments also specify the responsibility of media professionals and journalists to respect human rights in the performance of their functions. The International Covenant on Civil and Political Rights recognize that the exercise of freedom of expression carries out with it special duties and responsibilities and may be subject to certain restrictions, for example in relation to propaganda for war and incitement to violence, hatred or discrimination, or in connection with the right to privacy.

39. Finally, a major issue of concern of the international community is the protection and safety of journalists. Both the Special Rapporteur on extrajudicial, summary or arbitrary executions and the Special Rapporteur on the promotion and protection of the right to freedom of opinion and expression have highlighted the many challenges faced by journalists in carrying out their work, for instance when covering street protests and demonstrations or reporting on politically sensitive issues, such as human rights violations. Numerous United Nations GA and HRC resolutions have condemned violence against journalists and called on Members States to ensure their protection, end impunity and prosecute those responsible. In conflict areas, journalists and media professionals also enjoy the specific protection of international humanitarian law.¹²

2. Strategies

40. As highlighted above, journalists and media professionals play a fundamental role in the promotion and protection of human rights. Accordingly, their human rights education is essential - a process

¹⁰ See General Comment No. 34 of the Human Rights Committee, 12 September 2011, paragraphs 3, 13 and 14.

¹¹ UN GA resolution 68/163, « The safety of journalists and the issue of impunity », 18 December 2013, preambular part.

¹² A more in-depth overview of the issues dealt with in this background section is provided in the report A/HRC/14/23 of the Special Rapporteur on the promotion and protection of the right to freedom of opinion and expression to the UN Human Rights Council.

fostering their knowledge about, commitment to and motivation for human rights. Human rights principles provide essential guidance for their professional performance and the work of media outlets, which can only take place in an enabling environment that protects access to information, freedom of expression and safety of journalists.

41. All journalists should be given equal human rights training opportunities. Human rights-related content and values should be part of any formal training and/or certification and also made available through ongoing professional development opportunities. Whereas all journalists should have basic human rights literacy, specialized courses – for instance, on human rights reporting – should also be made available.

42. A comprehensive approach to human rights training for journalists and media professionals would include action in the following three areas:

(a) Policies and related implementation measures

43. If training is to produce the desired impact on professional performance, it must be clearly supported by and linked to corresponding policies and rules, particularly within those institutions which are providing training. To that end, with regard to journalists and media professionals, the following strategies could be adopted:

(a) Reviewing existing education and training policies to make sure that they incorporate human rights training;

(b) Encouraging the adoption of a comprehensive human rights training policy, including:

(i) Pre-service and in-service training of media professionals, including editors and others in decision-making positions within media outlets, with the creation of human rights curricula both in formal educational institutions as well as online and/or community-based education for working journalists;

(ii) Considering human rights education as a criterion for the qualification, accreditation, mentoring and career development;

(iii) Recognizing, accrediting and supporting civil society, including media associations, carrying out human rights training activities;

(iv) Developing criteria and standards to evaluate human rights training programmes and their implementation;

(c) Adopting policies to recruit, as trainers, media professionals appropriately suited for dealing with specific groups which may be dealt with by the profession, such as children, women, minorities, persons with disabilities, indigenous peoples, etc.

(d) Considering the introduction of incentives for journalists and media professionals, especially those coming from specific minority or vulnerable groups, to encourage their participation in human rights training programmes and promoting their completed stories to a wide and interested public;

(e) With regard to institutionalization of human rights training:

(i) Encouraging the creation of human rights centres in schools of journalism;

(ii) When possible, giving priority to the training of trainers, i.e. those who are charged with designing and delivering human rights training or specific material/knowledge dissemination efforts after returning to their media. In proceeding this way, the impact of a training programme is multiplied. In the case of training of trainers, training programmes should also include sessions on training methodology (see below) and design (both materials and sessions);

(iii) Setting up a mechanism for evaluation and impact assessment with regard to institutionalized human rights training;

(f) As training should not be an isolated effort but rather part of a human rights capacity-building strategy, it is important that policies and regulations with regard to the media be also reviewed to make sure that they are not inconsistent with human rights standards and that they specifically promote the contribution of journalism to the realization of human rights. Those policies could include the establishment of a vetting system to exclude from practice those whose behavior incites violations of human rights principles such as equality, non-discrimination, respect, dignity, fairness and transparency.

(b) Training processes and tools

44. Human rights education curricula for journalists and media professionals could include the following elements:

- (a) Human rights in the context of journalistic practice, specifically:
- (i) the role of journalists in the promotion and protection of human rights;
 - (ii) an introduction to local, national, regional and international
 - laws and mechanisms relating to human rights;
 - governmental bodies responsible for protecting and promoting human rights;
 - human rights organizations, including those seeking to protect and promote the human rights of specific groups;
 - (iii) laws and mechanisms (including the Special Rapporteur on the promotion and protection of the right to freedom of opinion and expression) related to freedom of expression and protecting journalists and media professionals;
 - (iv) permissible restrictions and limitations to freedom of expression, in particular in relation to propaganda for war and incitement to violence, hatred or discrimination;
 - (v) human rights issues with regard to interviewing persons who may be particularly vulnerable and/or have experienced trauma, including how to ensure confidentiality or informed consent when publicizing identifying information;
 - (vi) human rights issues involved in the use of "fixers" within journalistic contexts, with a view to ensuring their safety;
 - (vii) human rights issues related to the protection of journalistic sources and whistleblowers, including how to protect sensitive data;
- (b) information on existing resources for the human rights training of media professionals, to build the capacity of trainers to review and choose from among them as well as to develop new ones;
- (c) information on resource materials for journalists' self-education (handbooks, guides, online platforms, and so on).

45. From a methodological perspective, strategies to ensure the effectiveness of human rights training programmes and courses for journalists and media professionals would include¹³:

- (a) Audience-specificity: Training must be directly targeted and appropriately addressed to media professionals. A consultative training needs assessment should be organized in order to undertake an analysis of the professional duties, experiences, expectations, personal backgrounds and aspirations of learners, as well as their level of human rights knowledge and skills; to set up specific learning objectives (desired post-training changes in participant knowledge, skills, attitudes and behaviour); to design an evaluation strategy, and in particular how the achievement of the learning objectives will be measured; and to assess other activities that should be implemented;
- (b) Peer learning: much more can be accomplished through an approach that features journalists being trained by their peers as opposed to a professor-student training model. The peer approach

¹³ See Office of the United Nations High Commissioner for Human Rights (OHCHR), *Human Rights Training – A Manual on Human Rights Training Methodology* (United Nations Publications, no Sales No.).

ensures trainers' access to the distinctive professional culture that surrounds a professional audience. Also, trainers should represent the diversity of learners, both in terms of journalists using different media - including online and multimedia - and belonging to different groups. Media practitioner trainers should be accompanied and supported by human rights experts, thus ensuring that human rights standards are fully and consistently reflected through the training process;

(c) adult learning methodologies, in particular learner-centred approaches addressing motivation, self-esteem and emotional development leading to human rights awareness and action to protect and promote human rights;

(d) Participatory, interactive, cooperative, experience-based and practice-based techniques, taking also into account cultural considerations; linking theory to practice;

(e) Experiential methods specifically for the training of journalists, such as the creation/use of media outlets during trainings.

46. Education and training resources and materials, including online tools, as well as lessons learned and examples of methodologically-sound good practice, should be shared locally, nationally and internationally. Dissemination channels include electronic channels, resource centres, databases, organization of gatherings, and other means.

47. Carrying out research and evaluation, and sharing results, would contribute to learning from practice and experience and would support improvement of further human rights training programming.

48. International training activities and exchanges could be promoted among media professionals.

(c) An enabling environment

49. Human rights learning can effectively take place only in an enabling environment where human rights are practiced. Accordingly, ensuring that journalists and media professionals can safely and effectively carry out their professional roles is of utmost importance.

50. In this regard, the following strategies could be implemented:

(a) Laws and policy statements ensuring freedom of information and protecting freedom of expression and opinion should be enacted and implemented;

(b) Civil servants, in particular military and law enforcement personnel, should be trained on human rights standards regarding freedom of information, transparency, whistleblower protection and protection of journalistic sources, and the protection of journalists in all situations, including armed conflicts;

(c) Measures should be enacted to ensure that marginalized and minority groups are able to enter and be retained in the journalistic field, with financial and organizational incentives for qualified journalists to assume leadership positions;

(d) Funding should be made available to ensure outreach of community and public service broadcasting in terms of infrastructure and personnel, with special emphasis on rural areas, minorities and indigenous populations;

(e) Laws and enforcement mechanisms should be in place to counteract hate speech and incitement.

3. Actors

51. Responsibility for the design and delivery of appropriate human rights education strategies and activities for journalists and media professionals is shared among multiple actors, owing to the complex training systems and to the different contexts, including:

- (a) Universities, through their faculties of journalism and other departments, including human rights institutes and United Nations Educational, Scientific and Cultural Organization (UNESCO) Chairs for human rights education;
- (b) Unions, professional and accrediting organizations of journalists and media professionals;
- (c) Relevant legislative bodies, including human rights and other parliamentary committees and advisory groups;
- (d) National human rights institutions, such as ombudsmen and human rights commissions;
- (e) National, regional and international media networks;
- (f) Research institutions addressing journalism;
- (g) National and local human rights resource and training centres;
- (h) Non-governmental organizations and other civil society actors; and
- (i) International and regional intergovernmental organizations.

52. The implementation of this Plan of Action will require their close collaboration.

53. Other stakeholders include relevant ministries (information, welfare, labour, justice, women, youth, etc.); cultural, social and community leaders; youth organizations; indigenous peoples and minority groups and the business community.

54. Governments have the primary responsibility for ensuring that journalists and media professionals are protected through legislation, and that norms in relation to freedom of information, freedom of expression, the protection of media professionals and journalists, access to media, and non-discrimination and diversity within mass media outlets are implemented and enforced.

III. Process for national implementation

55. Infusing human rights education in the primary and secondary schools systems and in higher education, and the human rights training of educators, civil servants, law enforcements officials and the military, as well as journalists and media professionals, requires a comprehensive strategy which builds on the national context, priorities, capacity and existing efforts. Member States will need to cooperate with a range of stakeholders in fulfilling this strategy.

56. This Plan of Action proposes four steps for the national process of planning, implementing and evaluating action in relation to this Plan of Action, consistently with the strategy proposed in the Plans of Action for the first and second phases.

A. Steps for implementation

57. Four steps are outlined below to facilitate the process of national planning, implementation and evaluation. Such processes should be carried out with the involvement of all relevant national actors (see sections C.2 and D.3 above).

58. Step 1: Develop an assessment study on progress made during the first and second phase of the World Programme and a national baseline study on human rights training for journalists and media professionals. These studies could either be conducted by a governmental coordinating department, or separate studies could be undertaken in each target area by the most relevant actor/s. They should be widely disseminated nationally. Relevant actions include:

(a) Analysis of the current implementation of the first and second phase of the World Programme:

(i) Keeping in mind the strategies mentioned in section II.C above concerning human rights education in the primary and secondary school systems, in higher education and in the training of educators, civil servants, law enforcements officials and the military, collect information on and analyze the following:

- Current situation of human rights education in the primary and secondary school systems and in higher education, as well as human rights training for educators, civil servants, law enforcements officials and the military, in particular initiatives undertaken during the first and second phase of the World Programme and their shortcomings and obstacles;
- Actors involved;
- Existing policies and legislation;
- Resources and tools used;
- Lessons learnt and good practices from the first and second phase.

The information collected and analyzed can be contrasted against any baseline data collected during the first and second phase in order to determine progress made.

(ii) Assess adequacy and effectiveness of human rights education initiatives already existing and identify good practice;

(iii) Arrive at conclusions on the level of implementation, in particular progress made during the first and second phase of the World Programme;

(iv) Consider how to build on lessons learned, considering also measures that are necessary to deal with shortcomings and obstacles.

(b) Analysis of the current situation of human rights training for journalists and media professionals:

(i) Keeping in mind the strategies mentioned in section II.D above, collect information on and analyze the following:

- Current situation of human rights training for journalists and media professionals, including existing initiatives and their shortcomings and obstacles;
- Historical and cultural contexts that may influence such training;
- Existing policies and legislation;
- Good practices, resources and tools existing at local, national, regional and international levels;
- Actors currently involved (media associations, higher education institutions, governmental entities, national human rights institutions, research institutes, non-governmental organizations and other civil society actors);
- Complementary efforts, such as training programmes and university education on journalism ethics and work in conflict areas.

The information collected and analyzed can be used as national baseline data.

(ii) Determine which human rights training initiatives exist already and identify good practice and lessons learnt;

(iii) Determine opportunities for and limitations;

(iv) Arrive at conclusions on the level of implementation;

(v) Consider how to build on advantages and lessons learned, and how to use opportunities, considering also measures that are necessary to deal with shortcomings and obstacles.

59. Step 2: Develop a national strategy to advance the implementation of the first and second phase of the World Programme and to promote human rights training for journalists and media professionals. Relevant actions include, in close consultation with relevant stakeholders:

- (a) Define the basic goals for implementation;
- (b) Fix objectives using this plan of action as a reference;
- (c) Set priorities on the basis of the findings of the studies, taking into account the most pressing needs and/or available opportunities;
- (d) Focus on interventions leading to impact, giving priority to measures that will secure sustainable change vis-à-vis ad hoc activities;
- (e) Encourage the building of alliances and synergies among different actors;
- (f) Identify the following:
 - (i) Inputs—allocation of available resources (human, financial, time);
 - (ii) Activities (tasks, responsibilities, time frame and milestones);
 - (iii) Mechanisms for coordination of the national strategy;
 - (iv) Outputs—concrete products, such as legislation, codes of conduct, educational materials, training programmes, non-discriminatory policies, etc.;
 - (v) Results to be achieved.

60. **Step 3: Implement, monitor and evaluate the national strategy.** Relevant actions include:

- (a) Disseminate the national strategy among concerned institutions and stakeholders and implement the planned activities in cooperation with them;
- (b) Monitor implementation with regard to the identified milestones, and issue progress reports;
- (c) Adopt self-evaluation and independent evaluation methods to review implementation, and as a means to improve and strengthen activities;
- (d) Acknowledge, disseminate, and note the achievement of results.

IV. National coordination and evaluation

61. At the national level, governments should identify a relevant department as a focal point for coordinating the development, implementation, monitoring and evaluation of the national strategy, working closely with the relevant ministries and all other national actors. If governments have created or designated a unit, within their structure, responsible for coordinating implementation of human rights education initiatives under the first and/or second phase of the World Programme, this should be taken into consideration while planning for the third phase. Every country, if not already done, is also encouraged to identify and support a resource centre for collecting and disseminating related initiatives and information (good practice, materials and resources, etc.).

62. The national focal point should also cooperate with the national agencies responsible for drawing up country reports to the United Nations human rights mechanisms (treaty bodies, special procedures and the Universal Periodic Review)¹⁴ and to other international or regional inter-governmental bodies¹⁵ to ensure that progress in human rights education under this Plan of Action is included in those reports. It should also liaise with the Office of the United Nations High Commissioner for Human Rights (OHCHR) and share information on national progress.

¹⁴ Treaty bodies, when examining reports of States parties, may place emphasis on the obligation to implement human rights education and training, and may reflect that emphasis in their concluding observations; thematic and country special procedures of the Human Rights Council may include in their reports progress in human rights education and training; and human rights education and training is also raised in the context of the Universal Periodic Review.

¹⁵ For instance, a specific UNESCO mechanism monitors the implementation of the 1974 UNESCO Recommendation Concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms.

63. At the conclusion of the third phase, in early 2020, each country will evaluate its actions and submit a final national evaluation report to OHCHR. On the basis of these reports, OHCHR will prepare a final report for the Human Rights Council in 2020.

V. International cooperation and support

64. International cooperation and assistance is to be directed at strengthening national capacities for human rights education and training in support of the national strategy. Due to the cross-border nature of some journalism, such collaboration in this area might be also directed towards efforts carried out at the regional and international levels.

65. International cooperation and assistance may be provided by:

- (a) The United Nations system, including its specialized agencies and the United Nations University;
- (b) Professional training institutions affiliated to the United Nations, such as those involved in social welfare; medical and health services; drugs and trafficking prevention; refugees, migration and border security; and criminal procedure;
- (c) The United Nations-mandated University for Peace (UPEACE);
- (d) Other international intergovernmental organizations;
- (e) Regional intergovernmental organizations;
- (f) Relevant international and regional professional networks and associations;
- (g) International and regional networks of higher education institutions;
- (h) International and regional non-governmental organizations;
- (i) International and regional human rights resource and documentation centres;
- (j) International and regional financial institutions (World Bank, regional development banks, etc.), as well as bilateral funding agencies;
- (k) Multilateral and bilateral development agencies.

66. It is essential that these actors collaborate closely in order to maximize resources, avoid duplication and ensure coherence for the implementation of this Plan of Action.

67. The above-mentioned organizations and institutions may:

- (a) Support governments in the elaboration, implementation and monitoring of the national strategy;
- (b) Provide support to other national actors involved, in particular national and local non-governmental organizations, professional associations, higher education institutions, national human rights institutions, and other civil society organizations;
- (c) Facilitate information-sharing at all levels by identifying, collecting and disseminating information on good practice, for example through databases and the awarding of prizes, as well as on available materials, institutions and programmes;
- (d) Support existing networks among human rights education and training actors and promote the creation of new ones at all levels;
- (e) Support effective human rights training, in particular for educators and trainers.