

## **The View of the National Human Rights Commission of Korea on the Fourth Phase of the World Programme for Human Rights Education**

The National Human Rights Commission of Korea (hereinafter referred to as “the Commission”) views that the human rights education should be taken as an important first step towards the 2030 Agenda for Sustainable Development. The Commission recognizes that the building up of consensus and collaboration among international community is an essential stepping stone to effectively promote human rights education, and that the importance of the fourth phase of the World Programme for Human Rights Education (hereinafter referred to as “the World Programme”) should be further noted on. Its importance lies on its valuable role as the founding ground and benchmark guideline of global human rights education.

While the ground is being set up for the fourth phase of the World Programme, the Republic of Korea is yet to sufficiently anchored down human rights education based on the previous programmes, including the first, second and third phases. The concern on possibility that the fourth phase could only result in a mere formality, with each Member State focusing on different aspects of human rights education based on their strategic interest and context.

Despite the concerns, the Commission cannot fail to stress the need for global community to take on the human rights education perspective and actively seek to resolve the issue of hatred and discrimination against minorities and the violation of human rights, which are commonly experienced worldwide. In this context, greater spotlight should be given to the increasingly important role of fourth phase of the World Programme.

Under this premise, the Commission requests for an intensive review on the following Commission’s view for the preparation of fourth phase of the World Programme.

### **1. Thematic Human Rights Issues and Focus Areas**

#### **1.1. Human rights of women**

- The Korean society is currently facing a strong public uproar against gender-based violence. The victimized women of gender-based violence has started to and

continuous on exposing their past experiences of gender-based violence, which in turn, called for an overall change across social institutions and culture. The demand for change underlines that the need for transformation of patriarchal traditions and discriminatory culture against women are as important as the legal reforms that needs to be taken place to provide better remedial measures for the victims. These are important tasks ahead, which in turn, further increases the need for human rights education.

- At the present point, continued attention and efforts of the international community focusing on gender equality education is utmost important. On the level of the human rights education, a detailed educational approach is required to bring forth the perspective of human rights of women into the understanding of gender equality.

## 1.2. Human rights of sexual minorities

- The issue of violation against the human rights of sexual minorities should be addressed in the context of gender equality, as the violation is utilized as a means to disregard diversity while strengthening the traditional monolithic and hierarchical gender binary-based culture and institutions. It should also be noted that the guarantee of freedom of sexual orientation is one of the important aspect of human rights that should be incorporated into human rights education.
- The concept of gender equality embedded in the Goal 4, target 7 of the Sustainable Development Goals (SDGs) should be clearly expressed, moving away from the gender binary, to include sexual minorities.
- On the related note, a minimum definition and scope of the human rights education based on SDG target 4.7 should be outlined in order to prevent arbitrary interpretation or exclusion by the Member States.

## 1.3. Human rights of immigrants

- While that immigration is recognized as an unavoidable structural phenomenon caused by unequal distribution of resources, political atmosphere and cultural context, in reality, the recognition of immigrant's right to membership is rarely given in present sovereign state system. Due to unrecognized membership, immigrants are facing discriminatory conditions that either completely excludes, or only partially

recognizes them as the subject of guarantee of rights.

- Frequent violation of human rights is observed in the immigrated society, hosing country, but the remedial measures are insufficiently made available which brings forth a need for human rights education.
- Immigrant women who experienced sexual harassment and gender-based violence are unable to actively seek out legal retribution and remedial measures. In addition, immigrant laborers who met industrial accident rarely benefits from industrial accident compensation insurance, despite well-established insurance system in hosting country.

#### 1.4. Labor rights and human rights-based business management

- The labor condition is increasingly deteriorating across the world, and serious violation of labor rights are being observed even to permanent employees and specifically to laborers of the developing countries of global supply chain. Furthermore, it should be noted that diverse types of human rights violation is being committed in the ever growing global capitalist system, where its growing influence reaches out to consumers and indigenous persons.
- In this context, it is increasingly important to identify different interest groups, including laborer, consumer, indigenous persona and etc., affected by the activities of business firms, and provide human rights education in order enable them to claim one's rights. Moreover, with the recognition of corporate business sector's influence in regards to the protection and promotion of the rights of individuals living in the modern society, human rights education should also be provided to entrepreneur and business management, so as for them to incorporate human rights-based approach in their businesses.
- While the caregiving industry is extensively growing with the socialization of caregiving, caregivers are exposed to inadequate working conditions. Under the inadequate working condition, caregivers are negatively affected to either become victims of abuse or instigators of abuse against children or old persons they should have provide care to. Appropriate response, in a form of human rights educations, with a proper understanding of the complexity of the issue needs to be made.
- As the quality of caregiving service is aligned to the working conditions of caregivers,

human rights education should be committed to enhance the level of respect payed to caregivers and their working condition in order to improve the quality of care.

#### 1.5. Press and media environment

- There is a great need to capture the recent trends and changes in media environment to specify human rights issues arising from them, in order to improve the human rights training for media professional and journalists as promoted in the third phase of the World Programme.
- Personal online broadcasting channels has low level of entry barrier and lax regulation which allowed the formation of culture of excessive violent and sexual expression, verbal abuse, disparagement against disabled persons, and hate expression against women. The culture of online broadcasting channel has reached alarming level, in which human rights education needs to respond by reaching out to online contents producer and consumers.

### **2. Target Sectors and Education Methods**

- While the human rights education is carried out through education system and public sphere, it is important to further develop human rights education system that reaches out to out-of-school children and youth, private sector including businesses, and other civilians.
- As the human rights situation is constantly changing, it is important to follow up human rights education on individual level, so as an individual to be able to undergo systematic human rights education system through citizenship education, life-long learning and other related programmes.
- Human rights education programmes should set selected goals per stage of life cycle. For different life stages, sets of target groups such as infant, children, youth, middle age, old age are identified. During infancy, education programmes could incorporate goals on strengthening sense of others, while for youth, the importance of labor rights could be emphasized.

### **3. Education Curricula**

- The human rights education should encompass the following:
  - A level of basic understanding of human rights principles and related issues
  - An understanding of individual's self-actualization and liberty, including the protection of personal liberty, rights to education and health and labor right
  - The importance of solidarity and coalition of citizens, such as the promotion of and participation in human rights advocacy groups and organization, the level of social welfare, and the consideration of all forms of human relations, and hate and discrimination issues
  - An understanding on equality and social justice, including issues on income inequality, gender equality, and the right to enjoy culture and public services
  - The importance of respect to other species and environment with considerations to animal rights, ecological footprints, pollution and carbon dioxide emission
- Through the human rights education programme, the factors that influence violation of human rights should be clearly explained. In addition, “the common evil” which hinders guarantee and realization of human rights, or other structural or background interfering factors should be explicitly stated. As such, it is necessary to explicitly narrate cases of abuse committed by enterprises, workplace bullying, colonialism, gender discrimination, discrimination against disabled persons, and familism.
- Human rights education is only applicable in real life when practical cases of abstract norms and principles are established, shared and incorporated into the curricula.
- At least a simple definitions of basic terminologies— such as capacity building, autonomy, rights, fundamental freedom, responsibility and others— used in the guidelines should be provided. The definitions commonly found in the human rights education is used to provide direction and not to standardize the concepts.
- Specific cases concerning “actions that protect and promote human rights” should be provided. Explicitly examples of participation practices of proactive citizenship in workplace, school and community needs to be provided.
- The human rights education curricula needs to cover an understanding on public interest.
- The Action Plan of the World Programme should provide concrete framework for action in order for the human rights education to go beyond the education on human

rights, but to provide education through human rights and become education for human rights.

- The value of the World Programme is found in recognizing the importance of education through human rights based on the principle of human rights education, and building the environment for human rights education. The human rights education in school systems should not only convey the fundamental human rights principles but contribute in building environment for human rights education by providing the following:
  - Education for building school environment where students enjoys their human rights
    - ✓ Training program on student's rights to participation and autonomy
    - ✓ Training program on guarantee of student's right to self-determination
    - ✓ Human rights training program on the issue of corporal punishment and inhumane punishment
    - ✓ Training program on student's rights as a right holder
    - ✓ Training program on guarantee of the right to rest and the right to education
  - Education for building school environment where human rights for educators, including school personnel and principals, of each educational institution are practiced.
    - ✓ Training program on improving inhumane systems, school rules, educational environment
    - ✓ Training program on guarantee of student's right to participation and practice of autonomy
    - ✓ Training program on development of guidelines to support sustainable efforts to improve human right-based school environment
  - Education for building environment for public officials of national educational institutions and policy makers to develop policies based on human rights.
    - ✓ National-level training program on development of the guidelines for human rights-based school environment
    - ✓ National-level training program on monitoring and improvement of for human rights-based school environment
    - ✓ Training program for the adoption of legislations on human rights education and

human rights environment in school

- Regarding the SDGs, the definition of human rights education under the SDG target 4.7 should be clarified along with its minimum scope. For example, some countries, that do not recognize the rights of sexual minorities, interprets the SDG target 4.7 as an issue on gender equality in education from the binary gender perspective. In order to resolve the issue of arbitrariness of, an accurate description of the coverage of SDG target 4.7 is necessary.

#### **4. Systematization of Training Course for Human Rights Educators**

- As the role of human rights educator is increasingly important, there is a great need to systematize the training course for human rights educators.
- The international community should provide capacity building opportunities to human rights educators, so as to deliver internationally agreed human rights values. The United Nations should establish corresponding financial and educational system to fulfill this goal.

#### **5. Evaluation of Human Rights Training**

- It is necessary to develop set of indicators to measure the outcomes of human rights education in order to enable regular monitoring and evaluation. The existing indicators has strong quantitative characteristics, which necessitates the development of the qualitative indicators.

#### **6. Diversification of Human Rights Education Courses**

- Artistic activities such as paintings, and music are universal and accessible medium that can enhance the effectiveness of human rights education, and its result is shared more easily across borders. Considering this, there is a greater need to provide human rights education learning method which utilizes painting, music and other artistic activities. Forums on human rights education could be hosted to facilitate and strengthen international cooperation.