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**Item 13 of the provisional agenda**

**Journalism Education:  
Paris Declaration on Freedom of Journalism Education**

**SUMMARY CONTENT OF DOCUMENT**

This document presents to the Council the Paris Declaration on Freedom of Journalism Education, adopted by the World Journalism Education Congress in July 2019, as well as IPDC's recent action on journalism education. The document includes a draft decision taking note of this international declaration as an encouraging symbolic step that will strengthen IPDC's contribution to journalism education.

## Journalism education: Paris Declaration on Freedom of Journalism Education

1. Background
2. IPDC's work on journalism education
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### 1. BACKGROUND

The World Journalism Education Council (WJEC) is a coalition promoting education and training in journalism and mass communication. By bringing organizations from six continents together, the WJEC is the international voice of journalism and communications educators, trainers and scholars. It began in 2004, and has co-operated closely with UNESCO since its inception.

The Council's major projects have been the adoption of a Declaration of Universal Principles of Journalism Education (approved in June 2007) and the World Journalism Education Census. Every three years, the WJEC brings the international community of journalism education together in a Congress to share their best teaching practices and research papers, all dedicated to journalism education. Among early achievements of collaboration between UNESCO and the WJEC was the launching of the Model Curriculum for Journalism Education, at the first World Journalism Education Congress in Singapore (2007). Through the WJEC, it has been possible to disseminate the Model Curriculum in more than 12 languages worldwide, with uptake in hundreds of journalism schools in developing countries. In the period since 2007, additional model curricula have been developed for specialized subjects, including climate change, sustainable development, gender, terrorism, and disinformation (see annex 1).

In 2019, the World Journalism Education Congress took place in Paris on 9-11 July and was opened by UNESCO's Director-General<sup>1</sup>. The Congress gathered 600 participants from more than 70 countries. Thanks to support from the IPDC, several experts and delegates from LDCs were enabled to attend. In addition, a panel on teaching how to cover climate change was organized to popularize UNESCO educational resources in this area.<sup>2</sup> A UNESCO stand successfully attracted participants, disseminating 1,400 hard copies of UNESCO's curricula.

The Congress adopted a Declaration on Freedom of Journalism Education (see annex 2), which among other important actions, calls on "*UNESCO's International Programme for the Development of Communication to support this Declaration and bring it to the attention of UNESCO member states*". This declaration is therefore brought to the attention of the 32<sup>nd</sup> session of IPDC Council.

<sup>1</sup> <https://en.unesco.org/news/unesco-director-general-audrey-azoulay-opened-world-journalism-education-congress-paris#:~:text=UNESCO%20Director%20General%20Audrey%20Azoulay%20opened%20World%20Journalism%20Education%20Congress%20in%20Paris,-22%2F07%2F2019>

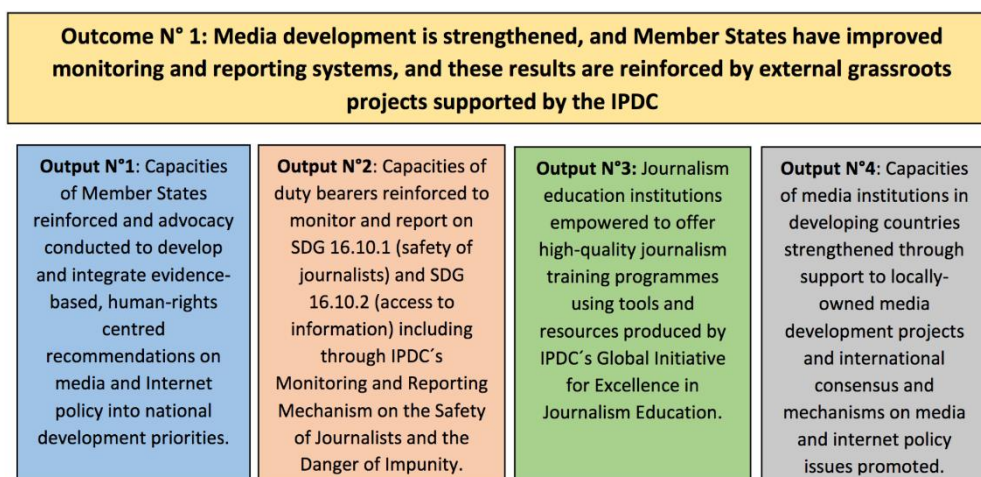
<sup>2</sup> <https://en.unesco.org/news/climate-change-new-challenges-journalismeducators>

## 2. IPDC's WORK ON JOURNALISM EDUCATION

Journalism education and training is a recognized part of UNESCO's programmes in capacity building for journalists and media managers, and is a longstanding priority of the IPDC. In the Programme's Results Assessment Framework (RAF), journalism education is one of its four main outputs (see output 3 in Figure 1 below).

Figure 1 – IPDC's RAF in 2018-2020<sup>3</sup>

### Current Results Assessment Framework (RAF)



The IPDC has supported scores of projects over the years involving the training of journalists using UNESCO educational resources, as well as assisted the participation of journalism educators from developing countries in relevant international dialogues and networking fora.

UNESCO's Global Initiative for Excellence in Journalism Education (GIEJE) has its origins in 2007 when the Organization, in response to numerous requests from Member States, developed a Model Curricula for Journalism Education in consultation with experts from all over the world. At the same time, UNESCO also developed a framework for assessing the quality of journalism training institutions in Africa. The resulting publication, *Criteria and Indicators for Quality Journalism Training Institutions: Identifying Potential Centres of Excellence in Journalism Training in Africa*, identified partners for co-operation in advancing journalism education in Africa.

Recognizing the potential to build upon the lessons of this for other regions, the IPDC Bureau, at its 57th Meeting in March 2013, agreed on the GIEJE as a new phase. This broadened the scope of UNESCO's work by providing support to a larger number of institutions worldwide aspiring towards "excellence" in journalism education, especially through disseminating good practices in curricula and in networking.

<sup>3</sup> IPDC's RAF is linked to Expected Result 3: *Media development is strengthened and Member States have improved monitoring and reporting systems, and these results are reinforced by external grassroots projects supported by the IPDC*, under UNESCO's Major Programme V (Communication and information), Main Line of Action 1: *Fostering freedom of expression online and offline, promoting all aspects of the safety of journalists, advancing diversity and participation in media, and supporting independent media*

The GIEJE corresponds to one of the six priorities guiding the approval of local projects submitted annually to the IPDC Bureau. As such, GIEJE is given impetus by this priority criterion in the project approval scorecard, increasing chances for approval when examined by the Bureau. Figure 2 summarizes the type of projects and activities that are normally supported under the GIEJE initiative, mainly with IPDC funding.

*Figure 2 – Typology of projects/activities supported under the GIEJE initiative*

<ul style="list-style-type: none"> <li>• Country-level support to training institutions for non-formal, short-term training of media students and/or practitioners on <u>reporting key subjects using recently-produced UNESCO handbooks</u> on disinformation, terrorism, safety, and gender equality.</li> </ul>
<ul style="list-style-type: none"> <li>• Technical support to national journalism education institutions in developing countries to upgrade their journalism curricula by <u>training their trainers</u> to better service students and practitioners.</li> </ul>
<ul style="list-style-type: none"> <li>• Development of <u>new training materials in several languages</u> (curricula / syllabus/ MOOCs / research pieces) for formal and informal education of journalism students and/or media practitioners on key emerging issues.</li> </ul>
<ul style="list-style-type: none"> <li>• Support for <u>professional networking and exchange of good practices</u> among journalism educators through active participation in networks such as ORBICOM, IAMCR and the World Journalism Congress.</li> </ul>

Recent results achieved under the GIEJE initiative include the upgrade of curricula of 18 institutions worldwide, based on UNESCO’s Model Curricula on Journalism Education; as well the overall strengthening of 100 institutions (including 30 in Africa) through regional and international networks.

The table below summarizes results achieved at national level in 2018-2019.<sup>4</sup>

<ul style="list-style-type: none"> <li>Kazakh students from 15 universities are benefiting from a new curriculum on gender and journalism based on UNESCO's model curricula.</li> </ul>
<ul style="list-style-type: none"> <li>Cuba is providing a new journalism education programme on sustainable development at 3 key institutions drawing on the UNESCO series; 50 trained journalists are promoting it through a training platform using a Facebook Group.</li> </ul>
<ul style="list-style-type: none"> <li>Liberia's 2017 election benefitted from enhanced coverage, as collaboration between political parties/politicians and journalists was improved. Enhanced knowledge and skills on reporting, broadcasting and newswriting of 25 media outlets contributed to the peaceful election and peacebuilding in the country.</li> </ul>
<ul style="list-style-type: none"> <li>In Palestine, citizens were equipped with key skills enabling them to use social media wisely , and 31 local media were sensitized to hate speech in West Bank and Gaza, thereby empowering them to address this challenge.</li> </ul>
<ul style="list-style-type: none"> <li>In Yemen, 30 editors-in-chief, media managers and journalists improved their abilities to identify and tackle media content deemed violent or inciting hatred, and signed a collective "declaration to combat hate speech in Yemeni media".</li> </ul>
<ul style="list-style-type: none"> <li>Four universities, UC Louvain (Belgium), Melbourne University (Australia), Institut de Presse et des Sciences de l'Information de Tunis (Tunisia) and the Laval University (Canada) have been sensitized to the coverage of terrorism-related issues based on a curriculum for journalism educators developed by using the UNESCO handbook on media and terrorism.</li> </ul>
<ul style="list-style-type: none"> <li>In Indonesia, the <i>Universitas Gadjah Mada</i> (UGM) has upgraded its curricula by translating, adapting and localizing UNESCO's model curriculum "Journalism, 'Fake News' &amp; Disinformation: Handbook for Journalism Education and Training" into Bahasa Indonesia.</li> </ul>
<ul style="list-style-type: none"> <li>In the Russian Federation, the Department of Journalism of the South Ural State University (SUSU) has upgraded its master's programme course on fact-checking and verification by translating and using the Journalism, 'Fake News' &amp; Disinformation handbook.</li> </ul>
<ul style="list-style-type: none"> <li>In Uganda, 19 journalism lecturers from 11 universities have improved their skills in training students on how to report on climate change.</li> </ul>
<ul style="list-style-type: none"> <li>In Mexico, 31 students and journalism teachers were trained in gender, media and communication. The workshop agenda and teaching materials will serve for further replicated workshops at partner schools.</li> </ul>

### UNESCO's Series on Journalism Education

To support journalism education and training with high-quality reference materials, a series of model curricula and handbooks has been developed over the last ten years under the *UNESCO Series on Journalism Education*<sup>5</sup>. The series has become an important and well-respected repository for journalism education and training materials of high-quality standards.

The different model curricula and/or syllabi have been developed by experts from all regions who are at the cutting edge of journalism education and are presented in a variety of formats and languages (see annex 1 for a list of available languages). Topics covered by the series include disinformation, reporting on climate change and sustainable development, gender, migration, terrorism, to mention a few. Some of these materials can be seen in Figure 4.

<sup>4</sup> For a full report, please consult:

Results-based implementation report submitted to the 63<sup>rd</sup> Bureau meeting:  
<https://unesdoc.unesco.org/ark:/48223/pf0000367922/PDF/367922eng.pdf.multi>

Results-based implementation report submitted to the 64<sup>th</sup> Bureau meeting  
 Part 1 <https://unesdoc.unesco.org/ark:/48223/pf0000373381/PDF/373381eng.pdf.multi>  
 Part 2 <https://unesdoc.unesco.org/ark:/48223/pf0000373386/PDF/373386eng.pdf.multi>

<sup>5</sup> <https://en.unesco.org/unesco-series-on-journalism-education> (see also annex 1)

Figure 4 – UNESCO Series on Journalism Education



### 3. FUTURE IMPACT

UNESCO's support for journalism education is based on recognition that high professional journalistic standards are essential to bring out the potential of media systems to foster democracy, dialogue and development. This is especially important given recent trends in the last few years, including the rise of disinformation, which have raised questions about the quality, impact and credibility of journalism.

As the lead UN agency in promoting freedom of expression and access to information and knowledge, UNESCO is well placed to step up its traditional support for initiatives to improve the quality of journalism education worldwide, particularly through the IPDC.

Building on the momentum of UNESCO's engagement with the 2019 World Journalism Education Congress, addressed by UNESCO's Director-General, there is strong and timely potential to amplify the Organization's work in 2021-2022. This potential could be realized in a form of IPDC recognition for the WJEC declaration. Such a symbolic step would enable strong buy-in from journalism educators and trainers, creative partnerships, and high impact on journalism education. Sample outputs could include:

- i. A new curriculum for journalism students and practitioners on investigating and reporting on national progress towards SDGs and Paris Agreement.
- ii. A new curriculum on how journalists can negotiate with powerful actors, superiors, crowds, sources and others, so as to further professional and safe reporting.
- iii. A new curriculum on how to report on Artificial Intelligence and advanced ICTs.

In turn, greater results in journalism education and training can be expected to cascade into improved news production, and thereby benefit the public through enhancing the supply quality and specialized journalism that advances the opportunity of the Sustainable Development Agenda, particularly Goal 16.10 on "public access to information and fundamental freedoms".

#### 4. COUNCIL ACTION: Draft decision

The Council, having discussed this document:

1. Takes note with appreciation of the Paris Declaration on Freedom of Journalism Education, adopted by the World Journalism Education Council in July 2019;
2. Acknowledges the contribution of the IPDC to journalism education and training through supporting cutting-edge curricula and training materials in multiple languages, training of trainers (especially in Africa), and professional networking internationally;
3. Welcomes the efforts made by the Bureau to support IPDC grassroots training initiatives/journalism education projects proposals submitted on an annual basis to the IPDC by least developed countries, and invites the Bureau to continue supporting projects under this output area, in line with the IPDC's Results Assessment Framework (RAF);
4. Based on the strong record of work to date, requests the Secretariat to seek increased partnerships and funding for journalism education, particularly, when possible, by:
  - a. conducting on-line multi-stakeholder consultations on current challenges of journalism education and prospects for fund mobilization,
  - b. training trainers in order to amplify the use of UNESCO training materials which enable improved reporting on key subjects, by means of using recently produced UNESCO handbooks on disinformation, terrorism, safety, and gender equality,
  - c. developing new training materials for journalism students and practitioners on key emerging issues.
  - d. continuing to support professional networking and exchange of best practices among journalism educators through networks such as ORBICOM, IAMCR and the World Journalism Congress.



## Annex 1. UNESCO series on Journalism Education

UNESCO Series	Year	Available languages	Translations in progress
1. <b>Setting the Gender Agenda for Communication Policy: New proposals from the Global Alliance on Media and Gender</b>	2019	English	French and Spanish
2. <b>Gender, Media and ICTs</b>	2019	English	
3. <b>Getting the Message Across: Reporting on Climate Change and Sustainable Development in Asia and the Pacific</b>	2019	English, Thai	Indonesian, Tetum, Nepali and Hindi
4. <b>Journalism 'Fake News' and Disinformation</b>	2019	English, Portuguese, Vietnamese, Indonesian	French, Spanish, Arabic, Russian, Chinese, Khmer, Burmese, Lao, Tetum, Albanian, Bosnian and Macedonian
5. <b>Teaching journalism for sustainable development: new syllabi</b>	2015	English, Spanish, Burmese, Persian	
6. <b>Climate change in Africa: a guidebook for journalists</b>	2013	English, French	
7. <b>Model Curricula for Journalism Education: A Compendium of New Syllabi</b>	2013	English, Chinese, Mongolian, Russian	
8. <b>The global investigative journalism casebook</b>	2012	English	
9. <b>Getting the Story and Telling it Right, HIV on TV: A Handbook for Television Trainers and Producers</b>	2009	English, Mongolian	
10. <b>Civic education for media professionals: a training manual</b>	2009	English	
11. <b>Media as partners in education for sustainable development: a training and resource kit</b>	2008	English, French, Russian, Arabic, Uzbek	
12. <b>Criteria and indicators for quality journalism training institutions &amp; identifying potential centres of excellence in journalism training in Africa</b>	2007	English, French	
13. <b>Model Curricula for Journalism Education</b>	2007	English, French, Spanish, Portuguese, Russian, Arabic, Persian, Chinese, Tajik, Nepali	Over 70 national adaptations



## **Annex 2 – Paris Declaration on Freedom of Journalism Education**

### **Paris Declaration on Freedom of Journalism Education**

**Adopted by the World Journalism Education Council during its plenary session, on July 8th 2019.**

We, members of the World Journalism Education Council:

We believe there is a strong link between the quality of journalism education and the quality of information to which people are entitled to.

We believe that there cannot be an environment of quality information without quality journalism.

We believe that quality journalism depends greatly on proper journalism education and training.

We believe that journalism education has a fundamental role to play towards more inclusive societies and the United Nations' 2030 development agenda.

We believe that this Declaration would help colleagues to make their authorities understand the specificity of journalism education from the academic and from the resources point of view.

Furthermore, we believe that this Declaration would contribute to strengthening the WJEC as a global network of journalism educators.

Preamble:

- Reinforcing the Declaration of Principles developed at the first meeting of the World Journalism Education Congress in Singapore in 2007 which advocated for journalism education as a distinct field with its own body of knowledge and theory, closely allied with the practice of journalism and deserving respect within both the academic and professional communities;
- Noting that journalism, as an academic discipline, plays a significant role in society including progress towards the UN Sustainable Development Goals;
- Acknowledging that in an age of disinformation, misinformation and threat to press freedom, the role of independent journalism is more important than ever;
- Observing that resources allocated to journalism education are an investment in long-term institutional capacity to help guarantee strong, independent and quality journalism;
- Responding to the key role that journalism education can play in this historical period:

Agrees on the following principles for journalism educators and trainers, academic as well as professional:

- Maintain strong and independent governance of journalism schools and journalism departments, which should have a faculty level of power and decision-making, and have recognized academic autonomy from external actors;

- Preserve journalism education as a distinctive stream compared to other fields of mass and strategic communication;
- Mobilize the necessary funding for excellence in curricula and extracurricular outreach as required for the quality functioning of a journalism school;
- Maintain a balance between academic knowledge and the technical skills of the journalism craft;
- Recognize gender equality in and through journalism education as a cross-cutting priority;
- Promote diversity as a key factor in journalism education: diversity among students, diversity among staff, diversity among topics taught;
- Encourage a critical spirit for journalism education research, including in experiments and innovations concerning pedagogies, journalistic practices and media business models.

Therefore we, Members of the World Journalism Education Council, call on:

- Journalism educators and trainers and their institutions and organizations to advocate for adherence to this Declaration;
- Leaders in higher education and training NGOs to take the principles into their practice;
- National departments of education, media industries, private businesses and donors, including international donors, to ensure sufficient funding for journalism education while respecting its independence;
- UNESCO's International Programme for the Development of Communication to support this Declaration and bring it to the attention of UNESCO member states.