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### Annual report of the United Nations High Commissioner for Human Rights and reports of the Office of the High Commissioner and the Secretary-General

Promotion and protection of all human rights, civil,  
political, economic, social and cultural rights,  
including the right to development

## Evaluation of the implementation of the third phase of the World Programme for Human Rights Education

### Report of the Office of the United Nations High Commissioner for Human Rights\*

#### *Summary*

Pursuant to Human Rights Council resolution 42/7, the present report contains an overview of action undertaken during the third phase (2015–2019) of the World Programme for Human Rights Education at the national level, as reported by 26 States, with regard to human rights education in primary, secondary and higher education and human rights training for civil servants, law enforcement officials, members of the military, media professionals and journalists. It also contains some conclusions drawn from the information received and recommendations for furthering human rights education and training, by building on progress made during the third phase.

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\* Agreement was reached to publish the present report after the standard publication date owing to circumstances beyond the submitter's control.



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## **I. Introduction**

### **A. Background**

1. In its resolution 59/113 A, the General Assembly proclaimed the World Programme for Human Rights Education, a global framework for human rights education structured in consecutive phases, each phase focusing on specific sectors. The first phase (2005–2009) was focused on the integration of human rights education into primary and secondary school systems, and the second phase (2010–2014) was focused on human rights education in higher education and human rights training for teachers, educators, civil servants, law enforcement officials and military personnel. Evaluation reports on the first and second phases were issued in 2010 (A/65/322) and 2015 (A/HRC/30/24).

2. In its resolution 24/15, the Human Rights Council decided that the third phase (2015–2019) of the World Programme would be focused on strengthening the implementation of the first two phases and promoting human rights training for media professionals and journalists. In its resolution 27/12, the Council adopted a plan of action (A/HRC/27/28) to guide national implementation. The plan of action provided that States would carry out a national midterm evaluation of progress in 2017 and a final evaluation in early 2020 and would report accordingly to the Office of the United Nations High Commissioner for Human Rights (OHCHR). On the basis of those national reports, OHCHR would prepare a midterm and a final evaluation report of the third phase and submit them to the Human Rights Council.

3. Accordingly, in 2017, OHCHR submitted to the Council a midterm progress report (A/HRC/36/24) on national initiatives, as reported by 36 Governments and 18 national human rights institutions.

4. In its resolution 42/7, the Human Rights Council reminded States of the need to prepare and submit to OHCHR their national evaluation reports and requested OHCHR to submit an evaluation report on the implementation of the third phase, based on those reports, to the Council at its forty-fifth session.

### **B. Methodology**

5. In February 2020, OHCHR sent notes verbales to Member States recalling the Human Rights Council's reminder of the need to submit their national evaluation reports. OHCHR also forwarded a guidance note, drawn from the plan of action, to facilitate their preparation.

6. By 30 June 2020, 26 States (see annex) had responded. The present evaluation report is based on those responses and should be read in conjunction with the midterm progress report.

7. Despite the limited number of responses, the present report contains an overview of relevant actions undertaken during the third phase of the World Programme, highlighting specific examples, and some conclusions and recommendations to further the implementation of the World Programme. Due to word-limit constraints, it was not possible to include all the information submitted.

## **II. Action taken at the national level to strengthen the implementation of the first two phases of the World Programme**

### **A. National strategies and plans of action**

8. Some States reported having developed specific strategies and plans of action on human rights education, whereas others included human rights education provisions in overall human rights policy documents. The national plan for human rights education of Colombia was developed in 2009 and, since 2017, initiatives have been under way to

strengthen and update it, also in the context of the adoption of the national human rights strategy in 2014, which includes a component on culture and education in human rights and peace. In Brazil, the national plan for human rights education, 2003, is supported by the Ministry of Women, Family and Human Rights, the Ministry of Justice and Public Security and the Ministry of Education and provides the basis for advancing human rights education in basic education, higher education, non-formal education, the education of law enforcement and justice officials and members of the media. The national action plan on fundamental and human rights, 2017–2019, of Finland included human rights education and training as one of its priorities. In Sweden, human rights education initiatives are carried out within the governmental strategy on human rights, 2016. Some States have also included human rights education in high-quality education strategies related to Sustainable Development Goal 4. The education strategic plans, for the periods 2014–2018 and 2019–2023, of Cambodia and the plan for education towards sustainability, 2017–2030, of Italy are examples of such strategies.

## **B. Primary and secondary school systems**

### **1. Policies**

9. Many responding States reported having in place, or having enacted, national laws or policies that support human rights education and related topics, such as civic education, citizenship education and education for sustainable development, in primary and/or secondary school systems. In 2016 and 2017, respectively, the Superior Council of Education of Costa Rica adopted policies on curricular transformation towards educating for a new citizenship and on people at the centre of the educational process and being transformative agents in society, which prompted a major reformulation of educational programmes and projects. In Romania, under the national strategy on the protection and promotion of the rights of the child, 2014–2020, a social education subject was introduced in secondary schools to develop students' civic competencies. Similarly, in Italy, under Act No. 92 (2019), a cross-cutting civic education subject was introduced in primary and secondary schools. In Andorra, under Law No. 14/2019 on the rights of children and adolescents, the inclusion of human rights education in school curricula and educational projects at schools are called for. In Colombia, Law No. 1620 (2013) on school coexistence and Law No. 1732 (2014) on the teaching of peace have created strategic alliances and contributed to the implementation of related initiatives in over 400 educational establishments. In Brazil, in the national guidelines for human rights education, 2012, human rights education is recognized as an important part of the right to education, and the guidelines include related strategies and principles that education institutions must observe. In Croatia, the national plan for combating discrimination, 2017–2022, is aimed at, among other things, eliminating discriminatory practices in the education system and promoting human rights and equality through education; in line with that plan, the Ministry of Science and Education has implemented citizenship education in public schools.

10. The integration of human rights education into national school curricula was reported by many States, including Andorra, Brazil, Cambodia, Cyprus, El Salvador, Finland, Georgia, Indonesia, Lithuania, Mexico, Qatar, Romania, Slovenia, Sweden and Switzerland. Efforts to further improve the curricula are under way in some States; in 2019, the Ministry of Education, Science, Culture and Sport of Georgia began revising the civic education module of vocational education, introduced in the context of the vocational education reform strategy, 2014–2018, to further strengthen its human rights component. In 2016, Costa Rica began a major curriculum revision process to incorporate citizenship and human rights into many subjects as cross-curricular themes. Curricular reform has been supported, in some countries, by regional or international organizations. In Belarus, since 2016, the Ministry of Education has worked with the Office for Democratic Institutions and Human Rights of the Organization for Security and Cooperation in Europe (OSCE) to develop various draft curricula, including on human rights, for secondary and higher education. In the Niger, the Ministry of Justice and the Ministry of National Education, with the support of the United Nations Development Programme (UNDP), began a curricular reform process in 2009 aimed at integrating human rights education into curricula.

11. Several States reported having adopted policies requiring the inclusion of human rights training in teacher education. In Andorra, under Decrees of 11 July 2018 and of 24 October 2018, skills training on promoting democratic citizenship and human rights education were introduced in pre-service training for teachers. In Brazil, human rights education is mandatory in both the pre-service and in-service training of education professionals. In Slovenia, the rules governing traineeships for such professionals stipulate that their training must address the promotion of democracy and respect for diversity and multiculturalism among students. In El Salvador, human rights modules are mandatory in the pre-service training programmes for teachers and are a prerequisite for teacher qualification. In Mexico, the educational reform carried out in 2019 highlighted the need to develop a national strategy for the improvement of teacher training colleges, including through human rights training.

12. States have also reported the adoption of policies addressing human rights in the learning environment. In Albania, in line with the national agenda for the rights of the child, 2017–2020, all school-level policies must be based on the principle that students have the right to learn in a positive and safe environment in which respect for human rights and fundamental freedoms is guaranteed. In Finland, students at all levels have a statutory right to welfare services, as detailed in the national core curriculum. In accordance with the Pupil and Student Welfare Act of 2013, student welfare is organized through cooperation with the education administration and health and social services and is implemented in cooperation with students and their guardians. In Cyprus, under the regulations on the operation of secondary schools adopted in 2017, procedures have been established to help educators and other professionals, such as psychologists and social workers, to address problems facing students, including learning disabilities, eating disorders, sexual abuse and domestic violence. In 2015, the Ministry of Education, Culture, Sport and Youth issued the Code of Conduct against Racism and Guide for Managing and Recording Racist Incidents in schools. In Cambodia, under the Law on Education learners, educational personnel and parents or guardians have the right to make a request, or raise a complaint with, the competent education authorities at various levels, as well as to the courts, if they believe that their rights in the area of education have been violated.

13. Many States have established policies aimed at eliminating violence at school. In Slovenia, as of the school year 2016/17, amendments to the Organization and Financing of Education Act have specified a policy of zero tolerance of any violence against or among children. In Cambodia, the Ministry of Education, Youth and Sport endorsed the policy on child protection in school, in 2016, which mandates all public and private educational establishments to develop systems and mechanisms to ensure that all children are protected from all forms of violence and harm, whether physical, mental, emotional, sexual or psychological. In Cyprus, the Ministry of Education, Culture, Sport and Youth developed the national strategy for preventing and addressing school violence, 2018–2022. Finland reported that the Ministry of Education and Culture began the preparation of a national action plan in 2018 to improve safe learning communities, from early childhood to higher education. The Ministry also established a working group to survey methods for preventing and intervening in cases of bullying and for promoting peace at school at all levels. The working group completed its work in March 2018 and issued 24 proposed measures to safeguard the safety and well-being of every child and young person at all levels of education, including training.

14. States reported policies that ensure access to high-quality education for children and young people in situations of exclusion or vulnerability. In Cambodia, the Ministry of Education, Youth and Sport endorsed the policy on inclusive education, under which all persons with special needs have access to education and life-long learning opportunities. The Ministry has also provided scholarships for primary and secondary schools to offer to indigenous children and young people, benefiting 12,164 students in the 2018/19 school year, with priority given to girls. In Cyprus, the Ministry of Education, Culture, Sport and Youth has issued and implemented, with the support of the Cyprus Pedagogical Institute, two action plans, for the periods 2016–2018 and 2019–2021, for the integration of migrant students and an action plan to promote gender equality in the education system. In Italy, in 2019, the Ministry of Education, University and Research signed a memorandum of understanding with the Carabinieri to provide human rights, citizenship and democracy education, among other things, for young people in juvenile detention centres. In Mexico, in the new curriculum for basic education launched in 2017 it is recognized that students

belonging to indigenous groups should be able to communicate in their mother tongue, in addition to Spanish, both orally and in writing; 22 indigenous languages are now taught in schools, covering more than 75 per cent of the indigenous languages spoken by the students who attend basic education. Bolivia and Costa Rica reported specific policies and measures to ensure the right to education for child migrants and refugees, children with medical conditions, children with disabilities, children living in rural areas and children from indigenous communities.

## 2. Teaching and learning processes and tools

15. Various States highlighted that human rights education methodologies must be experiential, foster participation and enable students to experience and apply human rights. For the school year 2018/19, the Ministry of Education of Italy organized activities under the “Witnesses of rights” programme, through which secondary school students learn about the rights enshrined in the Universal Declaration of Human Rights, assess their implementation in the community and formulate proposals aimed at improving respect for those rights. In Andorra, the children’s council provides a yearly forum for local authorities to listen to schoolchildren’s views and consider their proposals for improving community life. In Croatia, in 2018, the Office for Human Rights and the Rights of National Minorities organized, in cooperation with 17 schools, public events involving 963 children and young people aimed at fostering familiarization between local and migrant populations and preventing prejudices. Based on that experience, the Office published a guide on how to respond to children’s questions on refugees, in order to facilitate understanding among children and young people of issues related to refugees and multiculturalism and to promote positive interactions with people who speak other languages and come from different backgrounds. In Slovenia, educational workshops on gender-based violence and harassment against women and girls on the Internet were held at 120 primary and 60 secondary schools. The workshops raised awareness among students and teachers of and increased their sensitivity to the existence of sexual stereotypes and sexism on the Internet and contributed to changing attitudes and developing behaviours to prevent cyberviolence.

16. Responding States also highlighted the usefulness of peer-to-peer approaches in human rights education. In Cyprus, since 2017, the Ministry of Education, Culture, Sport and Youth and the Cyprus Pedagogical Institute have facilitated Greek-Cypriot students and their Turkish-Cypriot counterparts to come together at a United Nations-controlled area to discuss issues of stereotyping, discrimination and racism, as well as to engage together in sports activities to learn about group work, diversity and trust. The meetings were followed by workshops at the students’ respective schools, where they could exchange their experiences of meeting children of the other community. In Colombia, the Ministry of National Education has implemented programmes for secondary school students through camps at education institutions, where students could discuss values and apply skills with their peers, focusing on peaceful conflict resolution, self-esteem, democracy, human rights and coexistence. During the reporting period, the camps involved 227 education institutions and over 500 students.

17. Some States reported engaging educational methods in their human rights education programmes. In Slovenia, a short film entitled *Strah* [fear] was screened in over 40 vocational secondary schools as a tool for raising awareness and encouraging students to take an active role against intolerance, racism and xenophobia. The Ministry of Foreign Affairs of Lithuania, in cooperation with the Embassy of the United States of America to Lithuania, the Lithuanian Children and Youth Centre and the schoolchildren’s union of Lithuania, organized a human rights-focused multimedia contest in 2019. That event allowed young people to express their opinions on human rights issues through various visual means, such as short documentaries, dramas, animated clips and comic strips. In Indonesia, the Ministry of Law and Human Rights organized a human rights quiz competition for students from various high schools, vocational schools and madrasah to promote human rights principles among students and motivate them to learn about human rights. Similarly, in Georgia, during the reporting period, the Ministry of Education, Science, Culture and Sport conducted numerous human rights competitions for students involving creating human rights videos, blogs, posters, slogans, essays and flash mob performances. Since 2001, the Ministry of National Education of Romania has organized an annual Global Education Week, which is aimed at deconstructing stereotypes and

encouraging students to adopt sustainable lifestyles, including through education on human rights, sustainable development, peace and security.

18. Development of human rights teaching and learning materials continued to take place in various States. In Indonesia, from 2016 to 2019, 363 textbooks, which included human rights topics, were developed for students of all school levels (years 1 to 12). In 2016, the Ministry of Foreign Affairs of Slovenia, in an agreement with the Ministry of Education, Science and Sport, published a worksheet on the rights of refugee children for primary school students, in order to foster understanding, acceptance and inclusion. In Cyprus, since 2017, the Commissioner for Children's Rights has developed child-friendly posters in five languages (Arabic, English, French, Russian and Turkish) on the Convention on the Rights of the Child and distributed them to all primary schools.

19. Several responding States reported efforts to facilitate networking, information exchange and discussion among human rights educators. In Switzerland, the Réseau d'écoles<sup>21</sup> was established to promote the implementation of education for sustainable development, including citizenship and human rights, across cantons. More than 1,800 schools are members of the network, through which they share examples of good practices, pedagogical resources, lesson plans and other materials. In Colombia, the Ministry of National Education, in collaboration with multiple stakeholders, launched Paz a Tu Idea, an online community of practice which contains materials, reference materials and tools on education for peace and human rights from the country's education community and other partners. The National Agency of Education of Finland coordinated the Associated Schools Network of the United Nations Educational, Scientific and Cultural Organization, including over 60 schools, to share good practices, resources, methods and tools to promote the 2030 Agenda for Sustainable Development. In Italy, to promote in-depth study and research on citizenship education, Parliament, the Ministry of Education, University and Research and regional school offices launched the online platform Cittadinanza e Costituzione [citizenship and constitution] where resources and materials, as well as guidance on innovative education paths, can be found. In 2015, to strengthen knowledge and awareness of child rights, the Ombudsman for Children in Sweden launched a website called Mina Rättigheter [my rights], which is targeted at children, students and teachers and provides resources and lesson plans for teachers; practical tools on how children and students can practise human rights will be added to the website in 2020. In Cyprus, the Cyprus Pedagogical Institute developed tools and resources on citizenship and human rights education, such as lesson plans, websites, videos and papers, for use by teachers and other education personnel. In partnership with the Zurich University of Teacher Education, the National Center for Teacher Professional Development in Georgia developed the multilingual website Living Democracy, which is aimed at promoting the teaching of democracy, citizenship and human rights and provides teaching resources for teachers. In Spain, the National Institute of Technology and Professional Development developed several open educational resource projects to facilitate human rights teaching in the classroom.

### **3. Training of teachers and other education personnel**

20. Many States reported pre-service and in-service teacher training programmes on human rights and/or human rights education methodologies. During the reporting period, Colombia implemented a training programme for nearly 2,000 teachers, to provide them with conceptual and methodological tools to conduct and incorporate citizenship and human rights education into school processes, pedagogy and management. In Sweden, since 2011, the National Agency for Education has conducted training for teachers at all school levels on democratic values, human rights and non-discrimination, including on how to prevent and stop bullying and harassment at school.

21. Some States reported efforts to develop human rights materials for teacher training. In the Niger, the Ministry of Primary Education, Literacy, Promotion of National Languages and Civic Education and the Ministry of Justice have developed several modules and guides; in 2016, they were further improved based on the feedback from a testing phase conducted in Niamey. In Finland, the University of Helsinki coordinated, in collaboration with the Ministry of Justice and the Human Rights Centre, a project for the period 2018–2019 to develop, among other things, a web-based course for teachers in

education for democratic citizenship and human rights. The course was piloted and evaluated for further improvement.

22. Some responding States referred to human rights training programmes for education personnel beyond teachers, especially schoolmasters. In Slovenia, the National School for Leadership Education provides training programmes for head teachers on managing schools as a learning environment where citizenship education is implemented. The modules of the headship licence programme also contain human rights topics, such as implementing human and children's rights in school. In the period 2017–2018, the National Agency for Education and the Human Rights Centre of Finland jointly developed a learning module for educational management and school leadership on human rights in the education sector. The module was rolled out in cooperation with the regional State administrative agencies, the Trade Union of Education in Finland and the Finnish Association of Principals, which helped to reach out to a good range of school heads nationally. Belarus provides continuing education programmes on human rights for the managers of education institutions and social educators.

#### **4. Learning environment**

23. States have reported programmes aimed at creating a learning environment conducive to human rights education. In Cyprus, the Observatory on School Violence developed and supported schools in implementing conflict-resolution and anti-bullying programmes. During the school year 2018/19, 59 schools, from the nursery to secondary school levels, have received training and support in managing conflict situations at school and combating bullying. In Costa Rica, as part of the violence prevention programme of the national development plan, around 1,000 teachers and technical staff from various primary and secondary schools have been trained on preventing violence at school. The Ministry of Public Education of Costa Rica promotes schools as safe spaces for the free expression of gender identity and sexual orientation and, to that end, distributes protocols of action addressing bullying against lesbian, gay, bisexual, transgender and intersex people.

24. Some responding States highlighted initiatives against racism, xenophobia and related intolerance at schools. For example, the National Agency for Education of Sweden has developed, in collaboration with the Living History Forum, a public agency under the Ministry of Culture, and various education institutions, a series of courses on how to combat xenophobia and racism in preschools and schools. In Cyprus, since the school year 2014/15, in line with the code of conduct against racism, the Cyprus Pedagogical Institute has provided schools and teachers with a detailed plan on how to prevent and address incidents of racism and created a school network across Cyprus, holding regular meetings at which representatives of schools from various districts have the opportunity to exchange experiences and views in implementing the code of conduct.

### **C. Higher education**

25. A number of States, including Belarus, Cambodia, Georgia, Lithuania, the Niger, Qatar, Romania, Slovenia and Sweden, reported that human rights are taught at higher education institutions as part of degree programmes in law, social sciences or humanities. Paññasastra University of Cambodia and the University of El Salvador offer a specialized postgraduate programme in human rights. In Sweden, students can obtain undergraduate, postgraduate and doctoral degrees in human rights at various universities across the country. Some universities in Lithuania also offer summer school programmes with a human rights focus. In Slovenia, at the University of Maribor, various workshops on human rights and related topics are organized for university personnel in order to improve and broaden their competencies.

26. In 2015, the Higher Education Authority of Sweden mapped how human rights were taught in higher education programmes in various professional fields. Special attention was given to assessing knowledge on sexual and gender-based violence and violence against children. The result of the mapping exercise indicated that, whereas a majority of educational programmes at universities offered general human rights content, the teaching of sexual and gender-based violence still needed improvement and that higher education institutions needed to formulate human rights learning outcomes in order to ensure transparency, sustainability and adequate human rights competencies among graduating

students. Following those recommendations, since 2018, topics relating to sexual and gender-based violence have been integrated into the degree programmes for various professionals, including lawyers, doctors, psychologists, nurses, social workers and dentists.

27. Brazil reported efforts to foster cooperation and networking among higher education institutions. In 2016, through the cooperation agreement between the then-Special Secretariat for Human Rights of the Ministry of Justice and Citizenship, currently the Ministry of Women, Family and Human Rights, and the Ministry of Education, the national pact of universities for the promotion of respect for diversity, culture of peace and human rights was established. The national pact is aimed at introducing and implementing human rights education in higher education institutions through the formulation, implementation and monitoring of actions to promote and protect human rights within the scope of teaching, research, administration and the relationship between universities and the community. Membership is open to a wide range of stakeholders, including public, private and community-based higher education institutions, civil society organizations, public administration bodies at the federal, state, district and municipal levels and national and international foundations and companies. As of 2019, over 300 education institutions and 30 other entities have become members of the national pact.

28. Some States reported policies and programmes addressing human rights in the learning environment. In Cambodia, the Ministry of Education, Youth and Sport, through its higher education improvement project, requested five universities in the country to set up student grievance guidelines and disseminate them to students, and the five universities will report on student grievances to the Ministry. Cambodia has undertaken efforts to guarantee that higher education is equally accessible to all, including groups in situations of exclusion or vulnerability; the Ministry of Education, Youth and Sport has set a 5 per cent quota of the total scholarships at public universities for students belonging to indigenous communities and, each year, provides scholarships and accommodation to approximately 600 indigenous students to continue their studies in Phnom Penh. In Georgia, the Law on Higher Education (2004) prohibits any form of discrimination in the field of higher education. In Lithuania, respect for human rights is enshrined in the codes of ethics of higher education institutions, which include provisions on non-discrimination on any grounds.

#### **D. Civil servants**

29. Many States reported having implemented human rights training for civil servants at both the central and local government levels. In Georgia, in line with the Law on Civil Service (2015), the Civil Service Bureau provides human rights training as part of the supplementary pre-service programme and is planning to develop and integrate human rights curricula into the mandatory pre-service programme. In the Niger, human rights education has been integrated into pre-service and in-service training; during the reporting period, the Government also carried out human rights awareness and education activities targeting ministerial staff, including training programmes for executives in technical ministries on the human rights-based approach and the United Nations treaty bodies and for members of the interministerial committee on the United Nations human rights mechanisms. In Brazil, in 2017, the Ministry of Women, Family and Human Rights partnered with the National School of Public Administration in developing and rolling out short-term and medium-term online courses on a variety of human rights topics for various audiences, including civil servants. In Colombia, the Presidential Advisory Office for Human Rights and International Affairs has put in place a human rights training programme targeting civil servants at various levels, from those working in national executive bodies to officials in local mayors' and governors' offices; on average, around 400 individuals participate in the programme every year. Similarly, in Sweden, human rights training has targeted local government officials at the regional level, where work in relation to human rights is developed and coordinated by 21 country administrative boards, comprised of regional state actors and governmental agencies. The boards have developed, among other things, a joint manual on the human rights-based approach to public service and thematic summaries of the concluding observations of the United Nations treaty bodies on the periodic reports of Sweden. With support from the boards, local human rights training events allowed civil servants, local politicians and members of civil society to exchange knowledge and experiences in the area of human rights.

30. Indonesia reported placing a special focus on civil servants performing human rights training functions; through its human rights technical guidance programme, the Ministry of Law and Human Rights provided coaching and training to officials of the Directorate General of Human Rights and other relevant personnel to ensure that they had a good understanding of human rights issues and materials, as well as public speaking skills. In Switzerland, the Federal Department of Foreign Affairs organizes, in partnership with the Swiss Centre of Expertise in Human Rights, a biennial training course on human rights and the human rights policy of Switzerland for employees of the federal Government which, in 2019, was attended by around 50 participants. A workshop on human rights and the human rights policy of Switzerland has also been integrated into the training curriculum for future diplomats and executives of the Swiss Agency for Development and Cooperation. Similarly, in Spain, since 2008, the Ministry of Foreign Affairs, European Union and Cooperation has organized annual human rights seminars at the Diplomatic School of Spain, in Madrid.

31. Slovenia reported a comprehensive training programme for social workers. The Social Chamber of Slovenia is the country's central professional association in the field of social welfare, with the main task of preparing regulations and standards governing social welfare services and qualification standards for various activities and for the assessment of professional work. Information on the human rights-based approach has been embedded into all education and training activities carried out between 2017 and 2019 by the Social Chamber on topics such as domestic violence, children at risk, persons with disabilities, migrants, human trafficking and older persons. In partnership with the United Nations Children's Fund (UNICEF) office in Slovenia, the Social Chamber also conducted human rights training programmes for employees in the field of social security on the topic of refugee and migrant children. The project, carried out in the period 2016–2017, was focused on the refugee and migrant response and was aimed at updating the professional exam in the field of social protection to include topics on child rights, child protection and standards in working with refugee and migrant children and conducting educational programmes in that area. The project was prompted by the results of an online survey carried out by the Social Chamber among frontline staff working directly with unaccompanied and separated children, which revealed the need to strengthen frontline workers' skills to ensure the fulfilment of the rights of refugee and migrant children.

32. Croatia reported that human rights training for civil servants was focused on issues concerning groups in situations of exclusion or vulnerability. The Office for Human Rights and the Rights of National Minorities, in cooperation with the Council for National Minorities, regularly organizes seminars for national minority councils and representatives in order to improve their understanding of minority rights and to create or improve conditions for their effective participation in decision-making processes at the local and regional levels. Moreover, in 2018, regional public discussions on overcoming obstacles to the integration of persons under international protection were organized in six cities, raising awareness among 235 civil servants of the challenges that such persons face.

33. Some States highlighted cooperation with academic institutions. Since 2014, Uppsala University has been mandated by Sweden to produce, develop and manage a comprehensive programme focusing on the development of knowledge and skills in human rights protection for civil servants. Together with the Swedish Association of Local Authorities and Regions, Uppsala University offers an online introductory training course on human rights in public service for civil servants working within the public sector in Sweden. In addition, through cooperation with other government agencies, specialized training modules are also available, including modules designed by the Agency for Participation, the Ombudsman for Children in Sweden, the Living History Forum and the Social Insurance Agency. Uppsala University also offers courses on human rights to civil servants with a mandate to work on human rights issues in their institutions. In 2019, the governmental programme on human rights education for civil servants at Uppsala University, including both online and face-to-face courses, reached almost 8,000 civil servants. Educational institutions are also engaged in Croatia, where the International Protection Service of the Ministry of the Interior established a cooperation agreement with the University of Zagreb and the International Institute of Humanitarian Law, in San Remo, Italy, to deliver training on refugee issues.

## E. Law enforcement officials

34. Human rights training for law enforcement officials, including the integration of human rights into the curricula of related pre-service and in-service training, is widely reported. Costa Rica, Greece and Qatar reported that their police academies had integrated human rights into the curricula. In Georgia, the curricula at the Academy of the Ministry of Internal Affairs include at least 32 human rights teaching hours. In El Salvador, the National Civil Police adopted an institutional human rights policy focused, among other things, on human rights training, curriculum revision and improvements in staff selection for the National Academy of Public Security. The Human Rights Unit of the National Civil Police also regularly organizes human rights training sessions. In Cyprus, the Ministry of Justice and Public Order undertook measures to ensure in-service human rights training for all law enforcement officials, including police officers, judges, prosecutors, prison staff, social service staff and officers reviewing the eligibility of asylum applications. New modules on human rights have been incorporated into training for police recruits at the police academy following the signing of a training cooperation agreement between the Cyprus Police and the University of Cyprus. In Spain, modules on human rights topics are integrated into courses for national police personnel, which are a requirement for promotion to higher ranks. In September 2019, the national police established its national human rights office, whose functions include promoting and coordinating human rights training programmes for police personnel.

35. Some responding States highlighted training efforts on specific human rights issues. The Niger reported that human rights training of law enforcement officials encourages them to respect, protect and defend human rights without distinction as to race, skin colour or ethnicity. Sweden reported training activities related to combating racism and hate crimes. Since 2015, the Living History Forum has been carrying out a major education initiative for public officials, including the Swedish Police Authority, on racism, through both face-to-face and online training. Training on combating hate crimes is also a compulsory element in the basic training for new police officers. The Swedish Police Authority has also commissioned a training course from Uppsala University that provides in-depth knowledge of the underlying causes of racism, hate crimes and crimes that threaten freedom of opinion. In 2019, the Ministry of Internal Affairs of Georgia signed a memorandum of understanding with the OSCE Office for Democratic Institutions and Human Rights to establish a training course on combating hate crimes for law enforcement, a training of trainers programme developed with the involvement of members of the Office of the Prosecutor and the Office of the Public Defender and representatives of non-governmental organizations. In Italy, the Central Directorate for Police Training under the Department of Public Security has focused on training in human rights protection and the prevention and combating of discriminatory acts. Efforts are currently under way to revise the training curricula to incorporate more modules on human rights, which are to be made available for personnel of the national police and the Carabinieri through an interforces e-learning platform. Some modules focused on human rights in general are developed in partnership with Amnesty International Italy and those focused on topics pertaining to lesbian, gay, bisexual, transgender and intersex persons are developed in partnership with the Lenford Network.

36. Some States have reported human rights training initiatives for prison officials. In 2015, the Niger organized several such training courses, including for prison medical staff, in the cities of Kollo, Tahoua and Zinder, in order to enhance the promotion and protection of human rights in prisons. In Italy, the penitentiary administration provides in-service training to staff of every rank on, among other things, the protection of the rights of persons deprived of their liberty. In Spain, the General Secretariat for Penitentiary Institutions has been carrying out human rights training annually for the personnel of penitentiary institutions, using the methodology developed by OHCHR. In Costa Rica, the Ministry of Justice and Peace held human rights training courses at the prison training school, with particular emphasis placed on populations in heightened situations of vulnerability in the prison, such as people of African descent, indigenous people, people with disabilities and lesbian, gay, bisexual, transgender and intersex people; during the period 2018–2019, 3,769 prison officials participated in those courses. In 2018, the Ministry of Law and Human Rights of Indonesia developed a human rights handbook for correctional officers and immigration detention officers. Qatar has also published various human rights training

manuals, including a manual on the international human rights standards for detainees and prisoners.

37. Some States reported human rights training for legal professionals, either its institutionalization, such as in El Salvador, where the curriculum at the School of Public Prosecutors in 2016 included human rights modules, or specific activities, such as in Colombia. In Slovenia, during the period 2015–2019, educational events at the judicial training centre under the Ministry of Justice, such as legal conferences, expert colloquiums and symposiums featured human rights topics. Within the framework of the European Union project “Click off!”, the Ministry of Labour, Family, Social Affairs and Equal Opportunities joined forces with universities, the judicial training centre and the police, to organize seminars and develop a manual for police and judicial officers working in relevant areas to improve their capacity to detect, investigate and prosecute cases of cyberviolence and harassment perpetrated against women and girls. In Georgia, during the reporting period, the Office of the Prosecutor conducted human rights training activities for 4,367 participants, which included prosecutors, investigators and witness and victim assistance coordinators. The Office also provided training for trainers on human rights issues, with 214 trainers having been trained in the period 2015–2019. In Sweden, the Prosecution Authority conducts extensive training activities on human rights topics, especially those related to hate crimes, as part of the basic training for prosecutors. In Croatia, in 2019, the Office for Human Rights and the Rights of National Minorities and the judicial academy carried out a series of workshops on combating hate crimes and hate speech for members of the judiciary and prosecuting authorities, which were attended by 109 individuals.

## **F. Military**

38. Human rights training for the military also featured regularly in State responses. Slovenia reported that human rights content was integrated into the regular military face-to-face training courses of the armed forces, especially those provided prior to deployment to military operations and missions abroad. In addition, human rights are also covered by e-learning courses, such as those concerning the use of military force, as well as those on the Geneva Conventions of 12 August 1949 and the Hague Conventions. Both Georgia and Greece reported that human rights and humanitarian law topics were integrated into the training courses provided by their military academies. In the Niger, the Ministry of Justice partnered with the Danish Institute for Human Rights to develop a human rights training programme for defence and security forces and organized a series of human rights training courses for them, in collaboration with UNDP and OHCHR. The Ministry of the Interior also developed, with support from the Danish Institute for Human Rights, a manual and a human rights training guide for the national guard; with those materials, between 2016 and 2017, 176 members of the national guard were trained on human rights in general and the prohibition of torture in particular.

39. Croatia reported that human rights modules have been incorporated into the various levels of military training provided for commissioned and non-commissioned officers of the armed forces. In El Salvador, human rights topics are included in military education at the Captain General Gerardo Barrios Military School; efforts to integrate additional human rights modules are under way. Military training in Mexico includes human rights subjects and the Ministry of National Defence awards scholarships to military personnel for specialized courses, diploma courses and master’s and doctoral degrees in human rights and international humanitarian law, earned both locally and abroad. Particular efforts have also been undertaken in training the trainers at military schools on human rights and international humanitarian law, in order to generate a multiplier effect.

40. In Sweden and Georgia, during the reporting period, military training on gender-related issues was prioritized. The armed forces of Sweden hosts the Nordic Centre for Gender in Military Operations, a knowledge hub on gender in military operations. The Centre assists the military in integrating gender perspectives into the planning, execution and evaluation phases of operations, through training, integrating a gender perspective into military exercises, cooperating through a network of key experts and institutions and providing advice on policy and process development. In addition, since 2015, various governmental agencies have been working together to implement the national action plan for the implementation of Security Council resolution 1325 (2000) on women and peace

and security. In that regard, the armed forces of Sweden integrated information on the resolution and perspectives on gender equality into the mandatory training for its personnel preparing for missions abroad. In Georgia, since 2014, over 6,000 military personnel, both men and women, have been trained on gender perspectives and resolution 1325 (2000); in 2016, the Defence Institution Building School permanently integrated a module on gender in the security sector into all courses of study.

### **III. Action taken at the national level to promote human rights training for media professionals and journalists**

41. Some States reported policies to promote human rights training for media professionals and journalists. In Finland, in 2019, the Ministry of Education and Culture, in collaboration with the National Audiovisual Institute, revised and updated the national media education policy. The policy refers to international human rights instruments and defines high-quality media education as one which is aimed at promoting human rights, equality and non-discrimination and creating preconditions for sustainable development. The national guidelines for human rights education of Brazil indicate that human rights education must be present in the basic and continuing training of professionals in various fields of study, including media and journalism.

42. With regard to human rights education programmes for media professionals, Romania reported that human rights courses were part of the programmes in various faculties of journalism studies. In Italy, the Interministerial Committee for Human Rights collaborated with Ossigeno per l'Informazione, an organization that aims to monitor threats and intimidation against journalists and to provide human rights training to media companies, such as newspapers and television and radio stations, in line with the national action plan on business and human rights, 2016–2021. Under the Charter of Rome (2008), a code of conduct for media operators, the national and regional councils of the journalists' association organize training courses for media operators concerning the human rights of asylum seekers, refugees, victims of trafficking and migrants. A festival of the press and human rights is held every year in Perugia; media operators publicly contribute to the human rights debate through traditional and new media. In Qatar, the Al Jazeera Centre for Public Liberties and Human Rights has organized, in partnership with various international organizations, human rights capacity-building events for Al Jazeera staff. The Centre has also promoted awareness-raising activities on the draft international declaration on the protection of journalists and campaigned for its adoption. Both El Salvador and Georgia reported that the journalist associations in their countries, the Association of Journalists in El Salvador and the Georgian Charter of Journalistic Ethics, have held many training courses for journalists on various human rights topics, including gender, child protection and the rights of older persons and lesbian, gay, bisexual, transgender and intersex people. In Greece, during the reporting period, the Journalists' Union of Athens Daily Newspapers organized seminars on issues concerning xenophobia, gender equality and sexual orientation for its journalists and other media professionals. It also supported the lesbian, gay, bisexual, transgender and intersex youth community in Athens in their campaign for social equality.

43. Slovenia reported that, through the national programme for culture, 2014–2018, the Ministry of Culture has financed, since 2015, a project of the Slovene Association of Journalists, entitled "Naprej/Forward Festival of Quality Media Content", as well as a centre for high-quality media content, which serves as a permanent education centre for journalists and has conducted or hosted various workshops on human rights, including on the ethical aspects of writing and publishing stories, reporting on children and domestic violence and case law regarding criminal proceedings against journalists and the media in the courts in Slovenia and the European Court of Human Rights. In 2019, the Ministry of Labour, Family, Social Affairs and Equal Opportunities of Slovenia organized a seminar on the disproportionate risks faced by women and girls online and possible media action to foster gender-sensitive approaches in reporting. Participants included journalists, editors, bloggers, influencers, employees in the advertising industry and public relations services and other media operators.

44. Some responding States highlighted a particular focus in their programming. In Cyprus, emphasis has been placed on building the capacity of media professionals to

address matters concerning children. The Commissioner for Children's Rights of Cyprus published two manuals, on children's participation in the media and audiovisual or art productions and on the rights of the child. The manuals are distributed to professionals in the media and art sectors, parents and children. Croatia reported a focus on minority issues. The Office for Human Rights and the Rights of National Minorities of Croatia, in cooperation with the Council for National Minorities, regularly organizes seminars on minority rights for media professionals to discuss the issues of minority representation in print media and radio and television programmes at the national, regional and local levels and the media's role in preserving minority identities and in combating stereotypes and hate speech against persons belonging to national minority groups.

45. States also reported measures that they implemented to ensure that media professionals and journalists could carry out their professional roles safely and effectively. In 2017, Sweden adopted a plan of action in the defence of the freedom of expression, to respond to the harsh debates in recent years targeting journalists. It also mandated the Fojo Media Institute at Linneaus University to identify, develop and facilitate activities to increase the knowledge and skills of journalists and media professionals to prevent and handle hate and threats; the Institute subsequently developed a knowledge platform and provides related training for journalists. In 2018, Brazil published a handbook on international and inter-American standards regarding the protection of the human rights of journalists and other media professionals and the prevention of crimes related to freedom of expression. In Greece, the Hellenic Multinational Peace Support Operations Training Center included a training course in its programme for journalists, media workers and relevant government officials on the protection of journalists and media workers in conflict zones.

#### **IV. Conclusions and recommendations**

46. **The review of contributions received for the present report confirmed some of the findings of the midterm progress report on the third phase of the World Programme (A/HRC/36/24), in particular in the area of human rights education at the primary and secondary school levels. The reporting States are putting in place systemic strategies involving, beyond curriculum and material development, the integration of human rights education into education policies, the use of experiential and engaging teaching methodologies and the training of teachers and other education personnel. Within that group of States, many reported initiatives that indicated a positive trend towards the institutionalization of human rights education in the formal education system. The contributions suggest an encouraging increase in attention paid to fostering learning environments that reflect human rights values, in which human rights are upheld, that are free from racism and violence and that are inclusive, leaving no one behind. The 2030 Agenda for Sustainable Development, in particular Sustainable Development Goal target 4.7, have provided further impetus for scaling up such efforts and assessing progress made in their implementation.**

47. **Progress is being made within the contributing States on the human rights training of professional groups. Information on the systematic evaluation of pre-service and in-service human rights training, starting with a comprehensive assessment of learners' needs, is rarely provided. The importance of continual evaluation of human rights training, in order to ensure its relevance and maximize its impact, cannot be underestimated, as also noted in the midterm progress report.**

48. **The contributions also suggest that human rights training for media professionals and journalists has progressively increased during the third phase. There is a growing recognition of the role of the media in the promotion and protection of human rights, in particular those of individuals in situations of vulnerability, and in combatting hate speech. A few responding States highlighted the importance of human rights education being coupled with an enabling environment, in which the safety of media professionals is ensured and freedom of expression is protected, in order for journalists to fulfil their important role in upholding human rights.**

49. **Responding States indicated an increasing use, during the third phase, of information technology to facilitate learning and networking and information**

exchange on promising practices, lessons learned, materials and other resources. E-learning opportunities and online platforms have been developed, in particular to support human rights training for civil servants, including teachers and law enforcement officials, and media professionals. Those initiatives often involve academic institutions in order to strengthen links and possible synergies between pre-service and in-service human rights training for those groups.

50. The international community would benefit from sharing further the practices and experiences reported above, which could serve as inspiration and guidance. States that have not reviewed their progress in the area of human rights education and training during the third phase should be encouraged to do so, to advance national implementation and contribute to global progress. The fourth phase (2020–2024) of the World Programme, which is dedicated to youth, provides an ongoing opportunity to step up human rights education efforts in all sectors.

51. In the current climate in which serious challenges are undermining the basic fabric and social cohesion of our societies, advancing human rights education is a particularly crucial undertaking. By fostering inclusion and participation, promoting solidarity and preventing violence and conflict, human rights education constitutes a powerful strategic investment for building a just, peaceful and equitable future for all. It also makes an important contribution to ensuring a rights-based response to the coronavirus disease (COVID-19) pandemic and should be seen as a critical element of any strategy to build back better in the aftermath of the health crisis.

## **Annex**

### **Governments that submitted information**

Albania  
Andorra  
Belarus  
Bolivia  
Brazil  
Brunei Darussalam  
Cambodia  
Colombia  
Costa Rica  
Croatia  
Cyprus  
El Salvador  
Finland  
Georgia  
Greece  
Indonesia  
Italy  
Lithuania  
Mexico  
Niger  
Qatar  
Romania  
Slovenia  
Spain  
Sweden  
Switzerland

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