

# The National Human Rights Commission of Korea's Opinion on the Draft Plan of Action for the Fourth Phase of the World Programme for Human Rights Education

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The National Human Rights Commission of Korea (NHRCK) welcomes the draft plan of action for the fourth phase of the World Programme and for its focus on youth and alignment with the 2030 Agenda for Sustainable Development.

It is particularly encouraging that the draft includes opposition to discrimination on the basis of gender, disability, sexual orientation, or other biases and that it features respect for diversity (9. (b) and 34. (c) ii), as was suggested by the NHRCK (May 24, 2018). It underlines the need for gender equality and the prevention of violence and conflict, racial discrimination (29), violent content on social media, and hate and discrimination (34. (b) ix)), as well as spotlighting migrants' issues (42. (e) and 47).

The following is the NHRCK's overview of the draft plan of action and its suggestions for issues for further consideration in the contexts of both unique and shared human rights conditions among member states.

## **1. Overview**

### **1-1. Human rights education for youth for the reduction of hate and discrimination**

Countries around the world are increasingly suffering from hate speech against minority groups, including women, sexual minorities, disabled individuals, migrants, and refugees. Hate-based discrimination against such groups appears to be worsening as it grows increasingly emboldened, intensified, and organized.

Against this backdrop, it is believed to be necessary for the draft to emphasize human rights education for the prevention of hate-based discrimination against such minority groups.

### **1-2. Human rights education for sexual minority youth**

Based on individual patterns of emotional, romantic, and sexual attraction, sexual orientation is generally categorized into homo-, bi-, and heterosexuality. Gender identity is the personal sense of one's own gender and may differ from the sex assigned at birth.

In this regard, the NHRCK suggests that gender identity be included in the draft plan of action in order to help discourage policies and practices being based on a traditional binary gender structure and to prevent discrimination on the basis of sexual orientation or gender identity. This would encourage youth to turn away from prejudices against sexual/gender minorities and embrace more positive models and sexual diversity.

### **1-3. Human rights education on gender equality for youth**

Gender discrimination, gender violence, and prostitution, all of which manifest in various forms that include the sexual oppression of victims, constitute serious

human rights violations.

It is necessary to stress human rights education on gender equality so that young people can become aware of the harm caused by gender discrimination, gender violence, and prostitution and can enjoy a heightened awareness of human rights from early on.

#### **1-4. Human rights education on media for youth**

An increasing number of young people are proficient with producing and consuming media content on a wide range of online platforms, including YouTube and podcasts, sparking a novel culture in which they can freely express themselves and share information on social media and other electronically mediated channels.

It seems desirable to highlight education on media for youth and for educators that can help young people construct a culture of human rights as they serve as content providers and/or receivers.

#### **1-5. Human rights education for youth on labor**

While the jobs, employment types, and job brokerage channels available to young people are shifting with the evolving labor environment, the social security nets in many countries are lagging in aligning with the labor market system and providing opportunities for safe and desirable jobs for young people.

In this regard, the NHRCK recommends that the draft plan of action emphasize human rights education on labor for youth so that young people can become better equipped with knowledge of labor laws and rights and thereby properly exercise

these rights, including to be informed on labor conditions, to safety and health, to compensation, and to human dignity.

## 2. Details of suggestions

### o 9. (b) Amendment

#### 1) Original paragraph in the draft plan of action

- 9. (b) Foster respect for and appreciation of diversity, and opposition to discrimination on the basis of race, sex, gender, language, religion, political or other opinion, national, ethnic or social origin, disability or sexual orientation and on other bases;

#### 2) Suggested amendment

- 9. (b) Foster respect for and appreciation of diversity, and opposition to discrimination on the basis of race, sex, gender, age, language, religion, political or other opinion, national, ethnic or social origin, disability, ~~or~~ sexual orientation and gender identity, family types such as unmarried-parent or single-parent families and on other bases;

### o 22. (h) Addition

#### 1) Suggested addition

- 22. (h) Enhance human rights education for youth regarding the rights of

women, sexual minorities, migrants, and disabled individuals in order to promote human rights awareness among young people.

○ 27. (f) Amendment

1) Original paragraph in the draft plan of action

- 27. (f) Making human rights training a criterion for state licensing or certification for teaching personnel, school administrators and other relevant youth-focused professions.

2) Suggested amendment

- 27. (f) Making human rights training a mandatory component of the curriculum for state licensing, certification or in-service training for teaching personnel, school administrators and other relevant youth-focused professions.

○ 34. (b) ii) Amendment

1) Original paragraph in the draft plan of action

- 34. (b) ii) Identify important human rights issues in relation to key areas of life for themselves and others (e.g., school, family and community);

2) Suggested amendment

- 34. (b) ii) Identify important human rights issues in relation to key areas

of life for themselves and others (e.g., school, family and community) and understand and effectively use various standards to critically view these issues;

○ 34. (c) ii) Amendment

1) Original paragraph in the draft plan of action

- 34. (c) ii) Respect for and appreciation of diversity, including through the use of inclusive language and attitudes, and opposition to discrimination on the basis of race, gender, language, religion, political or other opinion, national, ethnic or social origin, disability, sexual orientation or other bases;

2) Suggested amendment

- 34. (c) ii) Respect for and appreciation of diversity, including through the use of inclusive language and attitudes, and opposition to discrimination on the basis of race, gender, age, language, religion, political or other opinion, national, ethnic or social origin, disability, sexual orientation and gender identity or other bases;

○ 36. (h) Addition

1) Suggested addition

- 36. (h) Provide comprehensive support, including human resources,

content and materials and space, to promote young people's self-directed activities.

○ 42. (e) Amendment

1) Original paragraph in the draft plan of action

- 42. (e) Contextualized youth-specific human rights issues, for instance how youth may face overlapping forms of discrimination due to their intersecting identities, such as youth with disabilities; belonging to ethnic, religious, gender and other minorities; indigenous peoples; with disadvantaged socioeconomic backgrounds; migrants, including asylum seekers and refugees; in conflict with the law; victims of violations and abuses;

2) Suggested amendment

- 42. (e) Contextualized youth-specific human rights issues, for instance how youth may face overlapping forms of discrimination due to their intersecting identities, such as sexual minority youth; youth with disabilities; belonging to ethnic, religious, gender and other minorities; indigenous peoples; with disadvantaged socioeconomic backgrounds; migrants, including asylum seekers, ~~and~~ refugees and stateless youth; working youth; victims of violation, abuse or hatred; in conflict with the law; ~~victims of violations and abuses~~;

○ 47. Amendment

## 1) Original paragraph in the draft plan of action

- 47. Youth face specific challenges in ensuring respect for their rights in society, such as the right to participate in politics and public decision-making, to gain access to decent jobs when transitioning from education to the labour market, and sexual and reproductive health rights. Young people may also face overlapping forms of discrimination due to their intersecting identities, such as youth with disabilities; belonging to ethnic, religious, gender and other minorities; indigenous peoples; with disadvantaged socioeconomic backgrounds; migrants, including asylum seekers and refugees; in conflict with the law; victims of violations and abuses. National strategies for human rights education for youth must be accompanied by measures to increase protection and realization of young people's human rights, including the development of youth-friendly redress mechanisms.

## 2) Suggested amendment

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