

Progress Report on the Implementation of the World Programme for Human Rights Education in the Republic of Korea

I . Overall National Strategy for Implementing the Plan of Action

1. The National Human Rights Commission of Korea (hereinafter referred to as “NHRCK”) recommended the competent ministry (Ministry of Justice) in January 2012 to incorporate what is provided in the Plan of Action for the second phase of the World Programme for Human Rights Education (WPHRE) into the Human Rights National Action Plan(NAP) , under which the government of the Republic of Korea shall proceed with its national human rights policy in the period of 2012 through 2016. Key components recommended include:
 - (a) Making human rights education a mandatory course in pre-service and in-service training of teaching personnel;
 - (b) Promoting human rights education in universities and colleges and establishing a research foundation for human rights education;
 - (c) Developing and disseminating human rights-friendly teaching and learning methodologies, and creating a human rights-friendly environment of education;
 - (d) Building and expanding a system for the development, dissemination and support of human rights education for schools at all levels;
 - (e) Making human rights education, by accredited education or training providers, a mandatory criterion for law enforcement officials, in the prosecution, the police or the correction centers, civil servants in social work and local government employees;
 - (f) Including the subject of human rights in the tests for accreditation of law enforcement officials, lawyers, medical personnel and social workers, and reinforcing human rights education in the training courses, especially linked to their recruitment, appraisal and promotion; and
 - (g) Promoting human rights education for the groups whose organizational operation is institutionalized, such as the military, combat police and auxiliary police.

2. NHRCK, a comprehensive national human rights institution, has incorporated some of the recommendations made in its Three-Year (2012-2014) Plan for Human Rights Promotion into the following priorities:
 - (a) To fully implement the Plan of Action for the second phase of the World Programme for Human Rights Education:
 - (i) Strengthening human rights education for civil servants, law enforcement officials in the prosecution and the police, and the military by creating regular permanent courses of human rights education for them and operating training programs for specialized trainers on human rights;
 - (ii) Strengthening human rights in higher education by setting up the curricula or subjects of human rights;
 - (iii) Revising the educational curricula in the primary and secondary education systems and operating human rights research schools to make the overall school culture more human rights-friendly.
 - (b) To develop customized programmes and contents for specific targets of human rights education (pre-schoolers, students in primary and secondary schools, university/college students, military personnel and police officials):
 - (i) Standardizing the teaching plans on human rights

- (c) To make human rights education more accessible, through the mass media, and based on new technologies:
 - (i) Providing human rights education contents in electronic forms online or on smart phones;
 - (ii) Expanding and intensifying human rights education by utilizing all types of mass media, including the broadcasting and press.

3. NHRCK has consistently called upon the government to conform to the aforementioned recommendations by reviewing the contents of government’s Human Rights National Action Plan (NAP) and monitoring its implementation of the NAP. NHRCK is also committed to ensure the adequate implementation of the plan of action for the second phase of the World Programme for Human Rights Education by making objective self-assessments on implementation of The Three Years(2012-2014) Action Plan for Human Rights Promotion.

II. Specific Human Rights Education Initiatives Undertaken with Respect to:

A. Higher Education

- 4. NHRCK, in an effort to promote human rights education in universities and colleges and foster leading universities or colleges in human rights education research to serve as a hub for local networking for human rights education research, has signed an ‘MOU on Human Rights Promotion’ with 10 universities across the nation¹.
- 5. NHRCK, at the time of the MOU signing, has invited the signatory universities to set up a human rights body within the universities and play a leading role in the local efforts for human rights education research, including the creation of a local pool of specialized personnel and the networking of relevant local organizations and individuals. As a consequence, all 10 universities now have their own human rights research departments. To sum up the activities of the human rights research bodies within the universities, Chonnam National University, Gyeongsang National University and Hanyang University have been prominent in their independent and vigorous activities in the fields of human rights education research; and Yeungnam University, Chonnam National University and Hanyang University have published periodical academic journals while Gyeongsang National University and Inha University have compiled a book on the outcomes of their research and studies on human rights in 2011.

Table 1. Human rights research bodies and institutions within the leading universities (as of December 31, 2011)

University	Human rights research body	Journal/publication	Features
Gyeongsang Nat'l Univ.	Human Rights and Social Development Research Institute	Social Policies and Human Rights (2011)	Directly under the University President
	Multicultural Education Center		Under the Education and Research Institute

¹ Chonnam National University (2006); Yeungnam University (2007); Inha University (2007); Hanyang University (2007); Korea University (2007); Ewha Womans University (2007); Chonbuk National University (2007); Chungnam National University (2008); Pusan National University (2008); and Gyeongsang National University (2008)

Korea Univ.	Clinical Legal Education Center (CLEC)		A research body annexed to the Law School
Pusan Nat'l Univ.	Human Rights Law Center		Under the Law Research Institute
Yeungnam Univ.	Human Rights Education & Research Center	Human Rights Theories and Practices (bi-annual)	Under the Law Research Institute
	Multicultural Education & Research Institute		Under the Education and Research Institute
Ewha Womans Univ.	Restorative Justice Research Center		Under the Law Research Institute
Inha Univ.	Public Interest & Human Rights Law Center	Human Rights of Minorities (2011)	Under the Law Research Institute
Chonnam Nat'l Univ.	Public Interest & Human Rights Law Center	Human Rights Law Review (bi-annual)	Under the Law Research Institute
Chonbuk Nat'l Univ.	Human Rights Center		Directly under the University President
Chungnam Nat'l Univ.	Human Rights Law Research Center		Under the Law Research Institute
Hanyang Univ.	Public Interest & Human Rights of Minorities Center	Human Rights Law Theories and Practices (annual)	Under the Law Research Institute

※ Other relevant bodies, such as Women Research Centers, Gender Equality Research Centers and the Centers for Support to Students with Disabilities are excluded from the list, as they are commonly present in all of the universities.

6. According to the NHRCK survey of 422 universities and colleges throughout the nation (53 national or public and 380 private institutions²) to identify the current situations on the presence of human rights subjects or curricula in these higher education institutions, it was found that 82 out of the 169 universities and colleges which submitted their response to the questionnaire had offered 272 subjects on human rights (93 in 24 national or public universities/colleges, and 179 in 58 private ones). The number of human rights subjects among national or public universities/colleges has been consistently on the rise: the figure in 2010 marked an 86% increase from 50 in 2008 to 93 in 2010. In terms of higher education institutions, universities made up the largest share of human rights curricula followed by smaller shares by educational colleges and junior colleges. More specifically, among the private universities and colleges, the share was relatively lower in junior colleges. To take a closer look at the human rights curricula among the leading universities in human rights education research in 2008 and 2010, there was an increase in both the subjects concerning ‘human rights and democracy’ in undergraduate courses and the subjects concerning ‘public interests and human rights of minorities’ in graduate courses and law schools.
7. The leading universities have hosted, with their human rights bodies serving as a stronghold, international academic symposia, panel discussions and seminars on human rights, which have helped lay the foundation for human rights research and build a network of human rights resources at both home and abroad.

² The 2011 survey was the first one that included both private universities and colleges.

Table 2. International academic symposia, panel discussions and seminars on human rights held by the leading universities

University	Year	Description
Gyeongsang Nat'l Univ.	2010	International academic symposium titled 'Search for Social Policies based on Human Rights' 10 seminars, some of which include 'Non-standard Workers', 'Human Embryonic Cloning and Human Dignity' and 'Human Rights and Social Policies'
	2011	Nationwide academic symposium titled 'The Directions for Education on Human Rights of Minorities' 12 seminars, some of which include 'Human Rights of Social Minorities' and 'Human Rights in Movies'
Chonnam Nat'l Univ.	2010	International academic symposium on 'Anti-discrimination Movements and Human Rights Laws in Asia' 6 seminars, some of which include 'The Developments in International Human Rights Laws' and 'The Movements for Human Rights Ordinances'
	2011	International academic symposium on 'Legal Issues over Termination of Employment from the Perspective of Labor Rights' 4 seminars, some of which include 'Human Rights, Laws and the Role of Lawyers' and 'Human Rights Education'
Inha Univ.	2011	Public discussion on '10 Years of the National Human Rights Commission of Korea' 'Human Rights Singing for Hope' (seminar)
Yeungnam Univ.	2011	'The 1 st , 2 nd , 3 rd and 4 th Human Rights Policy Development Community' (seminar)
Hanyang Univ.	2010	'The Workshop on Human Rights of International Refugees' (panel discussion) 2 seminars, including 'What Are Public Interest Lawyers?'
	2011	Public discussion in celebration of the 10 th anniversary of NHRCK

8. NHRCK has provided an educational course twice a year since 2010 for students in the graduate schools of law under the MOU signatory universities in order to raise their awareness about human rights and increase their understanding about the functions of the NHRCK. This course is said to have contributed to greater human rights consciousness of the future lawyers and legal scholars.
9. It is encouraging to see that the NHRCK's effort to designate the leading universities as a local hub for 'human rights education research' has contributed to promoting human rights education in higher education and that a growing number of human rights curricula are being provided within the disciplines which are associated with the training of prospective leaders in human rights activities, such as teachers, lawyers and social workers. However, less than 20% of the universities and colleges (82 out of the total 433) only in the country have adopted human rights curricula, and the national strategies for the implementation of human rights education in higher education are still insufficient (the Ministry of Education, Science and Technology is in charge of the higher education systems in Korea).
10. With a view to promoting human rights education in universities and colleges and increasing the effectiveness in the efforts to create a research foundation for human rights education, NHRCK needs to build systematic collaboration with the Ministry of Education, Science and Technology, especially for the purpose of developing, supporting and monitoring the materials of human rights education.

B. Teachers and Educators

11. For the outcomes of the efforts to provide human rights training to teachers in higher education and to develop their specialty on human rights issues, please see the list of international academic symposia, panel discussions and seminars in Table 3 of II-A-7 in this report. Additionally, Korea Human Rights Foundation, a non-profit private foundation composed of professors, lawyers and journalists, organized two forums on human rights education policies, respectively titled ‘The UN Human Rights Education Programmes and Human Rights Education in Korean Universities (and Graduate Schools)’ and ‘The Institutional Foundation and Civil Servants Training to Promote Human Rights Education’ in 2011.
12. In a bid to strengthen human rights training for teachers in primary and secondary schools, the Ministry of Education, Science and Technology revised the ‘Standard Curricula for Qualification Training’, which is applied to the training courses required to qualify for headmasters, vice-headmasters and teachers, to include the contents of human rights in the Standard Curricula in 2009. Furthermore, with regard to the in-service training of teaching personnel, the Ministry, in its ‘Major Directions for Training of Teaching Personnel’ published in February 2011, encouraged the educational offices in municipalities (Cities and Provinces) to create their own programmes of human rights training for the teaching personnel under their jurisdiction.
13. According to the NHRCK’s survey on the current status of human rights education/training by accredited education/training providers, the human rights courses for teaching personnel and school administrators offered by the education/training institutions, including those annexed to universities or colleges, grew by 40% in number, from 198 in 2010 to 278 in 2011 in 16 cities and provinces of Korea. It is also notable that the number of human rights courses has significantly increased in the education/training institutions under the education offices of the cities or provinces where the student human rights ordinance has been promulgated or is in the process of leading to promulgation, and that the number of the courses on multicultural issues has increased in the education/training institutions annexed to universities or colleges.

Table 3. Human rights education/training for teachers and school administrators by education/training providers

Classification	Year 2010				Year 2011			
	No. of courses	No. of classes	No. of hours	No. of participants	No. of courses	No. of classes	No. of hours	No. of participants
Providers under city or province education offices	188 courses	218	606	15,625	263 courses	321	799	25,241
Providers annexed to universities/colleges	10 universities/colleges	32	236	6,609	15 universities/colleges	33	235	6,398
Total	198	250	842	22,234	278	354	1,034	31,639

14. NHRCK, with the aim of increasing teachers’ human rights sensibility and strengthening their capacity in human rights education, has provided three online programmes to aid teachers’ self-study on human rights: ‘Human Rights + for Teachers’, ‘Gender Discrimination Prevention’ and ‘Disability Discrimination Prevention’. As of 2011, a total of 6,139 teachers have completed the online courses. Thanks to the education

offices' decision in October 2011 to count cyber education/training courses completed into the qualifying credits for teachers, and their promotion of human rights education in schools and, consequently, teachers' growing interests in human rights issues, the number of participating teachers in the online programmes has been rising approximately by 60% on a year-on-year basis (from 3,995 in 2010 to 6,139, in 2011).

15. NHRCK, in a joint programme with the Ministry of Education, Science and Technology, provided three educational courses in different local areas to promote human rights sensibility for the school counselors who participated in the Wee Project³ (each of the course offered was for 2 days, and were attended and completed by a total of 104 persons). The purpose of this programme was to combine the methodologies of human rights education with the existing activities of school counseling to facilitate the conflict settlement process at school.
16. NHRCK, with a view to producing human rights education trainers whose qualification meets the criteria and standards on the quality of human rights education, has carried out human rights education trainer courses (each lasting 1 day or longer). These courses, which cover the following four areas of mental health, multiculturalism, children and youth, and the older generation, invited 202 participants during the 8 sessions offered in 2010 and 211 participants in 11 sessions in 2011.
17. The share of human rights education in the education and expertise development for the teaching personnel in higher education is limited, as most of the human rights education available is confined to relevant disciplines and the human rights training activities and exchanges are largely made among the professors for academic purposes.
18. It is certainly encouraging that human rights training has been made a mandatory criterion for the qualification training for headmasters, vice-headmasters and teachers and both the public interest in students' human rights and student human rights ordinances and the public awareness about the significance of human rights education have been raised, consequently pushing up the demand for human rights education. However, the tendency is that the education or training institutions are usually giving one-off courses on human rights with limited effects. In this light, it is necessary to develop programmes of human rights training and education which are offered on a regular and continuous basis, to customize the human rights education programmes to the target groups and to bring forth qualified human rights trainers.

C. Civil Servants

19. NHRCK, in step with the adoption of the plan of action for the second phase of the World Programme for Human Rights Education (WPHRE), delivered an official statement in November 2010 to the national government ministries, including the Ministry of Public Administration and Security and the education and training institutions for civil servants,

³ The Ministry of Education, Science and Technology has initiated the Wee Project as a multilayered safety net for students, specifically to treat and counsel the students with school adjustment problems and at-risk students, which has emerged as a serious social problem, along with social polarization. Under the Project, the Ministry has set up a Wee Class at each unit school, and a Wee School and a Wee Center under each local education office. The key reasons of school mal-adjustment are said to include learning disability, low interpersonal skills, school violence and media addiction.

calling upon them to strengthen the components of human rights education in the curricula for civil servants. As a consequence, the Ministry of Public Administration and Security included human rights education as an element of the mandatory education for civil servants when it drew up the ‘Guideline on Education and Training for Civil Servants’ of 2010 and 2011. The relevant provisions on the Guideline were referred to at the time of the Ministry’s monitoring and evaluating the status of human rights education in the education/training institutions for civil servants.

20. The NHRCK’s survey on the human rights education classes given by forty (40) education/training institutions for civil servants revealed that the number of such classes increased by 27% from 120 in 2010 to 152 in 2011. Human rights classes are given at the Central Officials Training Institute (in the high-level policymaking courses and the Grade 5 qualification courses), the Judicial Research & Training Institute, the training institutions for civil servants in Chungnam and Chonnam Provinces and the Statistical Training Institute. Moreover, the training providers for the local civil servants of Busan City, Gwangju City and Jeju Province conducted 2-day-1-night human rights courses after consultation with the local government agencies concerned.

Table 4. Human rights education by education/training providers for civil servants

Classification	Year 2010			Year 2011		
	No.	No. of hours	No. of participants	No.	No. of hours	No. of participants
Human rights education courses	3	37	77	10	101	887
Special lectures on human rights	117	242	10,218	142	293	10,672
Total	120	279	10,295	152	394	11,559

21. NHRCK, in an effort to ensure that the elements of human rights are reflected in the processes of policy making and implementation, has operated the permanent programme of human rights education for civil servants in the national and local governments (each session lasts 20 hours or longer). The number of participants to the programme was 140 in 4 sessions in 2010, and 365 in 8 sessions in 2011.
22. NHRCK has provided 6 cyber education courses on human rights – “Beginners’ Understanding about Human Rights”, “Advanced Understanding about Human Rights”, “Administration & Human Rights”, “Gender Discrimination Prevention”, “Disability Discrimination Prevention”, and “Understanding about the Disability Discrimination Act” – in order to make human rights education more accessible to civil servants. The number of people who completed these cyber courses increased by 30.6% from 6,543 in 2010 to 8,543 in 2011. In addition, there is a growing use of the cyber human rights education program, which includes the NHRCK-developed contents: in 2011 alone, the program was used 149 times in 14 government agencies (including the Ministry of National Defense, the National Police Agency and the Constitutional Court of Korea), resulting in a total of 7,305 program completers.
23. NHRCK, after human rights education has been made mandatory in the area of the mental health institutions by law⁴, has designated every Tuesday as the ‘day of human rights

⁴ Article 6-2 of the Mental Health Act (which was revised in March 2009) provides that those who have

education in the field of mental health', on which human rights training is given to those engaged in the field via a standardized set of materials and teaching plans and in a way that, particularly, induces the participants to debate the programs for human rights promotion and present their opinions. By the end of 2011, about 14,000 employees in 1,455 mental health institutions across the country had participated in this education program: more specifically, the number of participants was 3,499 (25% of the cumulative total) in 2010 and 5,428 (38.8%) in 2011. Furthermore, NHRCK has disseminated the NHRCK-produced education materials (the main textbook and 3 types of auxiliary textbooks) to 17 education/training providers specialized in the human rights education for the field of mental health, providing support to the human rights trainers in those providers.

24. NHRCK carried out two courses on human rights training (each course lasted 2 days and 1 night and a total of 64 people participated in the training) for the employees in the institutions for senior welfare and long-term care in 2011. In addition, it has provided the training course on human rights sensibility to the staff in charge of the institutions for homeless people⁵ twice a year since 2009 (each course lasts 1 day or longer, and the number of participants was 43 in 2009; 87 in 2010; and 59 in 2011).
25. NHRCK has offered the human rights education course which, from the perspective of human rights, is based on the recognition of diversity and the understanding about multicultural societies since 2009. This education program, which is available to the employees in Multicultural Family Support Centers and whose main purpose is to assist them in also serving as human rights advocates while at work, was conducted twice in 2009 (each lasted 1 day or longer, with 50 participants in total); once in 2010 (in a 2-day-1-night course for 26 participants); and three times in 2011 (each in a 2-day-1-night course, with 117 participants in total).
26. It is certain that the strengthened education on human rights for civil servants has made substantial contribution to raising their awareness about the significance of human rights education, but there is a tendency for most of the human rights education courses, given by the education/training institutions for civil servants, are simply one-off special classes. In this light, for the purpose of ensuring that human rights education for civil servants will be implemented in a more adequate and substantive way, it is necessary to enact a legislation that specifically requires public organizations to provide human rights education to their employees. The legal obligation to provide human rights education to the employees in mental health institutions and the institutions for homeless people is an encouraging development which is in compliance with the plan of action for the second phase of the World Programme for Human Rights Education. Still, this country is conspicuously lacking both the personnel and the physical resources for human rights education, including human rights education/training providers, trainers and textbooks. Accordingly, the first and foremost thing for civil servants to do for the greater substantiality in human rights education is to establish specialized institutions that are capable of making effective research and studies to design and develop human rights

established or operated a mental health institution and those who work in such institution (social workers, medical personnel, etc.) are required to go through human rights education.

⁵ The Act concerning the Support for Welfare and Self-sufficiency of the Homeless, etc., which provides for the mandatory education on human rights for the employees in the institutions for homeless people (effective June 8, 2012), was enacted in April 2011.

trainer training programs, and human rights education courses, textbooks and teaching techniques for different fields.

D. Law Enforcement Officials

27. NHRCK, in a bid to prevent human rights violations and discriminations, has placed priorities on training the human rights trainers who will educate law enforcement officials in the police, the correctional authorities and the prosecution, and on producing human rights education materials for the law enforcement officials, including “A Guide to Human Rights for the Police”, “A Guide to Human Rights for Prison Officials” and “A Guide to Human Rights for the Prosecution”. As a consequence, the subject of human rights has been made part of the regular curricula for in-service education in the National Police Agency and the Ministry of Justice since 2003.
28. The National Police Agency, after establishing the Human Rights Protection Center – a division dedicated to human rights affairs – in 2005, has set up the framework plan to strengthen human rights education for the law enforcement officials under the Agency by, for example, making human rights education as a mandatory element of the in-service training. Furthermore, the Agency provides human rights education as a regular curriculum in its guidelines on employee education and training, and has a training program for human rights trainers. It has also made efforts to increase police officials’ human rights awareness by creating customized contents for human rights education and holding the presentations on model cases of human rights protection at work.
29. The Ministry of Justice, with regard to human rights education for law enforcement officials (in the prosecution, prisons, the probation system or immigration offices), set up the ‘Three-Year Plan to Promote Human Rights Sensitivity’ in 2008; this has incorporated human rights education into the mid-term workforce plan of the Legal Research & Training Institute, including human rights education in the regular curricula of the education and training institutions for the officials in the prosecution, prisons, the probation system and immigration offices; and has developed the human rights sensibility training programs for the four different areas of duties. Moreover, the Ministry has developed a range of human rights education materials, including human rights documentaries, and produced and disseminated the practical manuals on human rights that are designed for employee training in the front offices under the Ministry.
30. NHRCK, beginning with the human rights education textbook “A Guide to Human Rights for the Police” in 2002, subsequently published “Investigation and Human Rights” and “Security and Human Rights” in 2008, which served as important physical resources for effective human rights education. In 2010, it developed and disseminated “Police and Human Rights”, a combined version of the previous three publications, which includes the NHRCK’s latest relevant decisions and updated legislation.
31. In the wake of the NHRCK’s *ex officio* investigation into the cases of abuse against combat and auxiliary police including assaults and deaths in February 2011, human rights education for the police has been further strengthened to ensure that similar cases are not repeated. More precisely, NHRCK has organized 89 special classes on human rights for 8,399 police officials, and provided 24 special courses to the education and training

institutions for police officials, such as the Korea Police Investigation Academy, the Police Training Institute and the Korean National Police University.

32. While it is widely recognized that significant progress has been made due to the overall efforts to improve human rights in the fields of policemen and other categories of law enforcement officials, it is still necessary to pay more attention to increasing the quality of human rights education to ensure that human rights education and training is effective enough, for example, by directing more of the available resources to human rights sensibility and human rights issues that are more practical and relevant to their duties and adopting participatory pedagogies. Moreover, for the purpose of consistent substantiality of human rights education, the NHRCK needs to continue monitoring over the implementation of the provisions on human rights education specified in the National Action Plan (NAP) on Human Rights.

E. Military Personnel

33. NHRCK, after setting up the “Framework Plan on Human Rights Education in the Military” in 2005, has provided human rights education for the military personnel under close consultations with the Ministry of National Defense. Since 2006, the subject of human rights has been part of the regular curricula in the education and training institutions for the personnel in the Ministry of National Defense and the soldiers in the army, navy and air forces.
34. The Ministry of National Defense developed, jointly with the NHRCK, the guidelines on human rights education for its personnel and promulgated the ‘Regulation on Human Rights Education in the Military’ (February 13, 2008) by its directive in 2008. Furthermore, the Ministry and the NHRCK co-produced human rights education textbooks for different groups of trainees with different types of job descriptions within the military, and have conducted customized training courses, on a regular basis, for those whose work is closely associated with human rights affairs, such as the medical, investigative or correctional officials, human rights officers and law officers, in the military. The annual numbers of human rights education courses given and participants grow with time: 52 with 2,812 persons in 2008; 63 with 12,718 in 2009; and 355 with 42,474 in 2010. In particular, in 2010, 666 persons participated in the 11 human rights education courses which lasted 1 day or longer, and the human rights education courses for law officers in the military were co-organized by the Ministry and NHRCK.
35. NHRCK organized the Council for Human Rights Education in the Military in 2009, which brought together the officers in charge of human rights affairs from the Ministry of National Defense and the armed forces, and has since hosted an annual meeting of the Council. The members of the Council agreed to make prior consultations with one another on the selection of textbooks and trainers for Ministry-organized human rights education courses at the meeting of 2010, and to introduce the subject of human rights in the education curricula for the highest-level program of the National Defense College and the commanders’ programs of the military colleges in an effort to intensify human rights education for commanding officers at the meeting of 2011.
36. It can be said that the institutional groundwork for human rights education in the military has been laid out, since the Regulation on Human Rights Education in the Military was

enacted and implemented by the directive of the Ministry of National Defense and human rights education has extended and intensified, first in the Ministry and later in the armed forces. Still, in order to ensure that human rights education translates into the creation of a human rights-friendly culture of military life and the promotion of individuals' human rights sensitivity, it is critical that human rights education for commanders, including the regiment or battalion commanders, should be continued and a variety of effective contents for human rights education, including films and cartoons on human rights, should be developed, taking into account the unique organizational and cultural characteristics of the military.

III. Overall view

- 37.** NHRCK, having exerted the promotion of human rights education since its foundation in 2001, recommended to the government for the first NAP on Human Rights (2007~2011) and the second NAP on Human Rights (2012~2016), both of which stressed the significance of human rights education and the State's responsibility to implement human rights education, and it has monitored the implementation of the NAPs, including on the provisions of human rights education.
- 38.** The institutional foundation has been improved for stronger human rights education in the higher education system, including universities and colleges, civil servants, law enforcement officials and military personnel. It is also encouraging to see that the demand for human rights education in these fields is on a steady rise. Despite the growing public interest in human rights issues and the quantitative expansion of human rights education, the effect of the existing courses and programmes on human rights education is relatively short-lived as most of them are one-off special classes.
- 39.** In this light, for further promotion of human rights education, legislation should be enacted to require human rights education in public organizations and a separate institution specifically for human rights education and training should be established to provide systematic and specialized education on human rights.
- 40.** NHRCK is an organization that works to coordinate human rights education for all people, including those who work for the national and local government agencies and public or private organizations, and it has played a leading role in the national efforts to ensure that the objectives of human rights education, in accordance with the plan of action for the second phase of the World Programme for Human Rights Education, are fully implemented.