

Interim Report on the Implementation of the third phase (2015-2019) of the World Programme for Human Rights Education

Prepared by the National Human Rights Commission of Korea

1. Outline

The National Human Rights Commission of Korea (hereafter the Commission) offers human rights education and carries out related promotion activities to raise and enhance people's awareness about human rights based on Article 19.5 and Article 26 of its enabling law- the National Human Rights Commission Act (hereafter the NHRCK Act). The Commission is the only national agency specialized in human rights education.

The Commission carries out its mandate of providing human rights education in order to meet specific human rights-related needs in Korea, while complying with guidelines on human rights education developed by the international community such as the World Program for Human Rights Education.

In 2015, responding to the increasing interest in how to see and resolve the human rights situation in infant care facilities and military, the Commission has conducted various programs through human rights education and promotion activities.

In 2016, reflecting the growing social interest in business and human rights and the enhanced policy on mandatory education of improving disability awareness, the Commission has enhanced human rights education on the two areas. In addition, it has strived to reflect the heightening attention to social inequality and hate crimes in conducting human rights education.

In order to effectively conduct human rights education, the Commission carries out a range of works as follows:

- With the aim of creating institutional foundation for human rights education, the

Commission monitors the current situation of human rights education and presents its policy recommendations and opinions to the government by identifying challenges to improve the relevant policies and institutions.

- For stronger cooperation system for human rights education, the Commission promotes a variety of exchange and cooperation projects.
- The Commission develops and distribute human rights education contents.
- The Commission carries out human rights education by training human rights instructors.
- The Commission develops and operates online human rights education courses.

2. Institutionalizing Human Rights Education in School, Public, and Civil Areas

Since 2015, the Commission has promoted the enactment of the Support for the Human Rights Education Act in order to enhance the legal basis for human rights education and establish the human rights education center. Unfortunately, due to the opposition of a few conservative and religious groups which are against sexual minority, the effort has been hindered. The Commission, however, continues its effort to build institutional foundation for human rights education by promoting the establishment of the human rights education center aside from the legislation.

The Commission has enhanced its planning and policy recommendation function by analyzing the relevant laws and regulations and presenting recommendations and opinions for improvements to ensure systemic human rights education supported by law in various areas including public, educational, and protective institutions.

- As part of the institutionalization effort, the Commission expressed its opinions to relevant government agencies on how to provide better human rights education for daycare center teachers, migrant sailors and social workers through legislative improvement in 2015.
- In 2016, the Commission recommended the Ministry of Health and Welfare the enactment or amendment of relevant laws to make human rights education for employees in welfare and long-term care facilities for senior citizens as well as senior citizens themselves mandatory. It also recommended the improvement of relevant laws and institutions to ensure

effective education to protect human rights of people with disability and personal assistants for them in a training course of personal assistants for people with disability.

【Recommendations and Opinions from 2015 to 2016】

- Expression of opinion on the partial revision of the enforcement regulations of the Infant Care Act (July 30, 2015)
- Expression of opinion on improvements in human rights education to promote the rights of migrant sailors (October 8, 2015)
- Expression of opinion on strengthening human rights education in the supplementary education course for social welfare workers (December 9, 2015)
- Policy recommendation on enhancing human rights education in welfare and long-term care facilities for senior citizens (June 20, 2016)
- Policy recommendation on strengthening human rights education in relation to personal assistance system for people with disability (July 28, 2016)

3. Researching and Monitoring the Current Situation of Human Rights Education

In 2015, the Commission monitored and analyzed the discrimination and human rights violation-related cases in the current textbooks for primary and secondary schools with the aim of enhancing human rights education in primary and secondary schools. Based on the monitoring results, in 2016, it held a workshop on developing human rights-friendly textbooks for those in charge of human rights in provincial and metropolitan city education offices, teachers, and textbook authors and presented a guideline for human rights-friendly textbooks including the findings on discriminatory cases in the current textbooks.

In 2014 and 2016, the Commission reviewed the current status of human rights-related subjects established in around 300 public and private universities and colleges and requested the establishment of more human rights courses. It also held “the debate on the current status of human rights education in higher institutions and its desirable future direction” on June 25th, 2015. As such, the Commission has promoted enhanced human rights education at higher institutions through the experts’ meeting and human rights education council for

universities and colleges.

The Commission has conducted the research on the current status of human rights education at a total of 64 training institutes for public officers and teachers. The research shows the quantitative growth of human rights education for public officers. Human rights administration (e.g. human rights-related cases in local governments and human rights in judicial administration), human rights in general (e.g. human rights sensitivity and understanding of human rights), and women's rights (e.g. prevention of sexual harassment and violence) have been mainly addressed.

- The research on the current status of human rights education at teacher training institutes in 2016 showed that 15 out of 18 institutes had human rights-related subjects in operation. However, as seen in the fact that the content and level of human rights education varies by institute, the low level of understanding on human rights education in the field remains a challenge.

4. Development and Distribution of Education Content

Since 2002, the Commission has developed and distributed human rights education content to further spread human rights awareness and promote the relevant education.

The Commission published four human rights education textbooks in 2015: *A Guide to Human Rights Administration (Part 1. Government Institution and Part 2. Local Government)*, *First Step towards Human Rights*, and *Human Rights and Social Welfare*. The newly-designed textbooks dedicated to a specific target group include *Journalism and Human Rights*, *Sports and Human Rights*, *Teaching based on Human Rights (for daycare center workers)*. Also, a series of new online human rights content was created for areas such as social welfare and human rights, the Universal Declaration of Human Rights for children, and the prevention of discrimination against people with disability.

Also in 2016, the Commission published new human rights education textbooks including A

Guide to Journalism and Human Rights and *Sports Meet Human Rights* and developed standard teaching plans for *Sports and Human Rights* and *Journalism and Human Rights*. It also conducted a series of basic researches to develop diverse human rights education textbooks such as textbooks for children and parents on child rights, textbooks for human rights of senior citizens, and picture books of human rights.

- *A Guide to Journalism and Human Rights* was published especially in an effort to strengthen human rights training for media professionals and journalists in accordance with the recommendation of the third phase of the World Programme for Human Rights Education. The textbook which is composed of four parts and 21 chapters with addenda of the Guiding Principles to Uphold Human Rights in Press Coverage, detailed manuals for the Guiding Principles by sector, and a guide to disability rights for media professionals is expected to serve as a basic textbook for journalists.

In 2016, the new online human rights contents of social welfare and human rights, the Universal Declaration of Human Rights for children, and the prevention of discrimination against people with disability were designed to enhance human rights expertise and sensitivity of care givers for the most vulnerable members of society such as senior citizens and people with disability by addressing practical measures to prevent and respond human rights violations, while strengthening basic learning of children on human rights. In addition, animation-oriented storytelling approach was used to promote easy understanding for learners with fun, and higher accessibility for people with visual or hearing impairment was secured by introducing a function to control the size and location of sign language video.

5. Building Domestic and International Cooperation System for Human Rights Education

With an aim of enhancing human rights education in primary and secondary schools, the Commission has operated Human Rights Education Council for School every year where human rights education officers from the Ministry of Education and 17 provincial and metropolitan city education offices participate. In 2015 and 2016, the Commission shared best practices of human rights education and major performances of the education offices and promoted further

cooperation among them.

In order to create human rights-friendly school environments, the Commission has signed MOUs with a number of provincial and metropolitan city education offices. In 2016, Busan Metropolitan Office of Education became the seventh education office to make the agreement following Daegu Metropolitan Office of Education, Seoul Metropolitan Office of Education, Gwangju Metropolitan Office of Education, Gangwondo Office of Education, Gyeongsangnamdo Office of Education, and Daejeon Metropolitan Office of Education. The Commission also established a plan to promote MOUs with local governments and education offices as an effort to facilitate the signing and operation of MOUs by enhancing its coordinating function. Moreover, in 2016, it signed agreements with Jeollabukdo Province and Daejeon Metropolitan City to carry out joint human rights education programs.

The Commission concluded the ‘agreement for human rights promotion’ with a total of 12 universities to further invigorate human rights education in universities and colleges, and designated and nurtured some of them as a center for human rights education research and as a hub for human rights education, research, and regional network building. The Commission operates the summer and winter internship programs for law school students, mainly of the universities signed on the agreement. Human rights education council for universities and colleges agreed to provide full support for better human rights education, for example by monitoring human rights education situations in universities and colleges.

6. The Current Status of Human Rights Education

In order to spread human rights education, the Commission in 2015 opened four more human rights education centers in Busan, Gwangju, Daegu, and Daejeon. Along with Seoul and Chungju center, a total of six centers are in operation and have been working to promote local-oriented human rights education.

In 2015, the Commission completely reformed and expanded its human rights instructor training programs in order to be a leading human rights education institution responding to the increasing

social needs for human rights education.

- The training program lasts for eight days- three days for basic education, three for intermediate, and two for advanced courses. The online education and evaluation followed by a teaching practice are also provided in-between. The Commission appointed those who completed the course as a certified human rights instructor and formed a pool of human rights instructors.

- The Commission trained human rights instructors in diverse areas including infants, disability, migrants, homeless people, mental health, sports and children in 2015. The training courses on senior citizens, social welfare, and developmental disability were newly established in 2016.

In 2016, a total of 3,702 rounds of human rights education activities including training courses, door-to-door programs, online education and special lectures were provided for 207,619 participants. Compared to the previous year, the number of both education activities and participants jumped up by 47.5% and 42.9% respectively.

The remarkable quantitative growth of human rights education in 2016 is mainly attributed to the systematized operation and standardization of human rights education. Another explanation can be found in the sharp increase in the number of online program trainees and group program participants after the implementation of mandatory training on improving disability awareness according to the partial amendment to the Act on Welfare of Persons with Disabilities which came into effect on June 30th, 2016.

[Table 2-3-4] Yearly Human Rights Education Statistics

(Unit: number of rounds and participants)

Category	Total		Training Program		Door-to-Door Program		Online Program		Special Lecture	
	Round	Participant	Round	Participant	Round	Participant	Round	Participant	Round	Participant
Total	16,608	1,239,098	2,560	116,093	1,656	42,447	2,005	263,753	10,387	816,805
2016	3,702	207,619	734	33,953	380	5,930	828	71,434	1,760	96,302

2015	2,509	145,322	438	18,468	239	9,194	353	34,635	1,479	83,025
2014	2,334	164,075	334	14,325	206	4,926	288	34,744	1,506	110,080
2013	1,834	168,580	245	11,382	159	4,588	150	39,654	1,280	112,956
2012	1,300	124,937	214	10,456	119	2,204	109	21,550	858	90,727

* Cumulative total: the foundation of the Commission (November 25, 2001) – December 31, 2016.

The Commission has operated programs for higher human rights sensitivity for teachers of kindergartens and primary and secondary schools in partnership with Seoul Metropolitan Office of Education, Gangwondo Office of Education, and Jeollabukdo Office of Education. Together with Seoul Metropolitan Office of Education, 1,059 students at athletic clubs in elementary, middle, and high schools received the door-to-door human rights special lecture with the content brought down to the students' level, in order to create a human rights-friendly sports culture.

In terms of human rights education for public officers, in 2015, local public officers and police officers took the programs for higher human rights sensitivity. In particular, policemen and fire-fighters joined the newly-opened human rights recovery programs.

- In 2016, a total of four rounds of higher human rights sensitivity programs were provided for 236 public officers in partnership with Chungcheongnamdo and Jeollabukdo Office to share the needs and significance of human rights education and enhance educational effectiveness. In addition, the Commission conducted a survey on disability awareness education demands among central and local governments reflecting the stronger legal obligation for improved disability awareness education in 2016. Based on the survey result, human rights instructors specialized in disability issue made visits to organizations upon request to provide human rights training on improving disability awareness.

As the Korean military has experienced a series of shooting spree accidents and suicides, the Commission has been operating the programs for higher human rights sensitivity for professional human rights instructors and military officers in the army, the navy, and the air force to build a

more human rights-friendly culture and prevent future violation in military.

- In 2015, a total of 18 sessions (635 participants) were given to train military human rights officers. Each army, navy, and air force battalion has military human rights officers comprising one company-grade officer and two non-commissioned officers, and they are in charge of organizing human rights education for soldiers for each quarter.

- In 2016, the Commission provided a total of 15 sessions (554 participants) of military human rights officers training program. In addition, a total of five sessions (102 participants) of higher human rights sensitivity program were given to military correctional officers, military police investigators, medical officers, human rights monitoring officers, and judicial officers who are closely involved in human rights protection in military.

The Commission has operated programs for higher human rights sensitivity of police officers every year with the aim of promoting police officers' human rights sensitivity and creating grounds for human rights-friendly police performance. Together with the National Police Agency, in 2016, a total of four sessions (113 participants) were provided for police officers working in women-children affairs, investigation work, and foreigners affairs as well as human rights instructors in the police agency.

The Commission starting from 2010 has been organizing the annual human rights workshop for journalists to catalyze social changes for better human rights protection through media reports and to raise awareness of the journalist's role as a human rights guardian.

- In 2016, the workshop was held for city desk investigative reporters (team leader level), the backbone of human rights-related media reports, helping them better understand the role of journalism as a defender of human rights and urging a faithful compliance to the Guiding Principles to Uphold Human Rights in Press Coverage, which cover the role of journalism as well as the field-by-field manuals (democracy and human rights, personal rights, disability rights, gender equality, rights for migrants and non-Koreans, rights for senior citizens, children's rights, and rights for sexual minorities). In addition, joined by the Journalists

Association of Korea and the Korea Suicide Prevention Center, the Commission amplified the education effect and built a stronger cooperation network.

7. Evaluation and Challenges

Although human rights education is mandatory in a few areas including human rights of people with disability requiring improvement urgently, the systemic implementation of human rights education in Korea remains a challenge in many other areas in need such as human rights of senior citizens due to a lack of legal grounds for human rights education.

Against this backdrop, the Commission promoted the enactment of the Support for the Human Rights Education Act in order to build an institutional basis for human rights education. However the legislation effort foundered due to the opposition of a few groups which are against sexual minority.

The Commission recognizes the highly effective approach of the World Programme for Human Rights Education, designating goals of human rights education by target group and phase. However, in order to further strengthen each State Party's effective implementation, building a sound institutional foundation for human rights education supported by relevant laws and regulations should be a priority. Moreover, it is important to have substantive infrastructure such as facilities (e.g. training centers), manpower (e.g. instructors), and contents (e.g. education programs) in place for effective human rights education. The Commission urges the international community including the United Nations to play a larger role in building legal grounds and physical environment for human rights education.

In terms of implementing the third phase of the World Programme for Human Rights Education domestically, it is important to designate a government department dedicated to human rights promotion activities for media professionals and journalists and allocate appropriate budget for developing and operating relevant education programs. In addition, guidelines to integrate human rights standards in reviewing and supervising media institutions should be developed immediately.

It is also required to develop human rights standards in media reports and guidelines on human rights-friendly media activities at international level such as the Office of the High Commissioner for Human Rights (OHCHR). As an attempt to overcome domestic limitations specific to each country's human rights situations, an international human rights training course for media professionals and journalists organized by the United Nations is worth considering.