

Human Rights Education in Practice: A Case Study of the Korean Experience

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The relatively low number of people in South Korea who are aware of child rights reflects the sociocultural setting of a country influenced by traditional moral principles and values in Asia. Children are defined and treated in accordance with the traditional values and historical experiences of the society they belong to. Every person, including the child, is a socio-cultural being. Under the Confucian thinking, children are immature and should be protected. This led older generation Koreans to ignore any idea of understanding children as independent human beings who have rights to liberty, make own decision, and participation. The Confucian thinking, representing Asian ethical principles, has no concept of human rights or individual liberty. Conformity and responsibility are superior to rights, while morality is superior to liberty. Under the Confucian thinking, human beings have dignity because of their morality and possibility of becoming mature persons, while Western philosophy asserts that human beings have dignity because they are autonomous and rational. Therefore, sacrosanct and absolute rights or liberty, or rights that surpass the importance of human morality, should not exist in Korean traditional norms. This socio-cultural setting isolates the young people from everyday social life as they confront inter-generational social and cultural tension and ideological confusion.

Korean Students' Social Status and Human Rights

In the Korean society, young students are seen as “weak,” “immature,” “persons needing education,” “those who follow orders,” etc. These generally accepted notions do not consider the students as “subjects” with rights but “objects” who would grow up only if educated, protected and given orders to follow by the elders. Such notion weakens their rights and distorts their life within and outside the school. They are not allowed to freely think and be responsible for their actions. They are subject to countless rules and regulations as means to ensure their learning. To be able to implement this notion, the schools adopt a vertical structure and regulation-centered system.

An authoritarian system governs the schools, reflecting as much the national feudal system, and degenerates the rights of the students. People still frequently say that the “school is a sacred place,” and “the power of the teachers should be strengthened.” In other words, the school is not considered a student-centered place for education. Korea’s tough education policy forces student to ignore their rights, at least temporarily. The teachers’ emotional or subjective enforcement of such school regulations worsens the situation. They judge students without using any objective or rational standard. As a consequence, students become obedient to the teachers and the school, living only within the limited

range of the school rules and the commands or wishes of teachers. Moreover, challenging school rules and the authority of the teachers is considered a taboo in Korean society.

Discussions about right to education tend to focus only on the rights of students. In cases of serious problems like corporal punishment, the teachers are merely viewed as rights violators. The rights of the teachers are hardly respected. And yet, right to education refers to both the rights of the students and of the teachers. Thus, in order to properly realize human rights in the school setting, both the rights of students and of the teachers should be secured.

The assumption that should be made before we deal with rights of students is the protection of the rights of the teachers. Generally, there is a tendency to focus on rights of students when one refers to human rights education in school. As earlier mentioned, in the case of serious spanking problem, which is shown as a prototype of infringement of the rights of students, many view teachers as offenders. Yet, a right to education, which is one of the people's basic rights, includes both teaching rights and learning rights; therefore, this right to education should protect both sides, teachers and students. As such, excluding habitual punishment by few teachers, we should admit that the rights of the spanking teachers are not protected enough in our society. Human rights in school can only be promoted when both the rights of teachers and students are equally secured.

The educational policies, curriculums, textbooks, school management, teaching methods and skills under the Korean education system are all subject to national regulation. This results in over simplified educational opportunities in each school that limits interaction between students and teachers.

Problems of Human Rights Education in Korea

Education is the only means to develop human rights consciousness. Human rights education is a global requirement towards enhancing human dignity and developing a human rights culture based on people's human rights consciousness. Human rights education is an obvious need in the context of a globalized competition for power in modern societies that require the capability to properly adjust to the new plural order.

The human rights education program being implemented in the Korean school system is not going well because of lack of experience among those mainly responsible for human rights concerns and confusion among the people about the concept of human rights. Also, the type of human rights education in the country does not facilitate the development of appropriate educational environment that can be institutionalized. Human rights are taught in required courses in lower and upper secondary schools only as theories and not as realistic and pragmatic ideas. While human rights education should affect knowledge, attitudes and skills, the educational content suggests only the knowledge part resulting in an imbalanced human right education.

Previous human right education programs in Korea had problems especially in terms of form and content. They had vague goals due to a number of reasons:

- a. Absence of history of human rights education – Since Korea has no history of human rights education, people have a loose sense of its goal. The human rights consciousness that existed in the country is being equated with humanitarianism. In one survey, seventy-five percent of the teachers surveyed in Ul-San primary and secondary (lower and upper) schools had “never undertaken any human rights education or related education

activity.” Under this situation, there is difficulty of institutionalizing human rights education program in a still developing education system.

- b. Political consciousness of teachers - Teachers who tried to teach human rights lived through a chaotic period in Korean history, and their human rights consciousness was not yet formed. These teachers belonged to the generation of teachers who were pressured either by the colonial system or by anti-communist dictatorship. The democratization movement in the 1960s made people interpret human rights consciousness as a tool of political resistance. Educators from this generation cannot teach human rights in the context of globalization. The debate about human rights education was first introduced during the late 1990s to the 2000s period. With the political aspects of this debate slowly being shed and the focus turning on dignity that makes people human, human rights education can be considered to have started. Although the knowledge of human rights education has accumulated, this knowledge has not been organized into curriculums, and finding a program that deals with this subject is rare in the education system. However, many curriculums have one-time lessons on this issue. As a result, teachers do not have the opportunity to make lesson plans that they can use throughout the year within their respective fields.
- c. Unsupported human rights education - The so-called human rights education has little use since it has no institutional support and has been left solely to the families to decide. Consequently, without the mechanism to follow through, the goal of human rights education cannot be defined. Under the basic educational course, human rights education is not a formal

subject course. Although the 7th Education Curriculum shows some flexibility by including human rights education in some subject courses, still there is difficulty in treating it as a formal educational course. Nevertheless, human rights education happens through the textbooks that provide artificial examples of what happen in real life, or indirect examples that objectively tell what happens in the real world. Even though this system nurtures decision-making skills, it does not provide the necessary consciousness when applying them in various situations of real life. When students are asked to use teamwork to discuss and solve real problems that other countries face, values and attitude are learned but application or practice of skills is lacking. In addition, because rights have been defined in political terms, human rights and political rights have merged into one.

- d. Lack of basic knowledge of human rights - Not only is it highly difficult to figure out the best way to do human rights education when people have no clear awareness of human rights, but the promotion of the idea of human rights education is equally difficult. Traditional principles such as *Hongik Ingan* (universal welfare of humankind) *Minbon Sasang* (great devotion to the welfare of the people), *Innaechun Sasang* (the people's mind is God's mind) that are considered to be forms of human rights awareness have hardly been put into practice. These principles are actually not practical ideas. Human rights have in fact been isolated in Korean society in view of the existence of anti-human-rights practices in schools, families and social places. These practices are caused by lack of understanding of others, vertical relationship between teachers and students, confusion of freedom with responsibility, an education system that

focuses on university entrance examinations and competition, and the undemocratic way of “making own decision.” Human rights awareness refers to internalized knowledge and attitude: cultivated knowledge about the rights of one’s self and those of others, and attitude set to respect others’ human rights. It is meaningless to integrate human rights into education without any research about the history of human rights. Anything that does not start from human dignity should be considered worthless. It is not an exaggeration to call people’s human rights awareness nowadays in a dying condition.

- e. Negative view towards human rights awareness – The assertion of one’s human rights in the context of community-centeredness and low human rights consciousness, is often considered a general form of revolt against the community. It is impossible to talk about the meaning and value of human rights in a situation where they are simply considered as a theory of behavior about mobs insisting on their own opinions. Also, a lot of people believe that human rights issues refer to cases of violence. Thus, many schools tend to see human rights in a negative and pessimistic light. All things considered, some people argue that incorporating human rights into education courses is a protest against the conservative authority. This thinking remains until now and discourages the improvement of the education system.
- f. Lack of effective implementation of human rights education – As discussed earlier, without a systematic education system in place, securing slot for human rights education encounters many problems, as experienced by some schools that have already tried it.

- g. Lack of awareness about human rights education as a right in itself – This is a very serious situation since teachers and students who do not have the basic human rights awareness cannot carry out human rights education well. Parents and education officials also do not have such awareness. Moreover, the current teacher-centered human rights education does not provide an opportunity for students to improve their awareness about human rights by themselves.

- h. University examination-centered education - An education system that only focuses on passing university or college entrance examination is an obstacle to practicing true human rights education. Some people assert that an education overly weighted towards university/college admission causes the malfunctioning of education courses. Moreover, the ranking of students based on academic grades causes people to be distinguished as superior based only on their theoretical knowledge. Human rights education in Korea has been caught in this trap for a long time.

There are also other problems that affect human rights education. The absence of diverse forms of human rights education that can improve its quality, the inappropriateness of the contents of the curriculum, and the lack of analysis of training materials based on the educational courses and textbooks are problems.

Human rights education should be practiced not only in schools but also in the family and every part of society. Human rights are concerns about humanity, and thus everyone must be involved in addressing human rights problems.

We are living in an era of confused notion of human rights. And while there is a theoretical promotion of its importance, true human rights education does not occur if the difficulties in its practice are not

overcome. The most important component in human rights education is its "action" component.

Studies and Tasks toward Human Rights Education

Under the current situation, it is necessary to analyze the various areas of the school system to know exactly how human rights education has progressed so far, and which areas have not progressed well. In other words, it is necessary to know the current situation of human rights education, and determine the current consciousness of students about human rights. It is also necessary to know whether or not the society has been influenced by human rights education in the school system and those activities undertaken by the government.

To do this, the results of the study involving lower and upper secondary schools undertaken by the National Human Rights Commission of Korea (NHRCK) and the Government Youth Commission (GYC) in 2006 are compared to the results of another study in 2009. The two studies show the severe problems of the youth regarding human rights.

2006 Survey

Professor Kuem ju Jo of Sang-myeong University undertook the 2006 study regarding human rights violations in schools. The study covered school policy (including process of adoption and revision, and degree of faithful implementation), awareness of human rights violations, existence or non-existence of punishment for such violations, kinds of punishment, school responses to human rights violations, teaching methods, school discipline, human rights awareness of the students (youth), measures for prevention of human rights violations, and need for human rights education.

The 2006 survey shows that over 60 percent of student-respondents and parent-

respondents did not know or complain about making or changing school rules, while less than 35 percent of them were satisfied in expressing opinions about the rules. However, 67 percent of the teacher-respondents answered that they knew the rules and expressed their opinions on them.

More than half of the student- and parent-respondents did not know the school policies well. More than 60 percent of them did not know or were dissatisfied with the process of adoption and revision of school policies, and less than 35 percent of them were not satisfied with the process of gathering and communicating of opinions about the policies. More than 67 percent of the teacher-respondents, however, answered that they knew about the process of gathering and communicating of opinions about the policies.

All members of the school community (students, parents, and teachers) did not have much difference in their understanding of the most fundamental right, the right against discrimination. However, their respective understanding of the other rights differed. The teachers' notion of human rights education was based on this different understanding of rights, while the students accepted the reality of rights violations.

Student-respondents and teacher-respondents had contradicting views about hairstyle, clothes, or rights over their body. But they had similar views about participatory decision-making, freedom to decide on their own on what they would like to do, and freedom to engage in club activities.

The student-respondents and teacher-respondents had different views on right to education, along with the views on the causes of violation of this right. About 70 percent of the teacher-respondents saw the excessive number of students per class as a major problem to resolve, while more than half of the student-respondents and their

parent-respondents saw the need to change the whole education system. Thus, they would like to improve the human rights situation of the students and have smaller number of students per class. They also wanted to improve the whole school system, and revise the established school rules.

On the question of teachers' respect for the human rights of the students, up to 72.6 percent of the teacher-respondents answered that they were respectful of the basic rights of the students. However, only 33.2 percent of the student-respondents answered that their human rights have been respected.

More than 88.2 percent of the student-respondents supported human rights education for students, while 96 percent of the parent-respondents and 93.7 percent of the teacher-respondents agreed on the need for human rights education for parents and teachers. This result suggests that teachers support the view that there is a very strong need for human rights education for teachers.

2009 Survey Results

The results of the 2009 survey show little improvement in the answers of the students. There is a high rate of "unchanged" and "strengthened" answers. But the high rate of "I don't know" answers must consider the fact that first year student-respondents likely did not know much the current situation.

The "unchanged" answer is interpreted negatively because this means that the current situation in the schools has not progressed in guaranteeing the rights of students. It seemed to have become worse since 2008.

- a. Responses about the current situation of the rights of students

Lower secondary students

Guaranteed very well	1.8% (12)
Well guaranteed	4.9% (32)

Normal	42.4% (278)
Impeded	23.8% (156)
Seriously impeded	22.4% (147)
No response	4.8% (31)

Upper secondary students

Guaranteed very well	1.1% (15)
Well guaranteed	3.5% (48)
Normal	33.4% (456)
Impeded	32.4% (443)
Seriously impeded	27.3% (373)
No response	2.3% (31)

- b. Responses about the change of situation of students' rights after 2008

Lower secondary students

Improved	4.3% (28)
Impeded	28.0% (188)
No change	28.7% (188)
Do not know	33.5% (220)
No response	5.6% (36)

Upper secondary students

Improved	4.0% (54)
Impeded	32.5% (444)
No change	37.3% (510)
Do not know	23.9% (327)
No response	2.2% (30)

- c. Government's effort to guarantee the students' rights

Student-respondents answered negatively about the government's effort to protect the

rights of students. A majority of the answers (51.9 percent) of upper secondary school student-respondents agreed that the government was not protecting their rights at all; while a significant number (38.4 percent) of lower secondary school student-respondents answered the same. Although it is its duty to guarantee the rights of students, the government is not trying to fulfill this duty.

Lower secondary students

Trying hard	0.6% (4)
Trying	9.3% (61)
Average	20.9% (137)
Need more effort	24.4% (160)
No effort at all	38.4% (252)
No response	6.4% (42)

Upper secondary students

Trying hard	0.2% (3)
Trying	3.7% (50)
Average	13.6% (186)
Need more effort	28.0% (382)
No effort at all	51.9% (709)
No response	2.6% (35)

Based on the survey results, there is ground for saying that students' participation in the student council activities was not guaranteed at all.

The student-respondents who answered that they could play an active role in the student council or in other organizations was only 7.8 percent and 6.2 percent respectively for lower secondary school and upper secondary school respondents. The "Don't know" answer regarding school management and its failure to accept student comments was 32.6 percent and 36.9 percent in the lower

secondary school and upper secondary school respectively.

The student-respondents cited various factors that hindered student council activities: guidance teachers who excessively interfere in activities or exert too much pressure on students, the requirement for students to always obtain permission from faculty members or the principal to undertake activities, the requirement for candidates running for student council positions to have higher grades or more experience, the restriction of pledges, or the lack of school budget for activities and funding for facilities. In addition, as much as 16.5 percent of lower secondary school students and 11.4 percent of the upper secondary school student-respondents said that they were not aware of the student council.

In addition, students were not active enough in club activities, which constitute a crucial part of a student-directed cultural lifestyle. Overall, only 15.1 percent of lower secondary school student-respondents and 18.4 percent of the upper secondary school student-respondents answered that there were active club activities, and that the amount of funding for these activities was sufficient. Compared to the responses of the upper secondary school student-respondents, many more lower secondary school student-respondents answered that there were very rare club activities. This situation can probably be due to more upper secondary schools closing clubs or restricting club activities because they are considered to be disturbing the studies.

When asked about student council or club activities, most student-respondents answered either no change or lack of knowledge about them. 35.9 percent of lower secondary school student-respondents and 50 percent of the upper secondary school student-respondents chose the new university entrance examination system as the primary reason for the decrease in the

number of student council or club activities. Increasing stress about entrance to the university, maintaining grades, and future career discourage the students from getting involved in the activities. Moreover, these stresses also negatively affect the activities of the student organizations. A school environment consisting of focus on university entrance examinations, weak support for student activities from the school, and unwillingness of the members of the faculty to provide support is also a cause for the decreasing number of student activities. This shows that in order to guarantee the students' self-governing activities, a systematic support scheme should be established.

6.7 percent of the lower secondary school student-respondents, and 45.6 percent of the upper secondary school student-respondents, answered that the rights of students were well protected in general.

In response to the question on whether the rights of students were violated or not, 46.2 percent of the lower secondary school student-respondents and 59.7 percent of the upper secondary school student-respondents answered in the affirmative.

This clearly indicates that the extent of protection of rights of the students is too limited to be felt by the students. There can be doubts about the abnormally high percentage of responses saying that the situation of the rights of students is moderate, unless the context of the students is explained. These responses were made in the context of violation of the rights of the students that had probably become part of their ordinary life. Also, majority of the student-respondents might have been suggesting that the situation in their schools was "moderate" compared to that in other schools.

A minimal percentage of both lower secondary school and upper secondary school student-respondents supported the

view that the protection of the rights of students has improved greatly since 2008. A majority of the student-respondents answered that there was either no change or the violation of rights of students worsened. A significant number of student-respondents who were not sure about the situation in their school were probably newly transferred students. Since it is not entirely true that schools fully protect the rights of students, the answer of student-respondents that there has been no change on the protection of the rights of students projects a pessimistic view. This relates to the reality that the rights of students have been increasingly violated since 2006, and even before that time the protection of their rights had neither been well nor improved.

Generally, people have low awareness about educational policies. The reality of students not knowing the educational policies, when they should be considered the first to benefit from them, suggests that these educational policies are being pushed undemocratically. Although the United Nations Convention on the Rights of the Child provides that children have the right to freely express their views in all matters affecting them, they are not given the opportunities to express themselves in the first place. Despite high awareness about many things including Green Mileage and The Ordinance Prohibiting Cellphones due mainly to the media highlight on these issues, the reality is that government or schools almost do not inform or explain educational policies to children. Even for students, who have higher awareness, more than 30 percent of them know little or nothing about educational policies. Therefore, it cannot be said that they are aware of the educational policies generally. There is one exception, however, regarding the students' overwhelming approval of the ordinance about their rights. This suggests that students feel the need for an institutional strategy about their human rights.

The survey results show that the human rights situation of the students hardly changed since 2006, neither has human rights education been improved to address the situation. Human rights questions about hair and dress codes, the confiscation of student belongings, compulsive self-study or supplementary lessons, competition over entrance examinations, corporal punishment, and lack of right to participate in school management still remain unanswered. The students view the situation as getting worse, and see the failure of the government to take effective action on protecting the rights of the students. This leads to a distrust of the government's educational policy. While education helps students realize their human rights, the process of education should also respect their rights. But since the educational policies are not well-formed, education worsens the problems as a result.

Policy Proposals Arising from the Survey Results

In view of the results of the surveys, there are bases for making proposals on policies that would protect and develop the rights of the students.

First, there is a need for a regulation on school rules based on the Constitution. The different situations affecting the rights of students should be governed by legal standards that harmonize the provisions of the Constitution and the right of schools to self-management.

Second, the adoption and revision of school rules should have regulations that ensure the participation of the students. Representatives of students and teachers can discuss how to improve their life in the school through the adoption of the school rules. At the same time, this system will strengthen the personal security of the students.

With student governments being allowed to exist, the students will have the opportunity to participate in the education process that allows them to grow as democratic citizens. The students should be provided with opportunities to learn about rights and responsibilities as they manage their own organizations.

Third, the communication between students and teachers should be guaranteed. Lack of knowledge of the school rules and their rights in school will not improve the human rights situation of the students. But with such knowledge, both the students and teachers can share and learn from each other about human rights and how to put them into practice.

Fourth, human rights education for all members of the school community (students, teachers and parents) should be increased as soon as possible. To address the apprehension of teachers about child rights, they should be provided support that in turn would have a good effect on human rights education. Needed information and materials should be provided for the human rights education of the students, teachers and parents.

Fifth, educational philosophies that mediate the conflict between education and human rights should be studied through regular meetings between child rights groups, teachers groups, human rights groups and education officials.

The Need for Human Rights Education

There is an obvious need for a structured human rights education in the school system. There are generally four aspects in this issue. First, there is a need to learn what basic rights people have, and what they can do to ensure those rights. There is a saying that goes: "To be educated in human rights is a privilege." The purpose of human rights education is to strengthen respect for and understanding of human rights in order to

promote peace. International organizations, such as the United Nations, have asked governments to support them in their quest for human rights education and have brought it forward as one of the world's most important issues. Ensuring basic human rights knowledge and awareness is the first step to fulfill before a structured human rights education system can be put into action. In addition, human rights education can help stimulate development in other concerns of the countries. The world must plan together to put forward these goals and fulfill them. Second, human rights education must not just teach rights but also the protection and respect for the rights of other people. This is a crucial necessity in teaching students, they must learn to move away from competition and selfishness. This is the responsibility of human rights education. Students must learn to respect differences in others. This will help develop the sense of community in school and indirectly exemplify the positive externalization of human rights education.

Third, clarification of the purpose of human rights education is a basic need. The direction of human rights education and the ways to pursue it must be fully clarified and all channels of communication must be open in order for it to succeed. It must be pursued on the basis of people's willingness to use the knowledge. Increased awareness of human rights heightens the sense of responsibility. Programs must be developed towards this goal.

It is difficult to talk about human rights issues without first knowing the cultural background of the place or country. We must explore what culture is, why it exists, what examples of human rights violations occur due to culture, and what are the root causes of human rights violations. The answer to these questions would lead to the discovery of responses needed to solve the human rights issues. Human rights work and education must go together structurally for them to work.

Lastly, acute awareness of the respect for our fellow humans must be fostered at a young age. Ideas and culture must be part of education, and start at primary schools.

Human rights education is "Human rights about education, by education and through education." Therefore, it is "not just the knowledge of the concepts but the active participation in these ideas in a purposeful and planned academic manner."

In order for human rights awareness to take root, human rights education is absolutely crucial. The standard of rights present in a society is closely intertwined with awareness of such rights. If rights are not a privilege of a single society but rather the rights of all, violations around the world should be resolved. In addition, analysis of societies that allow human rights violations should be undertaken before taking action to attack their root causes. Therefore, human rights education must be for the entire nation and carried out in multiple ways.

Education for human rights means education that teaches human rights practice. Specific methods should be made available to make this education practical in the sense that it provides detailed ways to make human rights practice possible and enable people to learn how to make human rights-friendly society themselves.

Education through human rights is carried out with a culture of respecting human rights among individuals as a foundation and an appropriate educational environment. Human rights relationships between people should be horizontal. Human rights education that is limited to knowledge and theories is unnecessary. Human rights awareness that can lead to globalization has individuals in a group respecting each other's human rights as the basic principle. Especially at school, interaction between teachers and students to support human rights awareness should arise naturally, while the school structure and culture should be

more democratized. These should be part of continuing efforts to provide an adequate environment for human rights education. The subjects of this education or the teachers should be guaranteed their human rights and freedom of expression. It can be said that this is an active attempt to form a community that respects human rights in the education field. If students take interest in their human rights problems and human rights issues in society, and have the autonomy to participate in raising human rights awareness, education will become a good opportunity to foster human rights interaction and sensitivity. School community-wide efforts will become a foundation for the feasible development of the whole society.

Human rights and peace are ideologies based on conscientious mind and ethics of humanity. Mahatma Gandhi's statement, "My wish is to dry all the tears that come out of humanity's eyes," is a reason why human rights and peace exist as universal values. Drying someone else's tears is a right, but being guaranteed not to have tears come out of one's own eyes is also a right. The interaction between these rights can become the power of peace.

Human rights are inherent rights that guarantee the dignity of human beings. The value of human rights comes from this dignity of the human being and these rights are being recognized as universal rights. But the relative character of this value can be acknowledged when perceived correctly. Human rights can be interpreted as a structure of interrelated values, based on the fact that morals and ethics keep the society in order. Generally, the best way to socially institutionalize these kinds of ideologies, values and rules and sustain such institutionalization is to educate the members of the community about them.

However, our society is uncomfortable in discussing human rights and realizing a human rights-friendly life. We have never

viewed social phenomena through the lens of human rights because we are not used to making decisions on situations and taking action with this kind of awareness of human rights.

These days, there are cases that lead us to think about human rights ideologies in school or work. In political or economic situations, there are numerous cases of inequality, and biased interpretation of the power structure. But now there are many discussions on the various aspects of human rights.

Education facilitates respect, protection and development of human rights. Human rights education defined as the provision of an opportunity to acquire human rights knowledge, values, and practice is justified.

Challenge to Realizing Human Rights Education

To be able to improve human rights education, there is a need to examine the problems in schools, the difficulties in having supportive educational policies or system from the government, and the human rights consciousness of people in the local government and NGOs.

Human rights education needs a new human right consciousness among people in the schools and the governments (national and local). Schools also suffer from limited space for human rights practice, while the limited human rights content in the curriculum is hardly developed. Thus the difficult and slow progress as well as limited acceptance of human rights education.

Research shows that the students and teachers have low human rights consciousness. With low human rights consciousness, teachers have problems teaching human rights to students. Thus the need to support the teachers.

The view that it is important to control the quality of human rights education by

monitoring and examining its process and methodology is correct. To be able to do this, there must be a basic manual on human rights education.

Another big problem is the lack of appropriate textbook contents for human rights education. It is also very difficult to reform the curriculum for human rights education. This can only be done if the whole country has the strong will to systematically undertake the curriculum reform.

The relationship between the government and the civil society should be amicable and harmonious to enhance the realization and expansion of human rights education. This good relationship helps raise human rights consciousness while strengthening human rights education at the same time. The participation of representatives of NGOs, schools, local governments and also researchers and teachers in national policy development should be guaranteed and stimulated to make their relationships active and systematic. It is not proper to separate the institution for policy supervision from that for policy implementation. There is a need for a link between government and civil society.

The human rights programs of the civil society constitute one of the efforts in human rights education in the school system. These programs are meant to develop partnerships among organizations through education, training, exchange of human resources, and sharing of other resources. Although they have limitations, they are being implemented in various aspects of daily life. It would be desirable to have an integrated human rights education program that serves as momentum for the creation of an education community covering the school and its environs.

NGOs have already been doing human rights education before the government started its human rights education program,

and had conflicts with the NHRCK on different ways of doing things. Schools use NGO textbooks in many cases or make students participate in the NGO human rights camp for students. This latter activity, however, is limited to only a few participants and its content is limited to learning basic human rights that the schools can take care of.

There are many obstacles to realizing human rights in South Korea. They block the realization of the people's basic values and also the development of healthy consciousness on human rights. These obstacles are the following:

- loss of moral principles due to capitalism, priority on the economy, fetishism
- denial of moral principles due to competition
- denial of human dignity and continuing culture of militarism
- preservation of Confucianism and the ranking of people
- extreme divisions in society and neglect of human dignity.

The school is a microcosm of society. What happens in schools shows the pain that the society goes through. Furthermore, due to this pain, human rights consciousness at present is losing its value. Now is the time to address this difficulty.

There is a need for alternatives based on an evaluation of the current system. Education organizations and school officials should cooperate in reforming the school curriculum and developing teaching skills. At the same time, the current school environment emphasizes the reasons why schools should change.

Human rights education requires effective leadership in schools. In this case, teachers and principals should have undergone

human rights training before teaching human rights to students.

And most of all, the education and school communities must have the will to pursue human rights education.

Beginning of Human Rights Observance in the School Community

Human rights consciousness within the education community is a barometer of human rights education. Measuring the human rights consciousness of teachers, analyzing their consciousness about human rights as core principles of education, and understanding how they translate human rights into action are proper steps toward human rights education practice.

The human rights consciousness of the members of the school communities, consisting of teachers, students and parents, has to be monitored. If they know the scope of their rights and try to practice them, they will learn how to respect and understand each other.

The rights of teachers are divided into two sets: rights as citizens, on one hand, and the right to educate on the other. Their rights as citizens include the freedom of conscience, right to public service, right to labor, and the right to be protected according to law. The right to educate includes the right to develop school curriculum, right to choose textbooks, right to develop textbooks, right to determine pedagogies, right to determine the results of education, right to guide students, right to express own opinion about education, and so on. Violation of these rights leads to problems and negative effects on human rights education.

The rights of students are divided into the right to self-government, right to privacy, and other rights that should be protected. The right to education includes the right to non-discrimination in education, right to propose improvement in school environment, right to meaningful education,

right to equal opportunity in education, right to choose contexts of education and take part in making decisions, and right not to suffer corporal punishment. Awareness among students of the rights that they should learn and practice in school contributes to the sound and harmonious development of human rights awareness in the school community.

Finally, the rights of parents consist of rights as citizens similar to that of the teachers. They include the right to privacy, right to secure their children's right to education, right to express opinion on how to improve school environment, right to petition for correction of inappropriate systems in school, right to equal treatment, and the right to care for their children. The exercise of these rights would help human rights education develop the school community spirit.

The human rights education policy of the school should always be reviewed based on human rights principles. These principles consist of the rights enjoyed by the members of the school community. Adhering to these principles means putting them into practice and translating them into school rules and systems. This should be the standard by which to judge the respect for the rights of students.

Challenges in Educational Activities

Education is a participatory experience, an experience as a group, an effort to establish scientific theories, and a route to developing awareness of democratic values through social activities.

In relation to human rights education, the following are important questions:

- a. Do the teachers and students have opportunities to learn about human rights in school?
- b. Is their right to protection respected?
- c. Is their right to participation respected?

The most important thing in human rights education is the formation of a human rights culture in which people, not only learn the content, but also enjoy rights in a practical sense. Currently in Korea, the NHRCK is at the center of human rights education as it analyzes the human rights content of textbooks, researches various teaching techniques, and educates teachers and students on human rights.

The full enjoyment of human rights by the students, however, faces many obstacles. The Confucian thinking prevailing in Korean society violate human rights in the form of age discrimination, and this is an unchangeable phenomenon in our culture. Age discrimination creates ranks, thereby leading to human relationships according to ranking.

Human rights education in the school system cannot be a genuine achievement until teaching techniques change. In the process of teaching, the methods should respect students' opinions and let them enjoy their freedom of expression. It is important to establish the basic foundation that support the students' club activities and student government, as well as guarantee their suffrage.

There should be two methods in human rights education: one is the active way of educating through various materials, information, and knowledge related to human rights. In this curriculum, teachers explain and transfer knowledge on various international treaties or declarations and the central concepts behind them to the students. This includes human rights history, background, central principles, awareness, etc. The second method is the passive way of educating mostly about cases of human rights violations and their consequences. In order to involve students in the human rights problem in the classroom, the passive method of education is more efficient.

The scope of human rights education should include citizen education, global community education, multicultural education, and peace education. Through the academic process, we should create a rational and structured manual on human rights education. This process is a direct process of practicing human rights, as well as creating human rights culture. This mechanism that will put human rights education into practice has five stages:

- a. First stage - comprehend one's own rights. This means understanding the meaning of human rights to firmly establish the human rights knowledge base.
- b. Second stage - understand human rights in context. This refers to full understanding of the historical conditions of human rights violations.
- c. Third stage - secure human rights by presenting solutions to human rights violation situations, and demanding human rights protection.
- d. Fourth stage - form an alliance with the public to collectively protect human rights. There is an assumption here that the public has human rights awareness.
- e. Fifth stage - this alliance should constantly protect human rights and communicate with its members in order to construct a new society, and also overcome the irregularity of this activity.

The current reality of human rights education in the school system has too many obstacles to overcome before establishing this mechanism.

Human rights education and the task of raising the students' human rights awareness should start from training teachers on human rights. Lack of communication among educators and lack of awareness about human rights are the major problems that inhibit human rights education. Without solving these problems, there

cannot be a genuine promotion of the human rights of students in schools.

In order to strengthen the promotion of human rights among students, there should be educational activities that discuss issues affecting them such as corporal punishment, freedom to decide on their hairstyle, freedom to decide on school uniform, and freedom of religion inside the school. These efforts also strengthen the school community as they take in the perspective of students.

It is necessary to further heighten the rationality and democracy in school management. The reform of school rules should be done through the school community's democratic consensus process in order to practice human rights appropriately. A human rights culture means the school stakeholders including students go through a democratic process and sufficient discussion in setting the school standards and then undertaking the educational activities based on the standards.

Challenges Faced by the Government and the Local Community

The government should try to improve the school environment by providing sufficient financial support and keeping the principles that respect the autonomy of the individual schools rather than uniform regulation by law. From a macro view, we have to focus on the government's effort to develop human rights education so that it follows the direction towards national development. This includes examining the human rights education plan of the government. The government should be concerned about the institutionalization process from adoption of the human rights education plan, securing funds to support its implementation, information campaign to the public about the plan, mainstreaming of the plan into the education system, and monitoring and effective assessment of the implementation activities.

At the level of individual schools, there should be a system for assessing the human rights situation and for ensuring that schools undertake proper corrective actions if they are found not guaranteeing the human rights of students. The complaints of students should be resolved as best as possible. A section within the local education office can be given the responsibility of addressing the human rights problems of students.

The Korean policy on human rights education in the school system can consist of a basic plan, or a specific plan, interaction between the central government and the local governments, a policy evaluation, and an alternative analysis. In this case, the important role of the government is recognized.

The management of centers responsible for the students' human rights complaints can be entrusted to the Ministry of Education, or even to a private organization as an alternative.

It is important to have a law or to improve the legal system for the protection and realization of the human rights of students. A sincere and effective implementation of a law on the students' human rights will be the basis for a genuine human rights education.

Human rights education implemented through a network of human rights education programs across the entire nation will have much stronger effect. Partnership, aimed at spreading human rights culture, is the fundamental framework for prospective leaders to establish a system for cooperation. To make this possible, those who can cause social change should be able to cooperate with each other. The movement to form a community for human rights education should be facilitated actively by the education community to spread the human rights culture faster and more effectively in the entire society. Those engaged in human rights education can be from any group of people. The important thing is the

networking between them. For example, the human rights network in the U.S.A. manages the network actively in which various kinds of specialists like lawyers, educators, students, scholars, and organizers participate.

Provincial governments are good partners in the human rights culture movement since they are able to contribute positive and substantial supporting programs like supporting the training of human rights educators, providing students internship opportunities, providing subsidies, and increasing community support.

The policies of the provincial governments should reflect the needs of human rights education for its residents. In the implementation of the national plan of the Ministry of Education, the provincial governments have the advantage of managing the human rights education programs through more appropriate adaptation to the characteristics of their respective areas.

Examples of Human Rights Education in Schools

Primary and secondary schools have different human rights education programs. In this article, the examples in primary schools are based on village setting and focused on the lack of sense of community. Students do not have opportunities to learn mutual understanding and consideration because of neglect of families and busy parents. This discussion aims to foster an educational environment for developing a sense of human rights among parents, teachers and students based on family and social factors. To build the base for human rights education and to practice it, this discussion is divided into three parts - parents, teachers and students. This discussion also aims to build such educational environment that fits human rights education and also community human rights awareness-raising. The goal is to make

parents and students understand and practice the human rights culture.

Primary Schools

This is an example of a program to improve awareness of human rights through experiential learning. This program was implemented in Oak Gu Primary School in Chonbuk led by a teacher (Lee, Kyoung-ah).

A. Developing an educational environment as foundation for human rights education

Objectives and Activities

- 1) Prepare the basic environment for human rights education
 - a. Provide related books and information to address the teachers' weak understanding of human rights and prepare them for their human rights classes
 - b. Prepare the environment to improve the exercise of the rights of students and to activate human rights education – designate places for children to rest, establish a stand for free reading, allow children to establish their self-governing community/organization, post hand-written posters, create a website about human rights.
 - c. Run one-year classes on human rights - develop the culture of respect for human rights in the class; create a program that give recognition to teachers who respect human rights (with teachers evaluating themselves through evaluation sheets); create appropriate class environment to improve the human rights awareness of teachers and to protect the rights of students.
- 2) Implement a program on improving the human rights awareness of teachers, students and parents

a. Activities for teachers

Hold twice a month group training in the school, workshops for human rights, five seminars, three visits to schools that are famous for human rights, thirty hours of individual training, one guest lecture, one training for human rights, and seven study lessons on human rights.

b. Activities for students

Watch video clips about human rights and express feelings about them during Tuesday morning session; sing a song about respect for human rights, mutual understanding, non-discrimination, equality, environmental rights and self-esteem during one Saturday morning session.

c. Activities for parents

Disseminate once a month by telecommunication systems information about human rights; run a twice a month section about human rights in the school newspaper; hold one training about human rights; create a parents' section in cyber human rights community in the school website.

B. Humanities education program as subject and optional activity

Objective:

To make good use of the textbook and time for the humanities education subject and optional activity

a. Prepare the humanity textbook for each grade, restructure Guide to Humanity Living, and then educate.

b. Through various humanity experience activities, implement an action plan. During the extra-curricular activity time, students promote humanitarian sense through their own activities and local communication systems.

c. Make the student activities more invigorating, which will also develop

their own capacity inside the classroom.

d. Make the students develop the principles of democracy as part of their extra-curricular activities and practice human rights through the following:

(1) Allow all 4th to 6th grade students to use their free time during Fridays to attend and manage student council activities.

(2) Agenda and discussion: cooperate with the teachers union and school management.

(3) Provide for a room for student activities where they can have free discussion and sharing of viewpoints, and other activities.

e. Include humanity experience activities in school events

(1) During the People with Disabilities Day, show videos and powerpoint presentations about facilities for them, hold activities that allow students to experience the problems they face

(2) Hold information exchange conference, experiencing the environment activity, rummage sale to help North Korean students, pottery making, pop-quiz on human rights, visit to humanitarian organizations, and speech contest on human rights.

f. Humanity experience linked with the local community

(1) Establish a partnership with social welfare organizations, understand education for people with disabilities, program for teachers, parents and students to visit social welfare institutions

(2) Hold human rights education activities twice a month on

Saturdays such as reading materials on human rights with the parents, students and parents writing ideas about the materials.

Secondary Schools

This is an experience on human rights education for secondary schools focusing on the application of student-centered curriculum. To fully implement human rights education, there should be a discussion from various perspectives about the school management, the participation of parents, or human rights education of teachers. The reality, however, is that the opportunities for students to experience the intellectual, emotional, and practical aspects of human rights education are quite insufficient. I introduce here an experience regarding a human rights education program made for students to naturally develop their awareness of human rights through the curriculum and to have the opportunities to learn life with human rights through educational activities. The program is related to the subjects in the examinations that the students have to take. The program induces natural internalization of human rights through the process of discovering human rights problems, thinking by themselves using their own points of view, and developing proper practical action to take.

Study of plural teaching strategy for human rights education

Study of subject-centered approach

No-won High School (Professor Ae-kyung Jeong)

Human rights education is an opportunity for experiential learning on harmony, compromise, and coexistence. I believe that the use of cooperative learning is most appropriate to reflect this purpose and feature of education. To enable students to adjust to human rights problems and provide rational judgment and alternative, it is very important that the learning process be

cooperatively, competitively, and individually-structured and with sound balance of content. In a narrow definition, education should be defined as a system whose subject chooses its content, and forms and organizes it harmoniously through a process. To maximize the efficiency of this system, there is a need to develop a strategic and compound class structure program to make the students select the content of education by themselves and to plan the strategy of instruction that can lead to learning, and to bring up the good methodology that can realize human rights education through the curriculum.

i. Background to planning the class

The planning for the program has the following features:

- Development and management of self-initiated teaching method by students - a guidance plan made by students of educational activities about human rights.
- Training on leadership that can attract criticism, creative evaluation, exploration of materials and interpretation of data from students.
- Selection of teaching-learning strategies that allow students to understand every aspect of human rights education and to apply what they learned, including the training on developing the strategies.
- Development, through discussion and debate, of democratic class models and adoption of a communication process through which students persuade each other.
- Bolstering creativity and receptive capacity to enable students to handle human rights problems in diverse ways.

It is hard to carry out human rights education in the whole secondary school system whose main goal is making students pass the university entrance examinations.

Therefore, the project is designed to integrate human rights education into the regular curriculum, and make the students independently and voluntarily create the appropriate learning process through discussions and other activities. I think this project allows students to realize through activities the essence and usefulness of human rights education. This is most necessary in the smooth mainstreaming human rights education into the school system.

Regarding the middle school system, what type of study method should be chosen in order to maintain a significant connection to the preparation for the university and develop the students' critical thinking skills at the same time? This is a serious dilemma that both teachers and students have to encounter in the field of education. This is also the primary reason why education on humanities has not been actively promoted in the past.

Nonetheless, the future will require individuals to experience various social and international situations. In addition, people must learn how to cooperate with each other productively through interaction. In this way, our contemporary society will be able to progress towards a future of respect and generosity.

An individual student has a crucial identity in that he or she is greatly influenced by the world but also shapes the world in return. Thus, it is vital that the student has both a strong sense of responsibility and the ability to find efficient solutions to problems. Yet, this is under the assumption that the student has the freedom to do so. The promotion of the humanities aspect of education through student-based, active, and cooperative activities make students experience interdependence. As a consequence, they will be able to gain a sense of self-identity as well as develop a humanistic tendency to share the knowledge of living together as a community. In order

to learn and apply these skills to real life, students themselves should be the ones to promote a new study plan that emphasizes group work. The adoption of the "Student Self-organized Guide for Teachers" is the ultimate direction and purpose of this particular activity.

2. Course Plan guide - Perspective exchange drill

A. Topic: Establishing a universal human rights culture in order to become a global rights protector.

B. Objectives

- Learn the concept of human rights
- Know the importance of practicing human rights by focusing on the examples of human rights practice around the world
- Understand the relationship between human rights and democracy, and think of ways to practice human rights.

C. Course model: Perspective exchange drill

D. Course structure

Teacher's role: Evaluate the overall activities after class.

Student activities:

- The students prepare for the class based on the course materials that the teacher provides.
- The teacher introduce to the students the procedures for "Perspective exchange drill" and are informed of the
 - guide on how to discuss a topic in a group,
 - instruction to state group opinions for one common topic.
- The students evaluate the course freely when concluding the course.

2-1. Lesson plan on developing the culture of human rights

Title	Our fight for beautiful human rights	
Model for application and lesson plan making	Learning how to change perspective - one class	
Activity topic	Spread the human rights culture to the world	
Materials	Human rights movie	
Objectives	1. To gain knowledge on human rights 2. To understand and acknowledge the two-fold difficulty in human rights 3. To learn how to interact in a team through cooperation and logical thinking.	
Course of activities	Contents	Materials (references)
a. Introductory activities	<ul style="list-style-type: none"> ▶ Suggestions on the fundamental information needed for human rights education ▶ Explanation on the process of learning activities ▶ Viewing of the movie – organizing various perspectives involved 	Human rights movie <The six viewpoints>
b. Development of activities	<ul style="list-style-type: none"> ▶ Identifying the characters appearing in the movie in each group: <ul style="list-style-type: none"> - Identify the character for each theme in the movie - Understand the social and economic circumstances of the character and her/his standpoint. - Discuss the social stereotypes, institutional discrimination, and human rights violations ▶ Making a chart through group activity and presentation <ul style="list-style-type: none"> - Mapping the viewpoints (role → opinion assertion → persuasion) - Finding out controversial elements (facing the dilemma) 	<ul style="list-style-type: none"> • Discussion within the group • Role play in each group <ul style="list-style-type: none"> • expressing the viewpoints corresponding to the roles being played • expressing own opinions
c. Organizing/ concluding activities	<ul style="list-style-type: none"> ▶ Group the elements of the dilemma ▶ For each group, the students freely suggest measures regarding the human rights dilemma 	

2-2. Lesson Plan - Studying guidance plan for forming human rights culture

Title	Our struggle for beautiful human rights	
Model for application and lesson plan making	Learning how to change point of view - two periods	
Activity topic	Develop beautiful human rights culture in the global village through the real value of human rights	
Materials	Articles on human rights problems – news magazines	
Objectives	<ol style="list-style-type: none"> 1. To recognize the value of human rights 2. To understand the need for democracy to support universal human rights 3. To realize the importance of human rights practice and consider human rights activities that can be carried out in daily life. 	
Course of activities	Contents	Materials (references)
a. Introductory activities	<ul style="list-style-type: none"> ▶ Presentation of a common subject: examples of human rights violations in the guest workers problem ▶ Make each group select different stances ▶ Tell the groups to orally present their opinions 	Articles about violations of the human rights of guest workers, pictures
b. Development of activities	<ul style="list-style-type: none"> ▶ Each group makes own point of view (search for opinion and reasons) for <ul style="list-style-type: none"> • Group representing the government • Group representing guest workers • Group representing employers • Group representing domestic workers • Group representing human rights organizations ▶ Each group's stance – oral presentation <ul style="list-style-type: none"> • Teacher prepare for the presentations • Organize content by asking questions regarding each stance during the presentations ▶ Search for methods to narrow the difference between stances <ul style="list-style-type: none"> • Take suggestions from other groups • Search for conflicting problems 	Internet materials, articles, human rights magazines on the labor issue
c. Organizing/ Concluding activities	<ul style="list-style-type: none"> ▶ Teacher presents the conflicting issues in the subject and ask each group to find solutions ▶ Make students fill out assessment form on the human rights problem. 	Suggestion for assessment

The human rights education program for the primary schools centers on in-school activities. Teachers, students and the parents are involved to facilitate the lasting impact of the program. Human rights-based school support programs are implemented to help students gain knowledge and raise consciousness on human rights. The activities make human rights a daily practice based on newly-formed awareness. Meanwhile, in the case of secondary schools, the program seeks learning areas within the school curriculum and structures them to raise human rights consciousness and allow students to gradually form their determination to practice human rights on their own. This is a human rights education program that focuses on specific subjects through which students learn about human rights problems and develop the commitment to respect human rights, while also developing the ability and responsibility to apply them in everyday life. This kind of program is expected to help revolutionize the human rights consciousness of students.

Integrated Attempt to Activate Human Rights Education

Since the Universal Declaration of Human Rights was adopted by the United Nations (UN) General Assembly on 10 December 1948, interest on child rights grew. In 1959 the United Nations adopted the Declaration of the Rights of the Child, and in 1989 the Convention on the Rights of the Child (CRC) was opened for signing and ratification by the UN member-states. The UN selected 1985 as the International Youth Year, increasing participation of youth and discussion about their rights at the same time. South Korea ratified the CRC in 1991 and declared a new Youth Charter of Korea that declared the rights of youth and the government body that should be responsible for them. However, despite the national support structure, social institutions for the realization of child rights are still flawed, while the people's human rights

consciousness is not high enough yet. Social awareness of child rights and of the government body is especially low in Korea.

Start of Human Rights Education in School

Education is experienced through participation. Participatory methodology leads to active self-initiation. The true purpose of this methodology is to raise each person up and be enabled to develop a sense of community. This is the reason why methodology is important in human rights education.

There has been an increase in the number of schools that allow their students to create regulations through the student body. This movement of change from teacher-based to student-based control promises a better discipline and satisfaction for the school along with the rise in human rights awareness. The active participation of students in this change can ensure the fulfillment of the promise of human rights.

Fostering Human Rights Awareness in Households

With the adoption of the government policy on human rights education, educators must be supported by a set of human rights values. It is crucial for the schools to foster human rights awareness and contribute to the community. However, the expected outcome would be difficult to achieve through the sole effort of the schools. Human rights education assumes variety in human nature, and relates to sensibilities, cultures, manners of behavior, and characters of people. Therefore, the center of human rights education should be one's home. Home is where one first learns the balance between own desire and social consideration and cooperation. If there is a conflict between what one has learned in schools, the media and in households, it would be hard for one to learn the true value of human rights. The perfect, ideal human rights education

happens when one learns the true spirit of human respect inside their households. There also should be encouragement and acknowledgement among family members. The fundamental condition to develop human rights education is to encourage all family members to take part in this program. In order to achieve this, there should be a systematic and consistent human rights education program.

The National Youth Policy Institute provides suggestions on human rights education program for the youth. They are the following: First, establish and operate a youth human rights committee as a central institution. Second, establish youth human rights centers to do professional research and collection of education resources on the subject. Third, organize a non-governmental committee for the human rights of youth to facilitate communication among NGOs, and joint initiatives between the government and international organizations. Although these suggestions are meant only for education on rights of the youth, they are worthy suggestions for genuine, integrated human right education system for schools that will have the support of a national organization on human right education and with NGO participation.

United Efforts for Human Rights Education

It is important for teachers, principals, parents, and students to participate and cooperate in the development of human rights education. Improvements in education cannot be successful only through curriculum reform because human rights problems can only be solved when the environment for human rights change into harmony. In order to reinforce human rights education, everyone is required to participate in a program where they teach the responsibilities and human rights. Through this process, a more efficient heightening of human rights culture will guarantee human rights. Providing human

rights education without guaranteeing rights in the school environment is not effective. Thus, guaranteeing human rights is a precondition to successful human rights education.

This process enables the practice of human rights through incremental building up of the basic elements of human rights education. In the past, with the lack of concern from the Ministry of Education, only the efforts of teachers or parents led to improvement in the school environment. There were teachers who quietly taught human rights to students and the parents by putting them into practice. However, these efforts were limited if the people had no prior education on human rights. For that reason we have to change our thinking about human rights. Now, we need to recognize that human rights education is also a human right in itself, and the government, schools and teachers should implement more specific human rights education programs.

We have to focus on four aspects in promoting human rights education. First, what is the key point in seeking reform of education? Second, who will be students in case the new type education is realized? Third, what do you think of experimental education? Finally, does the foundation of reformed education exist? New model of education should begin by considering the problems of education, and considering the different viewpoints of teachers, administrators, and parents as well as students.

Civil society organizations should be encouraged to suggest government policies in support of human rights education and in systematizing and strengthening the partnership between civil society organizations, teachers, researchers and relevant government offices.

The UN has recommended the need to establish close ties between the government and the civil society as a means to emphasize

the close link between government policymakers and the institutions that implement them.

The current environment for human rights education that the Korean government is developing is related to the work of a network of related government agencies. It also includes the monitoring, exchange of information on human rights, and discussion of fundamental government policies between the NHRCK and the government agencies. Also, the NKHRK works with local communities and develops various policies and specification plans that are suitable and essential to the different communities. These activities clearly show that the NHRCK serves as the bridge between government policies and the civil society through research of current work on human rights education in schools, proposing policy change, and developing various programs and implementing them.

Within the civil society, many human rights NGOs keep making improvements on the partnership between different organizations or schools, providing education and training programs, and exchanging human resources. However, because only few students participate in these short-term school programs, often times NGOs failed to achieve the ultimate goal of human rights education. Thus it is necessary for the schools and the NGOs to reorganize the school programs, or develop new ones. To do so, schools and NGOs should closely cooperate in more practical aspects. The network for human rights education of the Amnesty International Korea paved the way for the strengthening of the partnership on human rights education within the civil society. Students also started to use the Amnesty International Korea program within their school clubs or after-school programs.

Combination of different human rights educations is a popular tendency nowadays. Interdependence between national and local

government or strategy for diffusing educational policy through local organizations or schools should be developed with creativity. When schools, government, and local organization agree upon ultimate goal of human rights education and educate the value of human rights as an actual curriculum with consistency, social network for human rights education will finally outshine its positive influence. Foreign government and schools are already pushing the educational programs and youth organizations with the help of Amnesty International Korea and are getting subsidies for educating and training the policy makers within schools such as teachers and principals. There are many countries that proved the effectiveness of cooperating with these organizations for human rights education. For Korea, however, network within government or schools are not very active. Partnership between local government and organizations still lacks the smooth link for human rights education activities.

The local governments are partners that can provide positive and practical support for human rights education programs such as financial subsidies, educators, internships for students, free use of facilities, and promotion of communal spirit. The local governments should actively promote a policy about the necessity of providing human rights education to local residents. In implementing the national plan, the local governments can develop human rights education programs that are more suitable to the communities' special character. Local governments can undertake human rights education with the schools or manage the program with the local colleges or NGOs.

Human rights education in the school system would be most efficient if there is a nationwide network supporting it. Partnership for human rights should be the fundamental framework of the network. There is a need for active partnership with the human rights community. There is also a

need to gather information on experiences from the different parts of the country, a task that the network can engage in.

To promote human rights activities, there is a need for realistic education programs with appropriate financial support, internship programs, information dissemination, and local community involvement.

The need for human rights education program for local communities should be reflected in government policies. And to make the program concrete and advantageous to the local communities, they (local communities) should make the efforts to develop and implement them.

Conclusion

Various efforts are needed to further promote the culture of human rights and guarantee human rights. First of all, it is necessary to understand the problems faced by the schools to be able to institutionalize human rights education. An accurate analysis of problems in the present day academic situation, the emergence of diverse society, and “exclusion” of some sections in society are needed to be able to choose the right path to human rights education.

In addition, the fact that the CRC puts much importance to human rights education should not be forgotten. The CRC provides for wide understanding of its provisions such as guarantees of respect/safety, learning to share responsibilities on problems related to school education, establishing self-identity, and enjoying and protecting one’s rights.

Human rights education thrives, therefore, in a environment that fulfills human rights.

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