"Reporting on Education for Human Rights, Peace, Democracy, International Understanding and Tolerance"

I. GUIDANCE

1. Introduction

This questionnaire is intended to assist Member States prepare their reports on the national implementation of the *Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms*. Specific reference is made to the implementation of the World Programme on Human Rights Education (WPHRE, ongoing since 2005).

Adopted by UNESCO's General Conference in 1974, the Recommendation provides a normative framework for promoting education for peace and human rights by detailing guiding principles and formulating a global approach. The Recommendation provides for action in various sectors of education. It underlines the need for understanding and respect for all peoples, their cultures, civilizations, values and ways of life. It underlines the responsibility of Member States for providing human rights and fundamental freedoms, and the need for national policy and planning, and the development for particular aspects of learning, training and action. It is highly significant in that it stresses the importance of the fundamental principles of quality education for all, notably the principle of equality of educational opportunity, access to education, and solidarity. The Recommendation contains provisions for revision of textbooks and other educational material as well as for struggle against illiteracy. The Recommendation highlights the need to broaden functions of universities, and carries provision of technical and vocational education and teacher training, and involves the community in education.

This Recommendation reflects the main elements of the WPHRE being executed by UNESCO and OHCHR. On 10 December 2004, the General Assembly of the United Nations proclaimed the WPHRE (2005-ongoing) to advance the implementation of human rights education programmes in all sectors. Building on the achievements of the United Nations Decade for Human Rights Education (1995-2004), the World Programme seeks to promote a common understanding of the basic principles and methodologies of human rights education, provide a concrete framework for action, and strengthen partnerships and cooperation from the international to the grass roots level. It is structured around an ongoing series of phases, the first of which covers the period 2005-2009 and focused on the primary and secondary school systems.[1] The on-going second phase covering the period of 2010-2014 has new focuses: teacher education, higher education, law enforcement offices and military. The scope on the primary and secondary levels is maintained also during the second phase. The Plans of Action for the first and second phases propose an effective strategy and practical suggestions for nationally implementing human rights education.

2. Background to the Fifth Consultation

Reporting obligations

- All Member States, given political commitment to and moral force of the Recommendation and the Reporting Obligations under the Recommendation, should report on legislative

[1] In 2010, the *Final evaluation of the implementation of the first phase of the World Programme for Human Rights Education* (ref: A/65/322) was submitted to the sixty-fifth session of the General Assembly of the United Nations in response to Human Rights Council resolution 12/4, in which the Council requested the United Nations Inter-Agency Coordinating Committee on Human Rights Education in the School System (UNIACC), of which UNESCO was member, to submit to the General Assembly a final evaluation report, based on national evaluation reports, on the implementation of the first phase of the World Programme for Human Rights Education. The report finds that the 76 Member States which provided national evaluation reports are taking some measures to integrate human rights education in their school systems. The final report is available at: http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N10/493/11/PDF/N1049311.pdf?OpenElement.

measures that have been taken pursuant to the Recommendation and the ways in which national education policies and programmes correspond to its provisions. Information supplied by Member States should demonstrate how laws and practices comply with the commitments under the Recommendation, describing legal norms as well as the factual situation.

- In accordance with **Article VIII of UNESCO's Constitution** *"Each Member State shall submit to the Organization, at such times and in such manner as shall be determined by the General Conference, reports on the laws, regulations and statistics relating to its educational, scientific and cultural institutions and activities, and on the action taken upon the recommendations and conventions referred to in Article IV, paragraph 4."*

- Article 17 of the Rules of Procedure concerning recommendations to Member States and international conventions covered by the terms of Article IV, paragraph 4, of the Constitution.

- Specific multi-stage procedure for the monitoring of the implementation of UNESCO conventions and recommendations for which no specific institutional mechanism is provided.

II. QUESTIONNAIRE

The questionnaire below to be completed by Governments contains questions that should be addressed in Member States' national reports. Please mark the specific answers with corresponding numbers of the questions. In addition to the questionnaire, supplementary information may also by provide as additional attachments to your report.[2]

1. Information about the respondent

· Date: 14 February, 2013

· Institutions responsible for completing this questionnaire - Ministry of Education (MOE)
- Korean National Commission for UNESCO (KNCU)
- Asia-Pacific Centre of Education for International Understanding under the auspices of UNESCO (APCEIU)
- Korean Society of Education for International Understanding (KOSEIU)
- The National Human Rights Commission of Korea (NHRCK)

· Contact person

· Mailing address

[2] This may include but is not limited to relevant information reported to the Office of the United Nations High Commissioner for Human Rights (e.g. national inputs for the progress report on the implementation of the World Programme for Human Rights Education in 2012, as mandated by Human Rights Council resolution 15/11, as well as relevant responses to the Council of Europe (e.g. Review of the Implementation of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (Recommendation CM/Rec(2010)7) in 2012).

- Telephone number
- Email
- Website

1. Components of education for peace and human rights

A. Specific information on the legislative, judicial and administrative measures taken by the State at the national level

1. Please describe the specific legal framework governing the protection of the rights guaranteed by the Recommendation in the specific country. It should indicate whether the rights set forth in the Recommendation are protected by the constitution, by a basic legislative text or by any other text, and whether the Recommendation has been incorporated into national legislation. The report should make reference to the legal, administrative or other competent authorities and the scope of their competence in relation to the rights guaranteed by the Recommendation.

Answer:

- The basic principles of the 1974 Recommendation are reflected in the numerous official documents of the Republic of Korea, including the National Constitution; the Fundamental Law of Education; the National Guidelines for Curriculum; the Gender Equality Law; the National Human Rights Commission Act; the National Guidelines for Preventing Violence in Schools; and the Bill Supporting Reunification Education. Thus, the Recommendation falls under the jurisdiction of various authorities that often come into conflict with one another as partner entities. In order to overcome such conflicts, various proposals have been raised related to augmenting intra-ministry coordination, including the creation of a coordinating committee with representatives from relevant ministries.

- Article 9 and Article 26 of the NHRCK Act (enacted on May 24) stipulate that the duties of the NHRCK include the advancement and performance of education and public awareness related to human rights, in cooperation with the Ministry of Education, schools, and other relevant stakeholders.

- Article 7 of the UNESCO Constitution states that, as part of its responsibility to pursue UNESCO's goals in Korea, the Korean National Commission for UNESCO (hereafter, the

Commission) will actively work to strengthen existing cooperative relationships with other principal bodies that are interested in educational, scientific and cultural matters. The Commission is overseen by the Minister of Education, Science and Technology as an ex-officio chairperson.

- As stated in the Recommendation concerning Education for International Understanding, the Asia-Pacific Centre of Education for International Understanding (hereafter, APCEIU) aims to promote international understanding and peace through education. Its functions include strengthening regional and sub-regional capacities in planning; implementing a broad range of practices in EIU; conducting research and development related to the philosophy, teaching methods and curricula in the field of EIU; organizing training workshops and seminars on EIU; and producing and disseminating teaching/learning materials and other publications on EIU.

B. Methods introduced to draw the attention of various authorities in the country to the Recommendation and to counter possible obstacles

The report should contain an assessment of the effectiveness of the methods introduced to engage various authorities in the country and the methods that have overcome barriers. It should highlight the difficulties encountered in implementing the key provisions of the Recommendation.

2. Please describe the measures taken to raise awareness of the basic principles of the Recommendation. The report should specify the activities undertaken or supported by the national level for promoting the Recommendation and fostering debates on critical issues related to the rights enshrined in the Instrument.

Answer:

- South Korea has carried out various activities to fulfill the Recommendations, including activities of the NHRCK, APCEIU, the Korean National Commission for UNESCO (i.e. ASPnet, Korea-Japan Teachers' Dialogue on ESD, Work Camp), etc.

- Human rights education for law enforcement officials and civil servants has been gradually intensified. The National Police Agency and Ministry of Justice provide regular in-service training on human rights, while new civil servants receive human rights education during their orientation and throughout the course of their careers. The NHRCK also runs a human rights education centre providing on- and offline human rights education for youth and citizens, as well as specialized lessons for police officers, prosecutors and journalists. In addition, the NHRCK has strived to continuously develop human rights educational materials for primary and secondary schools. Moreover, according to a survey conducted by the NHRCK, the number of universities offering human rights courses has increased eight-fold since 2002, reaching a total of 525 human rights-related subjects in 132 universities. Notably, human rights education is being conducted not only within the domain of law, but in diverse departments including sociology, pedagogy, international relations, etc.

- The UNESCO Associated Schools Project Network (ASPnet) is a cooperative partnership established between UNESCO and member schools, and founded on UNESCO values such as peace, human rights, global citizenship, and Sustainable Development. Currently, 180 countries are registered as members, and Korea currently has 166 educational institutes registered as part of ASPnet.

- The Korea-Japan Teacher's Dialogue on ESD Programme allows teachers from Korea and Japan to travel to each other's country to observe the schools and education scene. The objectives are to better understand educational trends in both countries, to expand the practice of UNESCO educational values, to share information, to strengthen international networks, and

to make cooperative endeavors to cultivate teacher capacity.

- In conjunction with UNESCO's continuing efforts to promote youth participation, and in cooperation with various governments, international organizations and academic institutions, the KNCU has implemented various projects and activities (e.g. UNESCO Asian Youth Forum and International Voluntary Services) aimed at enhancing cross-cultural understanding. In particular, through the Youth Forum of UNESCO General Conference, the Commission intends to unite youth from the Asia-Pacific region and help them gain a voice in world issues.

- Established in 2000, through an agreement between UNESCO and the government of the Republic of Korea, the Asia-Pacific Centre of Education for International Understanding, under the auspices of UNESCO (APCEIU), is a UNESCO category II institute committed to enhancing Education for International Understanding (EIU) in the Asia-Pacific region. In December 2012, a plenary session of the National Assembly of the Republic of Korea passed a partial amendment to the Act on UNESCO Activities, approving legal status for APCEIU within the national legislation and granting the APCEIU greater autonomy and flexibility to act within the Republic of Korea. As a result, APCEIU should be increasing its contributions to peace and human rights education in Korea.

- However, many Korean educators, other than those at schools within ASPnet or otherwise cooperating with UNESCO, all not well informed about the 1974 Recommendation. Specifically, the context and international background of the 1974 Recommendation, including the role of UNESCO, have not been widely publicized. Thus, the key themes and principles of the Recommendation have not been adequately conveyed to the educational community. The UNESCO National Commission should play a more active role in helping to actively publicize the Recommendation and its themes (e.g. peace and human rights education) as interconnected subjects.

3. Please describe briefly the main issues that need to be resolved in order to implement the key provisions of the Recommendation in the country.

Answer:

- Regarding human rights education, a recent survey published by the Korean Women's Development Institute has revealed that approximately 70% of teachers and students in primary and secondary schools have received some type of human rights education. Unfortunately, however, this wide coverage seems to be offset by the inadequate and often inconsistent content. Therefore, a comprehensive system for human rights education must be organized and implemented, and attitudes must be changed so that every school at every level willingly adopts the system. The first step towards increasing the effectiveness of human rights education is to enact a law making it mandatory for every relevant organization. Only thus can the current haphazard and arbitrary approach be overcome in favor of a comprehensive practical plan for systematic human rights education. It is critical that children begin learning about human rights from the onset of their education, so that they can begin to put proper behaviors into practice with their peers. In order to provide basic human rights for all children, there must be a law guaranteeing human rights education for all children, including an established due process to follow if such education is not provided.

C. Process of the development and implementation of national policies

Reference: The Recommendation 1974 encourages Member States to develop and apply national policies (§7), this is also the main objective of the WPHRE.

4. Is education for peace and human rights incorporated in national plans and strategies including those listed below where they exist?

   · National plans for Education for All (EFA)
   · National policy frameworks as part of the Decade on Education for Sustainable Development (2005-2014)
   · National sectoral plans for basic education, higher education, etc.
   · National human rights plans
   · National poverty reduction strategies and other development plans
   · Other types of documents (please specify)

If yes to any of the above, please specify and indicate also a timetable for implementation if there is any.

Answer:

- As of now, education for peace and human rights is not well supported by national plans, but there are a few committees related to these issues. In terms of EFA and national poverty reduction, 'education welfare investment priority zone plans' were inaugurated in 2004, to identify and address areas in need of educational development. Education for peace and human rights is included in the Fundamental Law of Education and the Higher Education Act, in association with the metaphor '*hongikingan*', which means loving all of humanity. With regard to ESD, the Presidential Commission on Sustainable Development (PCSD) was created in 2000, leading to an educational transition towards Sustainable Development that is still in progress. President Lee Myung-Bak, elected in 2008, declared a national vision of 'Low Carbon Green Growth', leading to the formation of the Presidential Committee on Green Growth (PCGG) in 2009, as well as subsequent efforts to include Green Growth Education in the National Curriculum. Also, the National Human Rights Plan was incorporated into the National Human Rights Commission Law, and in 2006, a national law supporting multicultural families was created. In 2002, a national bill supporting education about reunification with North Korea was also established. Additionally, according to the revised National Curriculum Reform in 2007 and 2009, human rights education is incorporated into the curriculum of social studies, a mandatory subject at most grade levels.

- Furthermore, in January 2012, NHRCK recommended that the Ministry of Justice incorporate 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), which dictates the national human rights policy for the government of the Republic of Korea for 2012-2016. The following key components are included in the recommendations:
  (1) Making human rights education a mandatory course in pre-service and in-service training of teaching personnel;
  (2) Promoting human rights education in universities and colleges and establishing a research foundation for human rights education;
  (3) Developing and disseminating human rights-friendly teaching and learning methodologies, and creating a human rights-friendly environment for education;
  (4) Building and expanding a system for the development, dissemination and support of human rights education for schools at all levels;
  (5) Making human rights education by accredited education or training providers a mandatory criterion for law enforcement officials and civil servants, including prosecutors, police, correctional officers, social workers, and local government employees;
  (6) Including the subject of human rights in tests to accredit law enforcement officials, lawyers, medical personnel and social workers, and reinforcing human rights education in training courses for those fields, particularly those related to recruitment, appraisal and promotion; and
  (7) Promoting human rights education for the institutionalized groups, such as the military,

combat police and auxiliary police.

5. Has a specific committee or a special entity been established to develop and implement national policies related to education for peace and human rights?

- **Yes √**
- No

If yes, please describe which specific entity has been put in place, what mandates and functions are attributed to the entity, and what institutions and individuals are the members of the entity.

Answer:

- In regards to human rights, the NHRCK operates the Human Rights Education Center, which specializes in advancing human rights education by providing various educational resources and training courses for teachers and public officers. A student rights ordinance was passed, and as a result, the Seoul Metropolitan Office of Education established the Seoul Metropolitan Office of Education Students' Human Rights Committee, to monitor and evaluate the implementation of the ordinance. In addition, the Office of Education founded the Human Rights Education Center to protect the rights of students through education and resource development. However, we do not currently have a peace education committee, with the exception of the reunification education committee.

- Building upon recommendations from its Three-year Plan for Human Rights Promotion (2012-2014), the NHRCK has established and pursued several priorities. The first priority is to fully implement the Plan of Action for the second phase of the World Programme for Human Rights Education, which creates permanent courses and training programmes on human rights for civil servants, law enforcement officials, and the military. The Plan of Action also recommends the incorporation of human rights education into the curricula of primary, secondary, and university-level schools, as well as the creation of specialized schools focusing on human rights research. The second priority is to develop customized programmes and contents for specific targets of human rights education (e.g. pre-schoolers, teens, university students, military personnel, police officers, etc) in order to standardize teaching plans on human rights. The third priority is to use mass media and new technologies to make human rights education more accessible. In order to expand and intensify human rights education, relevant content must be made available online, through smartphones, and in other electronic formats.

NHRCK consistently reviews the contents and monitors implementation of the government's Human Rights National Action Plan (NAP), and petitions the government to take actions based upon the aforementioned priorities. Moreover, NHRCK is working diligently to ensure that the action plan for the second phase of the World Programme for Human Rights Education is properly implemented, in part by objectively self-assessing the progress of the Three Years (2012-2014) Action Plan for Human Rights Promotion.

- APCEIU was established on 25 August 2000 by the Agreement between the Government of the Republic of Korea and UNESCO, for the purpose of integrating individuals, communities, nations and international/global systems, and fostering a sustainable relationship between humanity and nature. To pursue this mission, APCEIU emphasizes a pedagogical approach to EIU that integrates knowledge and understanding with the development of values and attitudes supporting a Culture of Peace. EIU also strives to enact critical empowerment for positive transformations in all areas of life.

6. Which groups are targeted in the national policies? Please choose one or more categories below.

- Preschool, early childhood
- **Primary school √**
- **Secondary school √**
- **Higher education √**
- Technical and Vocational Education and Training
- Education for justice and security professionals
- **Teachers √**
- **Educational community √**
- Ministry of education staff and users of their services
- **Civil society, non-formal education √**
- **Public employees in general √**
- Media
- Other (please describe)

(In terms of education for peace and human rights, the target group will be primary and secondary schools.)

7. To what extent have the plans and strategies for education for peace and human rights been integrated into the following formal education components? Please describe the examples of actions undertaken for each component if applicable.

(a) **Curriculum** (e.g. obligatory or optional, subject-based or cross-curricular)

- Is education for peace and human rights obligatory or optional?
- Is it subject-based or cross-curricular?
- In which subjects is it integrated? (e.g. civic education, history, science, mathematics, languages …) and at what grade levels is it taught?

Answer:

- Human rights education is taught through cross-curricular studies, including creative activities and related courses such as social studies, moral education, Korean language, etc., although the contents are primarily integrated in the subject of social studies, at both the primary and secondary levels. Social studies, including human rights components, is taught at all grade levels, especially from grade 3 to grade 10; social studies is mandatory through grade 10, and optional for grade 11 and 12, according to the revised National Curriculum Reform of 2007 and 2009. Human rights education is taught more widely at the primary level (grade 3-6) than at the secondary level, with the primary-level curriculum encompassing a wide range of sub-themes, from basic human rights concepts to participation and resolution of human rights issues. Like human rights education, peace education is taught through cross-curricular studies, though primarily as civic education, which is optional. In Korea, peace and human rights education are both integrated into the subjects of history and moral education, while science includes ESD.

(b) **Training of teachers and other educational personnel** (e.g. pre-service and in-service training) (Reference: §33-37)

- Is education for peace and human rights included in:
  - pre-service teacher training

- in-service teacher training
- head teacher training

· Is the participation voluntary or mandatory?

Answer:

- Teacher training related to human rights and peace education is primarily done for in-service teachers. Training is provided at different institutions, including provincial educational training institutes, the National Human Rights Commission of the Republic of Korea, APCEIU, and other NGOs. Training sessions are usually voluntary, and some are credit-based. There are both online and offline training session available. In terms of peace education training, in 2012, the Gyeonggi Provincial Office of Education established the Gyeonggi-do Peace Educational Training Institute, with a mission to provide opportunities for peace education training to teachers and administrators of pre-primary, primary, and secondary school teachers. Moreover, in response to growing concerns about violence in Korean schools, the Ministry of Education, Science and Technology has increased and enhanced teacher training related to the prevention and response to school violence. These training sessions include components of human rights and peace education. Training related to school violence is now included in the qualification training for school headmasters.

- For more details about efforts to provide human rights education training to teachers in higher education and related matters, please see the list of international academic symposia, panel discussions and seminars in Table 1. Additionally, in 2011, Korea Human Rights Foundation (a non-profit private foundation composed of professors, lawyers and journalists) organized two forums on human rights education policies: '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'. To strengthen human rights training for teachers and administrators in primary and secondary schools, in 2009, the Ministry of Education, Science and Technology added human rights content to the 'Standard Curricula for Qualification Training' (which applies to mandatory training courses for headmasters, vice-headmasters and teachers). Furthermore, with regard to in-service training for teaching personnel, the Ministry, in its 'Major Directions for Training of Teaching Personnel' (February 2011), encouraged municipal and provincial education offices to create their own programmes of human rights training for teachers. The NHRCK recently completed a survey in 16 cities and provinces of Korea to determine the status of human rights education training for teachers and administrators. According to the survey, human rights training courses offered by accredited education/training institutions (including those annexed to universities or colleges) have increased by 40%, from 198 in 2010 to 278 in 2011. Notably, the number of relevant courses has significantly increased in the cities or provinces where the student human rights ordinance was implemented, and the number of courses on multicultural issues has increased in education/training institutions annexed to universities or colleges.

Table 1. Human rights education/training for teachers and administrators by education/ training providers

Classification	2010				2011			
	# of courses	# of classes	# of hours	# of participants	# of courses	# of classes	# of hours	# of participants
Providers under city or province education offices	188	218	606	15,625	263	321	799	25,241
Providers annexed to universities/colleges	10	32	236	6,609	15	33	235	6,398
Total	198	250	842	22,234	278	354	1,034	31,639

To increase teachers' sensibility to human rights and strengthen their capacity in human rights education, NHRCK offers 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. In October 2011, the education office decided to allow online training courses to count as qualifying credits for teachers. This measure, combined with increasing promotion of human rights education in schools, has boosted teacher interest in human rights issues, and the number of teachers participating in the online programmes has increased accordingly by about 60% (from 3,995 in 2010 to 6,139 in 2011). Also, in a joint programme with the Ministry of Education, Science and Technology, NHRCK provided three human rights courses in different regions for school counselors who participated in the Wee Project[3]. Each course lasted for two days, and the total attendance for the three courses was 104 people. The purpose of this programme was to combine the methodologies of human rights education with the existing activities of school counseling to facilitate conflict resolution at school. Furthermore, to produce human rights education trainers whose meet quality standards of human rights education, NHRCK has conducted human rights education trainer courses, each lasting 1 day or more. These courses cover the following four areas: mental health, multiculturalism, children and youth, and senior citizens. There were 8 sessions of these courses offered in 2010, drawing 202 participants, and 11 sessions offered in 2011, drawing 211 participants. Currently, human rights education does make up a significant portion of training and development for teaching personnel in higher education, since professors are more specialized and human rights education is typically confined to relevant disciplines. Encouragingly, however, human rights training is now mandatory for headmasters, vice-headmasters and teachers. In general, the demand for human rights education is increasing, along with public interest in students' human rights and human rights education. However, in most cases, human rights training for teachers consists of one-off courses with limited impact. Thus, in order to customize human rights education programmes for target groups and develop qualified human rights trainers, it is necessary to develop programmes of human rights training that are offered continually.

(c) Teaching and learning process and tools (e.g. textbooks and other materials, teaching methodologies that are learner-centred, encourage participation, etc.) (Reference: Recommendation 1974, §10-19, §38-40)

Answer:

- Human rights education is mainly taught through textbooks, particularly in the subject of social studies. The lessons are taught primarily through 'explanation', with some issue-based approaches occurring at secondary and higher levels. The main point of emphasis is universal human rights, with other topics including the rights of marginalized people and students/youth. NGOs and the NHRCK publish a variety of teaching and learning materials, including lesson plans, DVDs, e-learning materials, cartoons, etc. Some participatory tools will also be introduced, including fieldwork, games, role playing, outdoor camping, and simulations.

(d) The learning environment (i.e. psychosocial environment and organizational climate of classrooms, schools and other learning spaces promoting values and principles such as peace, human rights, democracy, tolerance, non-violence and respect)

Answer:

[3] The Ministry of Education, Science and Technology initiated the Wee Project as a multi-layered safety net for students, particularly at-risk students, such as those with social problems and difficulty adjusting to school. Each participating school has one Wee Class, and each local education office has one Wee School and Wee Center. Early feedback indicates that the key causes of maladjustment are learning disabilities, low social skills, school violence and media addiction.

- Although enthusiasm for education in Korea is very high, the learning environment has some problems: oversized classes (up to 25 students/class in elementary and 35 in secondary); school violence (currently the most debated issue in Korea); the authoritarian style of school leadership, etc. In light of these issues, the Korean government has taken diverse measures to enhance the general learning environment. In 2011 and 2012, three provincial offices of education – Gwangju Metropolitan Office of Education, Gyeonggi Provincial Office of Education, and Seoul Metropolitan Office of Education – enacted the controversial Student Rights Ordinance. The announcement of the Ordinance spawned many student movements to promote human rights and peace, both in and out of the classroom. The Gyeonggi Provincial Office of Education announced the Gyeonggi Charter of Peace Education in 2011, to create a friendly environment for peace and human rights for schools in the region.

- In South Korea, physical punishment in schools is clearly prohibited by the Elementary and Secondary Education Act, Article 31(8), which states that 'Under school regulations, teachers may discipline or instruct the student based on moral education/admonition, but may *not* use a tool or part of his/her body to inflict pain on the student.' Moreover, Article 9(4) states that 'Prior to establishment/amendment process of school policies on all matters related to the practice of reward, punishment, instruction other than punishment, etc., opinions of the students' parents and the faculty must be considered.' In May 2012, the Ministry of Education published and distributed the 'School Policy Management Manual for Primary/Secondary Education.'

8. Which institution is responsible for the implementation, and with which partners does it cooperate (e.g. teacher training institutions, national curriculum development institutions, etc.)?

- Coordination: Ministry of Education
- Curriculum: MOE with KICE (Korean Institute of Curriculum and Evaluation)
- Teacher training: Local offices of education with MOE
- Teaching materials: MOE
- Learning environment: MOE

※ APCEIU develops and disseminates wide-scale, up-to-date educational materials and information on Education for International Understanding (EIU) by building upon a reliable information infrastructure and promoting field programmes for regional understanding in various sectors, including schools. APCEIU's English magazine *SangSaeng* introduces current social issues and trends in the Asia-Pacific region and illuminates efforts toward the common good from an EIU perspective. APCEIU's other educational resources and publications, including videos, photos, reports, teaching guide books, etc., promote and facilitate education for peace and human rights.

9. Is a specific budget allocated to the implementation of the policies?

- **Yes √**
- No

If yes, please specify the percentage of State budget.

- The main budget for APCEIU's programmes and operation comes from subsidies provided by the Korean government. Also, other funds for APCEIU are allocated through grants from MOE, Seoul Metropolitan Office of Education (SMOE), Metropolitan or Provincial Office of Education (MPOE), CSY, Korea International Cooperation Agency (KOICA), UNDP, Intel, South East Asia School Principals Forum (SEASPF), National Research Foundation of Korea (NRF) and

Korean Educational Development Institute (KEDI). However, the government does not provide sufficient funds for all relevant policies.

- After the amendment of the national curriculum and follow-up research, the national budget was appropriated after about 1.2 billion won (~USD $9 million, standard price of 2013) had been allotted to execute policies.

10. Does a systemic mechanism of monitoring the implementation of the policies exist?

- Yes
- **No √**

D. Contents of the national implementation of education for peace and human rights

11. Please describe briefly the themes, questions and topics related to the 1974 Recommendation that are integrated into the education of your country (e.g. the information on the existing frameworks and mechanisms on democracy and human rights; topics related to the learner's everyday life such as violence in schools and HIV and AIDS; moral and ethical values such as a culture of peace, justice, rights and responsibilities).

Answer:

- In recent years, the issue of school violence has drawn increasing public attention in Korea, so conflict resolution and human rights education targeting youth have concurrently received more emphasis. In addition, many textbooks contain diverse descriptions of education for peace and human rights.

12. Please give a few examples of actions/practices undertaken in the following strands. Please focus on major initiatives that are considered successful and innovative.

(a) Celebration of diversity (e.g. intercultural education, intercultural and interfaith dialogue)

Answer:

- Since 2012, APCEIU has annually held the Asia-Pacific Leadership Academy for School Principals under the theme of education for diversity. In order to promote school-based initiatives for education for diversity, APCEIU provides a more advanced programme incorporating various forms of learning and dialogue. Sponsored by the Seoul Metropolitan Office of Education, the Academy provides an exceptional experience for school principals from Korea and elsewhere in Asia-Pacific, building their leadership capacities and enabling them to carry out school-based innovations and initiatives on education for diversity. In conjunction with this programme, APCEIU coordinates a school exchange programme and sister-school network among the participants.

- The Ministry of Education developed and distributed textbooks and guidebooks advocating multiculturalism, providing multicultural curriculum to all grades from kindergarten (age 5, Nuri curriculum) through high school. MOE also provides guidelines to improve multicultural understanding through creative and educational activities, such as classes on the history and culture of other countries, role playing, volunteer activities, etc. To increase awareness of multiculturalism, MOE designated that, at least once per year, each school have 'Multicultural Education Week', featuring various cultural activities, such as multicultural festivals, club

activities, drawing and writing events, etc.

(b) Bilingual and multilingual education

Answer:

- The Bilingual Teacher Training Programme is a 900-hour training programme that trains immigrants who are married to Koreans to become teachers who can provide academic and emotional support to children from multicultural families. Seoul Education University and Gyeonggi Education University also provide training for bilingual education instructors from multicultural families**.**
- The Ministry of Education has implemented bilingual education for multicultural students to help them establish their identity and improve their Korean language skills. They also offer training programs for teachers of bilingual education, and assign these teachers to various schools to teach courses in their native language and augment multicultural education.

(c) Promotion of the gender-sensitive education systems

Answer:

- Numerous studies have been conducted on this theme, and all local governments and government policies are evaluated in terms of gender sensitivity. Schools are required to conduct gender-equality education for a certain number of hours per year. Also, efforts have been made to improve the gender sensitivity of textbooks. Corporate and public organizations are legally required to educate their employees about preventing sexual harassment.

  Related organization: The Korean Institute for Gender Equality Promotion & Education (KIGEPE)

- Due to the Gender-Equality Act, teachers and pupils are required to receive at least 10 hours of gender-equality education training. Gender-equality education is compulsory.
- Under the supervision of the Ministry of Gender Equality and Family, and in accordance with the fourth national policy for women (2013-2017), all primary and secondary schools evaluated themselves in terms of gender equality. The Ministry then provided rewards to schools with the best results and encouraged school management based on gender equality.

(d) Prevention of racism, discrimination and violence

Answer:

- Education for the prevention of school violence is required at every level of school.
- In terms of multicultural education, education to prevent racial prejudice and discrimination is widely offered. The media also plays a crucial role in promoting tolerance for all races and cultures.
- The South Korean government consolidated numerous hotlines for school violence into a single number (117). This number is available year-round to help prevent school violence.

(e) Civic engagement of youth

Answer:

- The Youth team of the Korean National Commission for UNESCO has actively promoted education for international understanding and the civic engagement of youth. The principal objective of UNESCO's strategy for action – 'Acting with and for youth' – is to enhance youth participation in society and therefore empower young people as equal and valuable partners. At the local, regional, and international levels, the team encourages young people to express themselves and offers them opportunities to participate in various aspects of social life. Specific programs include the International Youth Forum on Historical Reconciliation in East Asia; Rainbow Youth Global Citizen Project & ASPnet youth forum; International Voluntary Services; UNESCO College Student Volunteer Project; and UNESCO Kids

- A Youth Participation Commission lets youth voice their opinion on central and local government policies (http://www.withyouth.go.kr/activity/commission/intro.jsp).

- A Youth Special Conference allows youth to participate in policy making from the bottom up (http://www.withyouth.go.kr/activity/conference/intro.jsp).

- A Youth Operation Committee gives youth some control in operating youth facilities and culture centers (http://www.withyouth.go.kr/activity/operation/intro.jsp)

- Currently, a 'human rights regulation for students' is being hotly debated. If passed, this agenda will provide many youth with expanded rights, and encourage youth volunteer work as a civic engagement.

13. Please describe some examples of activities and/or partnership associated with the following particular institutions and levels.

(a) UNESCO Associated Schools (ASPs) (Reference: §23)

Answer:

- ASPnet is currently very active in terms of EIU, education for peace and human rights, and ESD. In order to register for UNESCO ASPnet in Korea, teachers must complete the credit-based EIU training workshop provided by APCEIU. The workshop is specifically designed to teach the participants to effectively integrate concepts of peace, human rights and international understanding into every teaching component and content in their schools.

- As of 2013, Korea has 166 schools in the UNESCO ASPnet, which was established in Korea in 1961. The participants include 40 elementary schools, 35 middle schools, 86 high schools, 1 special education school, and 4 universities. These schools have experimented with various activities on EIU and ESD to support multicultural learning and peace and human rights education.

- The main activities of these schools is to incorporate EIU and ESD into their curricula and implement student projects (e.g. Rainbow Youth Global Citizen Project) in cooperation with local communities. In particular, the Rainbow Youth Global Citizen Project supports students to get involved with and address local issues, in order to prepare them to face global issues and therefore become global citizens. Since being launched in 2010, around 150 projects have been implemented from primary to high schools. In addition, some of the associated schools participate in the Cross-Cultural Awareness Programme, where foreign residents living in

Korea introduce their countries and cultures to students. ASP teachers gather at annual conferences and regional meetings to share information and teaching experiences on EIU and ESD, and also participate in capacity building programmes.

- One example of ASPnet activities is the Gyeongnam Teachers' Society for EIU and ESD, led by teachers at associated schools in Gyeongnam Province. This group, which was organized by APCEIU, was selected as a Korean case of 2012 EIU Best Practices. In partnership with APCEIU, KNCU, Korean Society of EIU, RCEs and Gyeongnam Province Educational Training Institute, he society holds workshops, forums and in-service training courses for teachers to learn EIU in the local context. They have also put EIU into practice by creating YAHOE (Youth Association for Hope and Education), a global citizenship education programme for both students and teachers.

- Associated schools play a significant role in disseminating good practices of EIU and ESD to other schools in Korea through their student and teacher activities.

(b) Non-formal education (Reference: §30-31)

Answer:

- Non-formal education encompasses a huge range of activities, many of which are very enthusiastic about EIU and education for peace and human rights. Human rights education is widely conducted by youth organizations and civil groups. Youth organizations have created human rights centres specializing in human rights education for youth. Youth rights and relevant information are posted in youth facilities and Local Child Care Centres.

(c) Higher education institutions

Answer:

- Some universities are affiliated with themes related to the Recommendation. Most women's universities have research institutes for women's rights, and many universities have recently created research institutes for multiculturalism. Moreover, at teacher's colleges and schools, the curricula increasingly includes courses designed to raise awareness and understanding of multiculturalism.

- In order to promote human rights education in universities and create a hub for human rights education research, NHRCK signed an 'MOU on Human Rights Promotion' with 10 universities across the nation. As a consequence, all 10 universities now have their own human rights research departments.

- Human rights research bodies within Chonnam National University, Gyeongsang National University and Hanyang University have been particularly prominent in human rights education research. Yeungnam University, Chonnam National University and Hanyang University have published academic journals on the topic, while in 2011, Gyeongsang National University and Inha University published a book on their research on human rights.

- NHRCK conducted a survey of 433 universities and colleges throughout the nation (53 national or public and 380 private institutions) to identify the current status of human rights education at higher education institutions. The results showed that 82 of the 169 universities and colleges that responded to the questionnaire had offered 272 subjects related to human rights (93 in 24 national or public institutions, and 179 in 58 private institutions). The number of human rights

subjects at national or public universities and colleges has consistently increased since 2008 (50 in 2008 to 93 in 2010, 86% increase).

- Human rights organizations at major universities have hosted international symposia and seminars on human rights, helping to lay the foundation for human rights research and build an international network of human rights resources.

- Twice a year since 2010, NHRCK provides an educational course for graduate law students at universities participating in the MOU, aiming to raise their awareness about human rights and the functions of NHRCK. NHRCK's efforts to designate major universities as a local hub for 'human rights education research' seem to be promoting human rights education in higher education. Notably, the increase in human rights curricula has occurred largely within disciplines that are associated with the training of prospective leaders in human rights activities.

- However, less than 20% of Korean universities and colleges (82 out of the total 433) have adopted human rights curricula, and national strategies for implementing human rights education in higher education are still insufficient (In Korea, higher education systems are overseen by the Ministry of Education, Science and Technology). To promote human rights education in universities and colleges and enable the creation of a research foundation for human rights education, NHRCK must systematically collaborate with the Ministry of Education, Science and Technology, particularly to develop, support and monitor the materials of human rights education.

(d) Interactions between schools, local governments, universities, civil society and the wider community

Answer:

- Multicultural education is conducted through interaction between the national and local governments, universities, schools and other civic institutions. Higher education institutions are encouraged by the government to open teacher's training courses on multiculturalism. During the courses, trainees (school teachers) visit and observe civic institutions that work with immigrants who are married to Koreans and children with multicultural backgrounds. After learning about multiculturalism, teachers conduct multicultural education in their respective schools. Also, education on gender sensitivity and violence prevention are conducted through interactions between schools and civic institutions, such as Ausung, Naeil Women's Center, Korean Womenlink, Youth Center on Gender Culture, Foundation for Preventing Youth Violence, etc.

- In November 2010, NHRCK, in conjunction with the action plan for the second phase of the World Programme for Human Rights Education (WPHRE), delivered an official statement to the national government ministries, including the Ministry of Public Administration and Security and the education and training institutions for civil servants, calling upon them to improve human rights education for civil servants. As a result, the Ministry of Public Administration and Security added human rights education to the mandatory curriculum for civil servants, as part of the 'Guideline on Education and Training for Civil Servants' of 2010 and 2011. The relevant provisions of the Guideline were referred to when the ministries monitored and evaluated the status of human rights education in the education and training institutions for civil servants.

- A survey conducted by NHRCK at 40 education and training institutions for civil servants revealed that the number of human rights education classes increased from 120 in 2010 to 152 in 2011, an increase of 27%. Human rights classes are given at the Central Officials Training Institute, the Judicial Research & Training Institute, the training institutions for civil servants in

Chungnam and Chonnam Provinces, and the Statistical Training Institute. Moreover, after consultations with local governments, the local training providers for the civil servants of Busan, Gwangju and Jeju Province conducted human rights courses.

- To ensure that human rights are reflected in policy making and implementation, NHRCK operates a permanent programme of human rights education for civil servants in both national and local governments. Each training session lasts at least 20 hours, and the number of participants in the programme increased from 140 in four sessions in 2010 to 365 in eight sessions in 2011.

- NHRCK has provided six online education courses on human rights – "Beginners Class on Human Rights"; "Advanced Class on Human Rights"; "Administration and Human Rights"; "Preventing Gender Discrimination"; "Preventing Disability Discrimination"; and "Understanding the Disability Discrimination Act" – in order to make human rights education more accessible to civil servants. From 2010 to 2011, the number of people who completed these courses increased by 30.6%, from 6,543 to 8,543. In addition, an online human rights education program that includes NHRCK-developed contents has been increasingly used. In 2011, the program was used 149 times by 14 government agencies, with 7,305 people completing the program.

- After human rights education in mental health institutions was made mandatory[4], NHRCK designated Tuesdays as the 'day of human rights education in the field of mental health'. Each Tuesday, human rights training is given to those in the field via a standardized set of materials and teaching plans. In particular, the training 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. Furthermore, NHRCK has disseminated its own education materials (main textbook and three auxiliary textbooks) to 17 education and training providers specializing in human rights education in the field of mental health.

- NHRCK provided two courses on human rights training for employees in institutions for senior welfare and long-term care in 2011. Each course lasted 2 days and 1 night, and a total of 64 people participated in the training. In addition, twice a year since 2009, NHRCK has provided a training course on human rights to staffs at institutions assisting homeless people [5] (43 participants in 2009; 87 in 2010; and 59 in 2011).

- Since 2009, NHRCK has offered a human rights education course about recognizing diversity and understanding multicultural societies. This education program is available to employees of Multicultural Family Support Centers, in order to help them serve as human rights advocates at work.

- These recent improvements to human rights education for civil servants have substantially raised awareness of the participants towards human rights, but the fact remains that most of the human rights education courses for civil servants are simply one-off classes. Thus, in order to implement human rights education more substantively, legislation must be enacted to require public organizations to provide human rights education to their employees.

- While it is encouraging that institutions for the homeless and mentally ill are now required to provide their employees with human rights education, Korea is conspicuously lacking both the personnel and the physical resources for adequate human rights education. Accordingly, the

[4] Article 6-2 of the Mental Health Act (revised in March 2009) states that those who have 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.

first step for improving human rights education is to establish specialized institutions to conduct research and design training programs and materials related to human rights education in different fields.

- NHRCK, in a bid to prevent human rights violations and discriminations, has prioritized training human rights educators who will teach law enforcement officials (e.g. police, correctional authorities, prosecutors) in human rights. NHRCK has also produced human rights education materials for 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 Prosecutors”. hence, 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.

- The National Police Agency, after establishing the Human Rights Protection Center – a division dedicated to human rights affairs – in 2005, set up the framework to strengthen human rights education for the law enforcement officials. For example, human rights education is now a mandatory element of in-service training, and the agency also provides human rights education as a regular curriculum in its guidelines on employee education and training. It also has a training program for human rights educators. Efforts have been made to increase human rights awareness among the police by creating customized contents for human rights education and holding presentations on model cases of human rights protection at work.

- The Ministry of Justice, with regard to human rights education for law enforcement officials (e.g. prosecutors, prison officials, probation officers, immigration officials) set up the ‘Three-Year Plan to Promote Human Rights Sensitivity’ in 2008. This plan incorporates 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 law enforcement officials. The Ministry has also developed human rights sensibility training programs for all four areas, including education materials, such as documentary videos and practical manuals on human rights.

- In February 2011, the NHRCK conducted an *ex officio* investigation of abuse by combat and auxiliary police, including assaults and deaths. As a result, human rights education for the police has been enhanced. Overall efforts to emphasize human rights among law enforcement have made significant progress, but to increase the effectiveness of such efforts, the quality of human rights education must be improved. More resources and interactive pedagogies should be directed to human rights issues that are directly relevant to law enforcement duties. Moreover, the NHRCK must continue to monitor the implementation of the provisions on human rights education specified in the National Action Plan (NAP) on Human Rights.

- After setting up the “Framework Plan on Human Rights Education in the Military” in 2005, NHRCK has provided human rights education for military personnel under close consultations with the Ministry of National Defense. Since 2006, human rights have been incorporated into the regular curricula in the education and training institutions for personnel in the Ministry of National Defense and members of the army, navy and air forces. In 2008, the Ministry and NHRCK teamed up to produce guidelines on human rights education for military personnel and promulgated the ‘Regulation on Human Rights Education in the Military’. Furthermore, the Ministry and the NHRCK co-produced human rights education textbooks for trainees in different areas of the military, and has regularly conducted customized training courses for those in the military whose work is closely associated with human rights affairs, such as medical, investigative, correctional or human rights officers. The number of human rights education courses offered and their participants has been on the rise.

- In 2009, NHRCK organized annual meetings of the Council for Human Rights Education in the Military, bringing together the officers in charge of human rights affairs from the Ministry of National Defense and the armed forces. At the 2010 meeting, the members of the council agreed to consult with one another about the selection of textbooks and trainers for Ministry-

organized human rights education courses. In 2011, they agreed to add human rights to the curricula for the highest-level program of the National Defense College and the commanders' programs of the military colleges. Therefore, the institutional groundwork for human rights education in the military has been laid out, thanks to the enactment of the Regulation on Human Rights Education in the Military. Also, the directive of the Ministry of National Defense on human rights education has been extended and intensified, first in the Ministry and later in the armed forces.

- But to ensure that human rights education translates into a human rights-friendly culture in the military, and to promote the human rights sensitivity of individuals in the military, human rights education for both regiment and battalion commanders should be enhanced through improved contents that focus on the unique organizational and cultural characteristics of the military..

- To eradicate school violence in South Korea, the government is working hard with various key players, including the Metropolitan and Provincial Offices of Education, unit schools, civil organizations, private enterprises, etc. At the level of unit schools, the government is providing goods for campaigns to prevent school violence (Blueband Campaign) and providing rewards for students who show outstanding participation in relevant activities.

- The Ministry of Education also created a website for school violence prevention (http://www.stopbullying.or.kr), wherein the Ministry and Metropolitan and Provincial Offices of Education can collaborate by uploading relevant data. Students, parents and teachers can also use the site, and there is a Q&A page where anyone can leave comments or questions for the institutions.

- The Ministry of Education signed an MOU (Memorandum of Understanding) with civic groups related to school violence (Foundation for Preventing Youth Violence, Conference for Victimized Families of School Violence, etc.), promising to support therapy and counseling for victims of school violence, provide education and activities related to the prevention of school violence, and create campaigns to promote national awareness of school violence.

- The Ministry has also actively cooperated with private enterprises. For example, the Ministry signed an MOU with 'Hyundai Marine & Fire Insurance Company' in 2012, and the two have since been promoting a school violence prevention campaign called 'A Very Trivial Confession'. The Ministry has signed MOUs with Kookmin Bank (KB) and Daum Communications to provide free counseling (via mobile application) and therapy service for victims of school violence.

- In 2012, the Ministry signed an MOU with the 'Korean Society of Psychology' to develop educational resources about preventing school violence and responding to students' problematic behavior and distribute those materials to schools. The group also agreed to provide and support counselors for programs to prevent school violence.

* Blueband Campaign: For participating schools, the Ministry of Education provided an action oath panel, signature form, and t-shirts, and promoted voluntary school violence prevention campaigns in streets, local festivals, special events, etc.

** 'A Very Trivial Confession' Campaign: In this campaign, students were encouraged to share their deepest fears, problems and feelings via postcards and social media. The campaign also hosted counseling events about four times a year to give advice to psychologically distraught students.

(e) International cooperation (Reference: §43-45): (e.g. exchange programmes for education professionals and students, research projects, symposium and workshops, cooperation with civil society organizations, universities, school networks, etc.).

Answer:

- In order to promote global education cooperation through teacher exchanges, the Ministry of Education, Science and Technology designated APCEIU as the International Teacher Exchange Centre in 2011. Since then, APCEIU has implemented long and short-term teacher exchange programmes with countries such as Mongolia, the Philippines, Sri Lanka, China, Russia, the UK, and the US. In 2013, a new teacher exchange programme with Indonesia will be launched. These exchange programmes enhance the multicultural literacy of Korean teachers and promote global education from the EIU perspective, particularly for countries with close ties to the Republic of Korea due to immigration. The programmes allow teachers to improve global education curricula by providing lesson plans and materials on education for peace, human rights and cultural diversity.
- The 'Korea-Japan Teacher's Dialogue on ESD' Programme brings together teachers from Korea and Japan to learn about each other's educational trends, share information and make cooperative endeavors to cultivate teacher capacity and strengthen international networks.
- International exchange is also increasing, through the internet, sister school programs, and international volunteer programs for youth.

14. What kind of research has been carried out on education for peace and human rights? What impact do the research findings have on the policy formulation and education practices? Which partners (e.g. UNESCO Chairs, universities, research institutions, teacher-training institutions, adult education training centres, and NGOs) are involved? (Reference: §41-42)

Answer:

- Annual research is conducted on the current status of rights for children and youth. Research on the development of human rights education programmes was heavily conducted in the early 2000s. Also, numerous studies on human rights education have been conducted through the National Human Rights Commission. Research institutions, such as the National Youth Policy Institute and Korean Women's Development Institute, also conduct an array of studies. Based on all of these studies, human rights centres have been established to monitor human rights conditions in Korea.
- The NHRCK produces many documents related to human rights, and KNCU regularly produces ESD materials, but academic research papers in these fields are rare.
- To emphasize education for peace and human rights, teacher training institutes have guided preliminary teachers to enhance the national curriculum with courses to improve the understanding of diversified society (e.g. multicultural families, North Korean defectors) and safeguard measures of human rights.

15. By which means is the impact of education for peace and human rights on learners evaluated?

Answer:

- Progress indicators regarding education for peace and human rights have not yet been fully developed, so it is difficult to accurately assess the impact of the education.

- In addition, students must be monitored both before and after they take the relevant classes. Students who have completed the classes are expected to have a milder verbal attitude, be less violence in their actions, have more care for the vulnerable, have more interest in social issues, and demonstrate skills in conflict mediation.

III. CHALLENGES AND GENERAL COMMENTS

16. According to the experiences of your country in the area of education for peace and human rights, please describe major lessons learned, difficulties and obstacles met, as well as any suggestions for further development and improvement in this area, at the national, regional and international levels.

Answer:

- Education on peace, human rights and the environment has thus far been conducted in multiple curricula, indicating that these topics have yet to be considered as full subjects in the mainstream school curriculum. Therefore, in reference to topics that have been addressed in the Recommendation and currently exist global issues, the curriculum must be further reorganized, and faculty learning methods and methods for assessing academic achievement must be improved.

- NHRCK has actively promoted human rights education since its foundation in 2001. As such, NHRCK recommended to the government the first National Action Plan for Promoting and Protecting 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. NHRCK has monitored the implementation of the NAPs, including on provisions of human rights education. The institutional foundation for human rights education in higher education, law enforcement, civic organizations, and military system has been significantly improved. It is also encouraging to see that the demand for human rights education in these fields is steadily rising. But despite increasing public interest in human rights issues and the quantitative expansion of human rights education, the effect of existing human rights courses and programmes seems to be relatively short-lived, since most of them are one-off classes. NHRCK coordinates human rights education for all people, including those in national and local government, and continues to play a leading role in national efforts to achieve the objectives of human rights education and fulfill the plan of action for the second phase of the World Programme for Human Rights Education.