

Northeast Asian School Systems



THE SCHOOL SYSTEMS in Northeast Asia generally follow the 6-3-3 system to refer to six years for primary level, three years for lower secondary level, and another three years for upper secondary level. Compulsory education generally reaches up to the lower secondary level.

Curriculum reforms have occurred in many countries in Northeast Asia in view of the changing social, political and economic environments. While government policies on human rights education have largely been put in place, their impact on curriculum reform has not been as much as expected.

Thus the challenge at present is on the means to bridge the gap between government human rights education policies and the curriculums that are being implemented at the school level.

CHINA

In China, the education system is divided into four categories: basic education, vocational education, higher education, and adult education.¹

Basic education includes pre-school education, primary education and regular secondary education. Pre-primary education caters to children in the 3-5 years age group (three-year program either full- or part-time) and is offered in kindergartens and preschool classes. Preschool education (one-year program before primary education) is not compulsory.

The nine-year compulsory education program, which is required by the Education Law of the People's Republic of China,² covers primary and lower secondary education; the entry age is normally at six years old. In most provinces, the program is organized into six years of primary and three years of lower secondary education; in other provinces the 5 + 4 pattern is still followed.

Upper secondary education lasts three years (general senior middle school) and is for students having passed the entrance examination. At the end of the program, students sit the 'general ability test' administered by provincial authorities and, if successful, receive the senior middle school graduation certificate.

Higher education at the undergraduate level includes two and three-year junior colleges (sometimes also called short-cycle colleges), four-year colleges, and universities offering programs in both academic and vocational subjects. Many colleges and universities also offer graduate programs leading to the master's or Ph.D. degree.³

Table 1. Structure of the education system

Age	School Years	Education Level			Other Education
27	22	Doctor Degree Education			On-the-job Postgraduate Degree Education
26	21				
25	20				
24	19	Master Degree Education			Self-Education Examination
23	18				
22	17				
21	16	Undergraduate Education	Associate College Degree Education	Higher Vocational Education	Post Training and Continuous Education
20	15				
19	14				
18	13	Common Senior Middle School			Adult Secondary Education
17	12				
16	11				
15	10	Secondary Vocational Education (Secondary polytechnic school, technical school, and vocational senior middle school)			Adult Elementary Education
14	9				
14	9				
13	8				
12	7				
11	6	Primary School Education			9-Year Compulsory Education
10	5				
9	4				
8	3				
7	2				
6	1				
5		Preschool Education (Kindergarten, prep school)			
4					
3					

Source: UNESCO, World Data on Education, 7th Edition, 2010/11

The Chinese government has been undertaking education reform and promoting quality education since the 1990s.⁴ In 2001, the Ministry of Education issued the Curriculum for Basic Education Reform Compendium (Draft),⁵ marking a new general and comprehensive round of curriculum reform. Subsequently, the curriculum reform at upper secondary school started to get implemented gradually, from only four provinces in 2004 to more than half of the whole country at present. Under this radical educational reform, a credit system has been introduced at the upper secondary level. In order to complete the program, students must have accumulated a total of 144 credits (116 for compulsory subjects and 28 for electives). Table 2 lists the details of credits for compulsory subjects.

Table 2. The curriculum structure for common upper secondary school

Area	Subject	Compulsory Credits (116 in total)	Elective Credits
Language and Literature	Chinese	10	On the foundation of compulsory courses, provide selective modules in the frame of each area and level
	English	10	
Mathematics	Mathematics	10	
Humanities and social science	Thought and Politics	8	
	History	6	
Science	Geography	6	
	Physics	6	
	Chemistry	6	
	Biology	6	
Technology	Technology	8	
Art	Art, music or painting	6	
Physical education and health	Physical education and health	11	
Practical Activities	Research Learning	15	
	Community Service	2	
	Social Practice	6	

Source: Fujian Education Bureau⁶ (one of the first ten provinces adopting the curriculum reform)

As shown in Table 2, there is no course with the explicit name of “human rights.” However, some of the human rights ideas are implied in the course on “Thought and Politics”, the same with “Morality and Society” for primary school and “Thought or Morality” for lower secondary school. For instance, in the Curriculum Standard of Morality and Society for primary school students set by the Ministry of Education, the topic of “my school life” required the students to understand the practical meaning of equality and democracy by the community life at school and inside the classroom.⁷ Besides, according to Curriculum Standard of Thought and Morality for lower middle school students, three topics are included in the teaching content: ego; other people, community and me; country, society and me. The third topic, “the law and order,” contains discussion

on constitution, rule of law, environmental law, the implementation of law, the consciousness of citizenship, and individual rights.⁸

As the educational reform proceeded, local governments and schools have taken several measures to reach the goals of curriculum reform, among which some provide the space and possibility to incorporate the idea of human rights. In 2006, lower middle schools in Zhejiang Province set up a selective course of “basic legal knowledge” aiming to promote the awareness of individual right protection.⁹

The first National Human Rights Action Plan of China for the 2009-2010 period provides the system for implementing the plan on human rights education in the Chinese school system:

state will actively rely on the present systems of compulsory education, secondary education, higher education and vocational education, training organizations in state agencies, as well as the media, including radio, television, newspapers, magazines and the Internet, to carry out education in human rights in various forms in a planned way, popularizing and spreading knowledge of the law and human rights.¹⁰

The National Human Rights Action Plan further explains what should be done to realize the action plan:

- Gradually increasing the content of the law and human rights in courses of secondary and elementary schools. By making good use of the courses of Ideological and Moral Standards, China will foster students' awareness of the obligations and rights of citizens, tutoring them in the ideas of democracy, rule of law, freedom, equality, fairness and justice, as well as a healthy concept about interpersonal relations, collectivism, nation and society.

- Human rights education in secondary and elementary schools will be conducted in a flexible and vivid way in line with the characteristics of students at young age. Through varied and vivid activities after class, students will receive education in human rights from first-hand experiences and build up a healthy personality. The reform of teaching and school management will be energetically pursued, and a democratic, equal, and interactive relationship will be advocated between teachers and students, encouraging students to participate in the democratic management of the class and school, so as to enhance their awareness of democracy, rule of law and human rights through experiencing an equal and democratic relationship.

- In senior high schools, besides human rights education of a general nature, education in the “basic rights and obligations of citizens” stipulated in the Constitution and knowledge of international human rights will be carried out.

The second National Human Rights Action Plan of China (2012-2015) follows up on the first action plan by stating that “China will strengthen human

rights education in primary and middle schools [by making] sure that human rights knowledge is integrated into relevant courses and included in the legal education curriculum.”¹¹

Significantly, the second action plan provides for a broader approach to human rights education by stating that it “...will also carry out human rights promotional activities that suit juveniles, promote school management [according to] law and democratic administration, and create an education environment that honors human rights.”¹²

The report on the assessment of the implementation of the National Human Rights Action Plan of China (2009-2010) explains how human rights education has been integrated into the curriculums of the basic levels of the school system in China:

Knowledge about laws and human rights has been included in China’s nine-year compulsory education. The course “Morality and Life” at the elementary education stage leads children to respect and cherish life, and get to know about children’s rights. The course “Ideological and Moral Standards” at the junior high school stage introduces 17 items concerning laws and human rights, as well as the Law on the Protection of Minors. While in senior high schools, the course “Ideology and Politics” summarizes citizens’ rights and duties as stipulated in the Constitution, and international conventions on human rights.¹³

Studies on human rights teaching in Guangzhou province in 2012 initially revealed that there was no course named “Human Rights Education” in the schools in the province. Yet, contents related to human rights, such as “Self-respect”, “Right to recreation and leisure”, “Right to life”, “Right to participation” and “Rights and obligations” etc. are implied in the two courses on Moral Education, “Virtue & Life” and “Virtue & Society”, respectively designed for students of Grades 1 to 2, and Grades 3 to 6.

“Virtue & Life,” a course designed for students of Grade 1 & Grade 2, is a comprehensive, activities-oriented course based on children’s life, aiming at virtue shaping, developing the will to explore and life-loving education. The course is based on three axes, and consists of four parts. The three axes are children and oneself, children and the society and children and nature. The four parts are: to lead a healthy and safe life, to lead a happy and proactive life, to lead a responsible and considerate life, and to lead a creative life. There are four textbooks respectively used for the two semesters in Grades 1 and 2. No words such as “right” and “obligation” have been used in them.

HONG KONG¹⁴

Normally in Hong Kong, students attend primary and secondary education before heading to university, and may choose to attend kindergarten before primary education. The Hong Kong government has provided nine years of free and universal primary and lower secondary education through public sector schools since 1978.

Starting from September 2009, a new secondary education system has been implemented, which changes from the seven-year secondary education and three-year tertiary education system, to a six-year secondary and four-year tertiary education system. The new secondary education system is further divided into three years of lower and another three years of upper education.

Primary and lower secondary education is fundamental education and compulsory by legislation. Upper secondary education is also provided free but is not compulsory through public sector schools (i.e., extending the free education to twelve years). In addition to some core mandatory subjects required by Education Board (EDB), the schools can choose some other subjects, such as Moral and Civic Education in lower secondary education. For the upper secondary education, there are four core subjects, namely Chinese, English, Mathematics and Liberal Studies. It also requires students to specialize in a number of subjects, depending on the students' choices and academic results. A public examination, the Hong Kong Diploma of Secondary Education (HKDSE) is held at the end of the secondary education to assess students for entry to tertiary education. Table 1 provides the details of the subjects being taught in schools at different education levels.

Table 1. School Subjects

	Primary and Lower Secondary	Upper Secondary
Core subjects	Chinese; English; Mathematics; Personal, Social and Humanities; Science; Technology; Arts; Physical Education; General Studies	Chinese; English; Mathematics; LS
Core subjects depending on the school	Moral and Civic Education; Religious Studies	

Table 1. School Subjects (Cont'd)

	Primary and Lower Secondary	Upper Secondary
Elective subjects		Chinese Literature; Literature in English; Chinese History; Economics; Ethics and Religious Studies; Geography; History; Tourism and Hospitality Studies; Biology; Chemistry; Physics; Integrated Science; Combined Science; Business, Accounting and Financial Studies; Design and Applied Technology; Health Management and Social Care; Technology and Living; Information and Communication Technology; Music; Visual Arts; Physical Education

Human rights education was one of the focuses of Civic Education in the 1996 Guidelines, with the objective of helping students understand the importance of democracy, liberty, equality, human rights and the rule of law.¹⁵ It was still reasonable to expect that the 1996 Guidelines would form a basis to bring about positive developments in human rights education, even though the guidelines have been criticized for not being systematic and for having been compromised by incompatible political forces and ideologies without addressing some of the embedded conceptual conflicts, such as the compatibility of education for democracy, human rights education, and national education.¹⁶

However, the document "Learning to Learn - The Way Forward in Curriculum"¹⁷ published in the 2001 Curriculum Reform shifted Civic Education to Moral and Civic Education, which unfortunately marked a step backward for human rights education. In response to a Legislative Council (LegCo) member's questions on human rights education, the government claimed that the themes and topics on human rights education had been updated in the 2001 Curriculum Reform. It further stated that topics such as "human rights," "democracy" and "rule of law" were systematically and comprehensively incorporated.¹⁸ However, the detailed contents of the Moral and Civic Education show a totally different picture. Human rights education remains a part of Moral and Civic Education, but no longer one of its focuses. There are five paramount values in Moral and Civic Education, including national identity, a positive spirit, perseverance, respect for others and commitment to society and nation. Contents related to personal and interpersonal education, family education and moral education were given much higher priority than human rights education and education for democracy. Such a shift of focus can be further reflected by the most recently revised Moral and

Civic Education curriculum in 2008, in which caring and integrity are added to the paramount values.

OPPORTUNITIES FOR HUMAN RIGHTS EDUCATION

There is no doubt that the promotion of human rights education in Hong Kong, both in schools and at the community level, is facing a number of difficulties and obstacles originating from the government, the school and also from society. However, there are actually some improvements that can bring favorable opportunities for human rights education in Hong Kong. The most prominent opportunity is probably the implementation of Liberal Studies (LS) as a new core subject in upper secondary study.

According to the “Liberal Studies: Curriculum and Assessment Guide” (LS Guide), the aims of LS in upper secondary education include:¹⁹

- (1) to enhance students’ understanding of themselves, their society, their nation and the human world and the physical environment;
- (2) to enable students to develop multiperspectives on perennial and contemporary issues in different contexts (e.g., cultural, social, economic, political and technological contexts);
- (3) to help students become independent thinkers so that they can construct knowledge appropriate to changing personal and social circumstances;
- (4) to develop in students a range of skills for lifelong learning, including critical thinking skills, creativity, problem-solving skills, communication skills and information skills;
- (5) to help students appreciate and respect diversity in cultures and views in a pluralistic society and handle conflicting views;
- (6) to help students develop positive values and attitudes towards life, so that they can become informed and responsible citizens of the country, society and the world.

While human rights are not explicitly mentioned in the aims of LS, the type of citizens that LS aims at is similar to that of human rights education. Therefore it is expected that there is room for human rights education within the framework of LS. A further look at the content of LS reveals themes, issues and

questions within the units that can be used for human rights education.²⁰ Table 2 lists the basic curriculum framework of LS.

Table 2. Contents of Liberal Studies

Units of Study	Independent Enquiry Study
Self & Personality Development Module 1: Personal Development and Interpersonal Relationship	Students are required to conduct an Independent Enquiry Study (IES) making use of the knowledge and perspectives gained from the three Areas of Study and extending them to new issues or contexts. To help students develop their IES titles, the following themes are suggested: <ul style="list-style-type: none"> • Education • Media • Religion • Sports • Arts • Information and communication technology
Society & Culture Module 2: Hong Kong Today Module 3: Modern China Module 4: Globalization	
Science, Technology & Environment Module 5: Public Health Module 6: Energy, Technology and Environment	

The three Areas of Study (“Self & Personality Development,” “Society & Culture” and “Technology & Environment”) are inter-related. They cover six modules including “Personal Development and Interpersonal Relationship,” “Hong Kong Today,” “Modern China,” “Globalization,” “Public Health,” and “Energy, Technology and Environment” that raise various key questions.²¹ The concepts of human rights, or various human rights issues, can be embedded into different themes under different modules. In “Quality of Life” under the module of “Hong Kong Today,” students are required to choose directions in maintaining and improving Hong Kong residents’ quality of life. In response to this question, “rights-based” concepts derived from various international human rights instruments can be used as one of the directions. The “Rule of law and sociopolitical participation” is also under the module of “Hong Kong Today.” Students need to study Hong Kong residents’ participation in political and social affairs, their rights and responsibilities and respect for the rule of law. The Basic Law, Hong Kong Bill of Rights and various international human rights instruments should be included in this area.

In the “China’s reform and opening-up” under the “Modern China” module, students are asked about the impact of the reform and opening-up and the overall development of the country and on people’s life. Students can again introduce international human rights standards and the issues about the ratification and implementation of various international human rights treaties by China. In the theme of “Science, technology and public health” under the module of

"Public Health," when discussing the extent of the enhancement of science and technology on the development of public health, individuals' rights to public health services can be discussed. Through the shared concepts of "Multiple Citizens and Multiple Identities" in "Hong Kong Today," "Modern China" and "Globalization," students also have the opportunity to explore human rights as global ethics. There are also opportunities for the inclusion of human rights in "Energy, Technology and Environment." The requirement for students to conduct an Independent Enquiry Study (IES) on topics such as media, education, religion, sports and arts allows the inclusion of human rights principles.²²

LS emphasizes students' construction of knowledge and recommends the "issue based approach" and "experiential learning." It is suggested that students study and evaluate issues and information from a variety of perspectives and various points of view, and favor learning outside the classroom. These approaches are also considered to be effective by human rights educators.²³

However, LS cannot fully replace human rights education. There is still a gap between the types of citizens expected from LS and human rights education respectively. One of the important aims of human rights education (cultivating students to become "transforming agents" for the protection and improvement of human conditions) is largely neglected in LS. The recommendation of participatory learning strategies in LS is to "enable students to achieve certain learning that are difficult to attain through classroom learning alone and "to provide opportunities so that students can explore the community through observation, surveys, interview and various forms of fieldwork."²⁴ Again, this is different from human rights education that aims to cultivate students as "transforming agents."²⁵

Some teaching approaches in human rights education emphasize the role of students as "transforming agents." For instance, critical pedagogy,²⁶ transformative learning²⁷ and emancipatory transformation²⁸ are some important components of human rights education, but they may not be covered in LS. It is suggested that these pedagogies take a more critical position in emphasizing the need for critical perspectives in the dominant discourse. The lack of a critical position and perspective in LS may tend to homogenize controversial issues and ignore diversities, resulting in various forms of discrimination and violations of human rights.²⁹ In addressing these concerns, students "should be motivated to develop a critical consciousness of problems, to analyze them, to make their cause explicit, to attempt to explore solutions and change conditions to discover what is possible in confronting and taking action to solve the problem."³⁰ However, these elements are missing in the LS.

Fortunately, despite the gap between human rights education and LS, there is still a room for human rights education within the framework of LS. Leung Yan-wing argues that civic education in Hong Kong schools will be entering a fourth

stage, which can be named Civic Education through LS, where an “action-poor HRE” can have a place.³¹

JAPAN

The Japanese education system follows the 6-3-3-4-year system. The different levels and types of school (up to secondary level) under the system are listed below:³²

- a. Nine-year compulsory education
 1. Primary/Elementary Schools (*Shogakko*) – six years, from six years old
 2. Lower Secondary Schools (*Chugakko*) – three years, from twelve to fifteen years old
- b. Upper Secondary Schools (*Koto-gakko*) – three years, students may go to this level, and normally take entrance examinations.³³
- c. Secondary Schools (*Chuto-kyoiku-gakko*)

In April 1999, a new type of six-year secondary education school, called “Secondary School” was introduced into the school system. Secondary schools combine lower and upper secondary school education in order to provide lower secondary education and upper secondary general and specialized education through six years. The lower division in the first three years provides lower secondary school education and the upper division in the latter three years gives upper secondary school education.

- d. Schools for Special Needs Education, etc. (*Tokubetsu-Shien-gakko*)

Special Needs Educations are schools for children with comparatively severe disabilities and aim at giving education suited to their individual educational needs. Those schools comprise four levels of departments, namely, kindergarten, primary, lower secondary and upper secondary departments. (The primary and lower secondary are compulsory education.) After the school system was turned into the current system that permits schools to accept several types of disabilities in 2007, this new implementation is gradually spreading.

Special Needs Education is provided also in regular schools. Special classes are small classes for children with comparatively mild disabilities that may be established in regular primary and lower secondary schools. It may also be established as a branch class in a hospital for sick children.

There is another program of resource rooms (in regular primary and secondary schools) where children with disabilities who are enrolled in and studying most of the time in regular classes may visit resource rooms few times a week to receive special instruction.

In 2006, the Basic Act on Education was revised and the objectives of education was restated to include:³⁴

- Attainment of wide-ranging knowledge and culture, cultivation of a rich sensibility and sense of morality, and development of a healthy body
- Development of the abilities of individuals, fostering a spirit of autonomy and independence, and emphasizing the connections between career and practical life
- Fostering an attitude of valuing justice and responsibility, mutual respect and cooperation, equality between men and women, and a civic spirit
- Fostering an attitude of respecting life and nature, and contributing to the protection of environment
- Fostering an attitude of respecting our traditions and culture, loving the country and region that nurtured them, respecting other countries, and contributing to world peace and the development of the international community.

The revision of the law also includes the change in educational content. One change refers to enhancement of moral education which has the following components:³⁵

- Focused teaching based on developmental stage (“Don’t do what isn’t right, follow rules” [Primary], participate in formation of society, etc. ([Lower secondary])
- Promote experiential activities (Primary/Lower secondary)
- Inspire young pupils through the use of biographical and nature-oriented teaching materials (Primary/Lower Secondary)
- Enhance leadership through the use of teachers that promote moral education (Primary/Lower secondary)
- Each secondary school should make its comprehensive plans of moral education.

The 2008 Basic Plan for the Promotion of Education, based on the 2006 revised Basic Act of Education, provides the basic directions of education measures. One of these directions, the “Materialization of society-wide commitment to improve education,” has the component of “creating an environment for life-long learning.” One of the measures provided is the promotion “human-rights education and learning opportunities to respond to social issues,” explained as follows:³⁶

The government is promoting human-rights education, inside and outside school, to raise people’s level of consciousness about human rights. Also, the government is promoting learning opportunities especially to respond to important social issues, such as the formation of a gender-equal society, a life-work balance, issues of consumers, financial matters, laws, energy issues, etc. that people need to learn as members of society.

MEXT determines the Courses of Study as broad standards for all schools, from kindergarten through upper secondary schools, to organize their programs in order to ensure a fixed standard of education throughout the country.

The Courses of Study have generally been revised once every ten years. The Courses of Study for primary and lower secondary schools were revised in March 2008 and those for upper secondary schools and schools for special needs education, in March 2009. The new Courses of Study continue to aim to nurture in students “Zest for life” based on the educational principles expressed in the revisions to the Basic Act on Education. The new Courses of Study increase class hours in Japanese language, social studies, mathematics, science, and foreign languages with an emphasis on balancing the attainment of knowledge and skill with thinking capacity, decisiveness, and expressiveness.³⁷

Under the revised Course of Study, there is a period for Integrated Studies. For the primary schools, this period has the following over-all objectives:³⁸

To enable pupils to think in their own way about life through cross-synthetic studies and inquiry studies, while fostering the qualities and abilities needed to find their own tasks, to learn and think on their own, to make proactive decisions, and to solve problems better. At the same time have them acquire the habits of studying and thinking, cultivating their commitment to problem solving and inquiry activities in a proactive, creative and cooperative manner.

While each school determines the specific objectives of the period of Integrated Studies, MEXT provides the guidelines for the content such as the following:³⁹

(2) Taking into account the circumstances of the local community, school and pupils, each school should conduct educational activities that abound in ingenuity such as cross-synthetic studies that cross over the boundary of subjects and periods, inquiry studies and studies based on pupils’ interests and concerns.

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(5) Learning activities should be conducted in the light of the conditions of each school: for example, learning activities about cross-synthetic tasks, including international understanding, information, environment, welfare/health, learning activities about tasks based on pupils’ interests and concerns, and learning activities about tasks depending on characteristics of the local community and the school such as people’s lives, traditions and culture of the local community.

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(9) Based on the objectives of moral education listed in Subsections I-2 of Chapter 1 “General Provisions” and in Subsection I of Chapter 3 “Moral Education”, instructions concerning the content listed in Subsection II of Chapter

3 “Moral Education” should be given appropriately. The instructions should be in accordance with the characteristics of the period for integrated studies and should be related to the period for moral education.

In view of the scant mention of human rights education in the educational policies, educators see the Integrated Studies as the most possible place for learning and teaching human rights. Some consider moral education as a vehicle for human rights education. There is a question, however, on whether or not the current definition of moral education would allow the proper discussion of human rights.

KOREA⁴⁰

Korea has a single-track 6-3-3-4 system which maintains a single line of school levels in order to ensure that every citizen can receive primary, secondary, and tertiary education without discrimination and according to the ability of each student.

The existing education act was replaced by the Basic Education Act, the Primary and Secondary Education Act, and the Higher Education Act in 1998. The Primary and Secondary Education Act covers education issues dealing with pre-school, primary and secondary education while the Higher Education Act pertains to matters related to higher education.

Article 9 of the Basic Education Act stipulates that “Schools shall be established to provide preschool, primary, secondary and higher education.” According to Article 2 of the Primary and Secondary Education Act, “The following types of schools shall be established for preschool, primary and secondary education.”

- 1) Kindergartens
- 2) Primary Schools, Civic Schools
- 3) Middle Schools, Civic High Schools
- 4) High Schools, Trade High Schools
- 5) Special Schools
- 6) Miscellaneous Schools.

The Ministry of Education and Human Resources Development oversees the national school curriculum, as designated by Article 23 of the Primary and Secondary School Education Law, in order to ensure equal educational opportunity for all and maintain the quality of education. The national curriculum and regional guidelines accord flexibility to individual schools in accordance with the particular characteristics and objectives of each school.

The national curriculum is revised on a periodic basis to reflect the newly rising demands for education, emerging needs of a changing society, and new frontiers of academic disciplines.

Curriculum standards serve as the basis for educational contents at each school and for textbook development. The government has undergone seven curriculum revisions to meet national and social needs as well as to keep up with the changes in consideration of various factors related to research development.

To prepare students for the 21st century, the era of globalization and knowledge-based society, the Seventh Curriculum attempts to break away from the spoon-fed and short-sighted approach to education of the past towards a new approach in the classroom to produce human resources capable of facing new challenges. Study loads for each subject has been reduced to an appropriate level, while curriculums that accommodate different needs of individual students were also introduced. Independent learning activities to enhance self-directed learning required in the knowledge-based society have either been introduced or expanded.

Thus, the Seventh Curriculum is a student-oriented curriculum emphasizing individual talent, aptitude, and creativity, unlike the curriculum of the past. The Seventh Curriculum consists of the Basic Common Curriculum and the Selected Curriculum at the secondary school level. The Seventh Curriculum covers ten years from the first year of primary school through the first year of secondary school.

The 2009 revised curriculum is established and declared in order to upgrade the Seventh Curriculum. The purposes of the Korean education are to form of individual character under the humanitarian ideal, to lead life with independent living ability and qualities of a democratic citizen, and to contribute the realization of the democratic country and the prosperity of humankind. Based on the ideals of education, the 2009 revised curriculum describes the desired images of an educated person as follows:⁴¹

- A person who seeks the development of individuality and builds careers as the basis for the growth of the whole personality
- A person who exhibits creativity for new ideas and challenge beyond fundamental capacity
- A person who leads elegant life on the foundation of cultural literacy and plural values
- A person who participates in the development of community with consideration, and sharing as a citizen who can communicate with the world.

The Seventh Curriculum consists of the Basic Common Curriculum and the Selected Curriculum at the secondary school level. The Seventh Curriculum

covers ten years from the first year of primary school through the first year of secondary school.

During the 11th and 12th grades in secondary school, students are given the opportunity to choose the curriculum and courses they wish to take so that they may benefit from education that facilitates their future path.

In 2011, the Ministry of Education, Science, and Technology came up with a plan on changes in the school system. Two items in the plan are the following:⁴²

a. Creative Classes

An intensive course completion system, which reduces the number of required courses to be completed in each semester, will be introduced in order to alleviate study load. Also, block-time system will improve learning efficiency. The Ministry will operate subject-based classroom system, enhance school's autonomy in setting up curriculum, and adopt elective subject courses for all grades in [secondary] school as a part of its effort to support level-differentiated and customized courses that take into account students' career paths and aptitudes. The Ministry will also revise school curriculum to significantly reduce study load which is heavily focused on cramming in information. Instead, the new curriculum will enable students to improve core competency through school education.

b. Democratic Education Focused on Experience and Practice

The Ministry will encourage students to take the lead in school events and club activities so that they can plan and manage major school event such as graduation and entrance ceremonies, school festivals, and presentations. It will also expand students' participation in enacting and revising school regulations, thereby creating a culture where students voluntarily comply with the regulations. Students will experience democratic education through various resources and programs such as "Teen court" provided by government agencies. Also, the "I love Korea" school campaign will be supported and expanded, and model schools will be named after Korea's famous figures.

MONGOLIA⁴³

The Mongolian education system includes pre-school education (kindergarten) and general secondary schools (primary, lower and upper secondary). Schools for the primary, lower and upper secondary levels generally do not exist separately. The Mongolian Law on Education (2002) mandates that every Mongolian regardless of "ethnicity, language, race, gender, socioeconomic status, wealth, employment, position, religion and personal values" has a right to receive education in her/his native language (Article 5.1.4) and must attend basic education

(Article 6.3) provided by the state free of charge as required by the Constitution of Mongolia (Article 6.2).⁴⁴

Pre-school education (kindergarten) is not compulsory and caters to children aged three to six years. According to the latest education reform plan, Mongolia will shift to a twelve-year education system (6+3+3) from 2008-2009 academic years. Primary education covers a period of six years for pupils aged six to eleven years and is compulsory. Lower secondary education is the final stage of compulsory schooling and lasts three years (age group 12-14, grades 7-9), when certification of non-complete secondary education is granted. Upper secondary school consists of grades 10 and 12 for sixteen to eighteen year-old students.

Upper secondary education is not compulsory; however, it is a prerequisite for college admission. The school year consists of thirty-four working weeks at the primary level, thirty-five weeks at the lower secondary level, and thirty-six weeks at the upper secondary level. Graduates from Grade 9 (last year in the lower secondary education) can join technical and vocational training schools. Higher education in Mongolia is provided by universities, colleges and institutes for mostly four to five academic years.

The education system is centralized and the Ministry of Education, Culture and Science (MECS) and its implementation units, such as local education departments, have the primary responsibility for educational policy, curriculum design and practice at the local level.

The comprehensive revision of the national educational standards in 2004 is a significant action taken by the government, which includes a complete revision of all curriculum areas for primary and secondary schools. With the complete change in the national educational standard of History and Social Studies for primary and secondary levels, human rights and citizenship are studied both directly and indirectly from the primary schools up to upper secondary education levels. The Educational Standard of History and Social Studies approved by MECS incorporates an independent "Human Rights Domain" throughout the key learning areas of social science and citizenship classes at all stages of schooling. The standard consists of four basic content domains such as Rule and law, Rights and responsibilities, Government, and Applied law. "Content domain" refers to a core knowledge system, which develops from simple to complex throughout primary and secondary levels.

Regarding the current educational policy, the Educational Standard of History and Social Studies at primary and secondary levels cover three main subjects: history, citizenship and social studies. At the primary level, history, citizenship and social studies are integrated into one subject entitled "People and Society." Starting from secondary level, there are independent classes like History and Citizenship. Accordingly, human rights topics are taught from 1st to 11th grade in relation to age and psychological development of students. This is an

important step forward. Table 3 presents the subjects and total hours of the curriculum for social studies.

Table 3: Core Curriculum for Social Sciences and Citizenship in Primary and Secondary Schools⁴⁵

Level	Grade	Subject	Hour	Total Hours
Primary Education	Grade 1	People and Environment	34	211
	Grade 2	People and Environment	34	
	Grade 3	People and Environment	34	
	Grade 4	People and Society	36	
	Grade 5	People and Society	36	
	Grade 6	Citizenship-I	37	
Lower secondary Education	Grade 7	Citizenship-I	37	111
	Grade 8	Citizenship-II	37	
	Grade 9	Citizenship-II	37	
Upper secondary Education	Grade 10	Social Studies-I	57	171
	Grade 11	Social Studies-I	114	
	Grade 12	n/a	-	

It is important that human rights topics are incorporated into the standard curriculum of the school system. The primary vehicle for teaching and learning about human rights is incorporated within the Civics stream of the Social Sciences learning area. Citizenship studies, as an independent subject in Grades 6-9 at the secondary level, includes general knowledge of human rights, freedom, equality, principles of democracy, the Constitution, crime, the judiciary, the economic system and civil responsibilities.

Following the 2006 amendments to the Law on Primary and Secondary Education, the secondary education school system was converted from an eleven-year to a twelve-year schooling system starting at the 2008-2009 academic year onwards. As a result of this transition, major reforms took place in the education sector, including revision of the primary and secondary educational standards and curriculums.

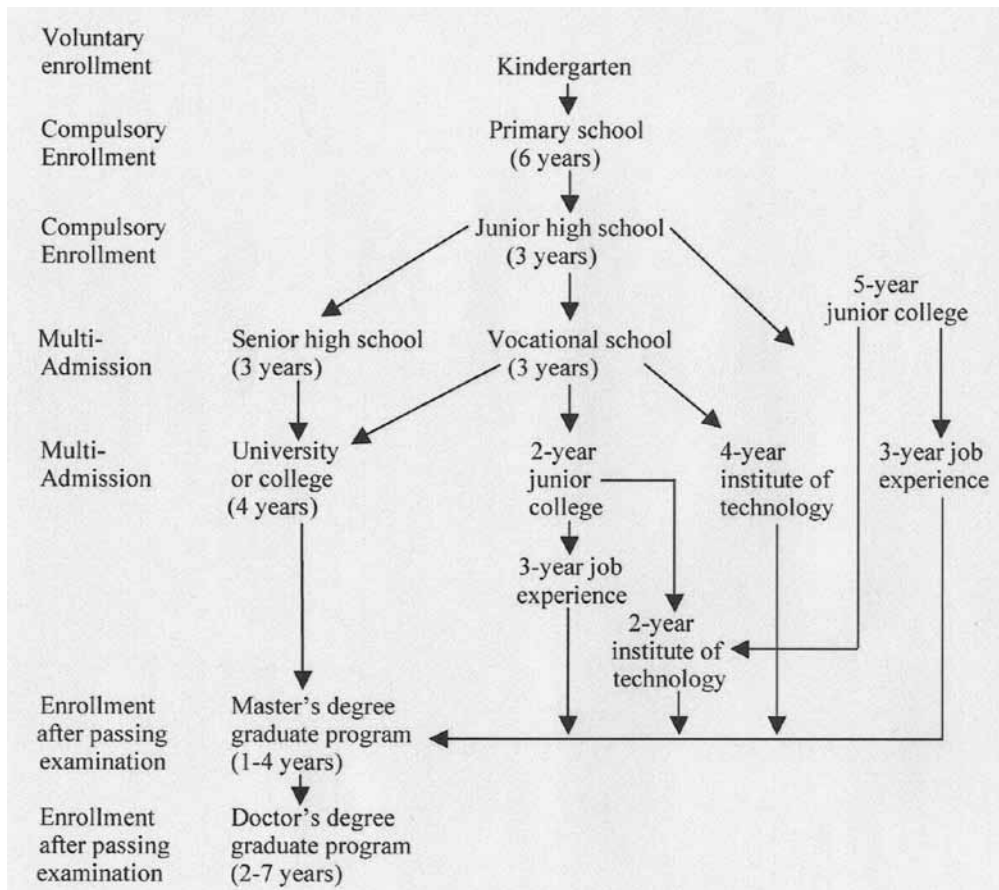
This fundamental change in the educational standards has been bringing innovations in subject content, curriculums, teaching methodologies and textbooks for teachers and students. Since the curriculums are changing from being highly

standardized to a more flexible and locally relevant ones under the Education Law of 1995, schools and teachers can use a certain part of the curriculums for teaching whatever they see fit. This provides an excellent opportunity for willing teachers to teach citizenship, human rights and democracy. Also, there is a big opportunity to appropriately incorporate teaching and learning about human rights into other subjects like History, Arts, Mongolian and foreign languages, literature and other curriculums.

TAIWAN

Students may study, under the current education system, for up to twenty-two years, which includes two years of preschool education, six years of primary education, three years of junior secondary school, three years of senior secondary school, four to seven years of college or university, one to four years for a master’s degree and two to seven years for a doctoral degree.⁴⁶

Below is the current structure of the education system in Taiwan:



COMPULSORY EDUCATION

A nine-year Compulsory Education system was put into effect in 1968, of which six years are for primary education and three years are for lower secondary school. To offer more diverse opportunities for lower secondary school students, technical arts education is included as well. Practical classes allow students to better understand future vocation and career choices. Compulsory education will be extended to twelve years in 2014.

UPPER SECONDARY SCHOOL AND VOCATIONAL EDUCATION

This category includes upper secondary schools and vocational secondary schools and consists of three years of schooling. Upper secondary school includes “ordinary upper secondary schools,” “comprehensive upper secondary schools,” “magnet upper secondary schools,” and “experimental upper secondary schools.” Vocational secondary schools offer a special curriculum with general secondary school courses as well as classes in practical skills, classes in industry-related subjects, and cooperative education programs, all designed in line with the various needs of students for a balanced vocational education.

SPECIAL EDUCATION

Special education institutions are established for students with mental and/or physical disabilities, and offer education at the levels of kindergarten, primary school (six years), lower secondary school (three years), and upper or vocational secondary school (three years). Moreover, schools not exclusively dedicated to special education may also offer special education classes. Additionally, there are also resource rooms in universities to guide and to support students with disabilities.

CURRICULUM REFORM

The education reform measures during the 1990s can be summarized into the following seven points:⁴⁷

1. Advocacy of the idea that education itself is a human right. This fundamental understanding of education consists of several points such as free and compulsory education; equal opportunity to higher education; promotion of respect for human rights and fundamental liberties of individuals; enhancement of understanding between various nations, ethnicities and religious groups; the prior right of parents to decide on how to educate their children; and positive discriminatory care and measures for children with special needs.

2. Improvement of the educational opportunities of the disadvantaged or the minorities and de-regulation of the established education system. The disadvantaged are divided into four groups: the indigenous people, female and sexual orientation, minority, students with special needs (physical or psychological), and people with distinct dialects.
3. Raising of the percentage of students going to school at every level.
4. Adjustment in the ratio of the number of students going to comprehensive schools to that of students going to vocational schools. In other words, allowing more students to be able to go to comprehensive schools and universities.
5. Change and increase in access to higher education, in addition to the traditional way of entrance examinations. Students are able to access higher education through more flexible ways rather than the conventional single channel - taking examination. In this way, they may enjoy happier life in schools.
6. Planning to extend the compulsory education from nine years to twelve years. Regretfully, this measure so far has never been fulfilled due to budgetary problem.
7. Raising the quality of education by increasing budget for education.⁴⁸

This education reform in some sense built an environment where human rights education could take its root. In spite of this, learning about and for human rights in the school system for the Taiwanese remains a short history. Human rights education is on the list of seven important issues of the Taiwanese national curriculum guidelines (Grade 1-9) - Curriculum Guidelines (G 1-9 CG),⁴⁹ which can be seen as an outcome of education and curricular reform (Ministry of Education [MOE], 2003).

Until the G1-9CG was implemented in 2001 human rights education has never been introduced formally in school. However, the implementation of the new curriculum guidelines does not guarantee the success of human rights education in schools. Since G1-9CG1 provides that important issues should be taught in cross-curricular way, not as an independent subject, there was a concern that some of these important issues (including human rights) would be ignored and disappear. Especially under the pressure of credentialism, students were driven to put their efforts and concentration on the learning of 'basic subjects', e.g., literacy, numeracy, natural science and social studies.

BASIC DESCRIPTION OF HUMAN RIGHTS EDUCATION IN THE SCHOOL CURRICULUM⁵⁰

There is no single subject called human rights education. However, it is integrated into social studies, citizenship education and moral education. Some hidden

curriculum and extracurricular activities also touch on the themes of self-esteem and respect for human dignity, which are the spirit of human rights. Although the teaching of human rights is important, it is unnecessary to specify human rights education as a course because it should not be taught merely as a subject. Instead, it should lead to an understanding of and sympathy for the concepts of justice, equality, dignity, rights and democracy. Such understanding should include both affective and cognitive domains. Thus, schools should provide all kinds of opportunities for students to experience affective support for learning and to express their feelings through drama, art, music, creative writing and other media (Council of Europe, 1985).

Partly due to the authorities' fear of too many rights for students, the school curriculum stresses the notion of responsibilities. And partly because of the culture of competitive examinations, the cognitive domain is stressed as the essential part of all subjects. Thus the human-rights-related curriculum and activities have not offered enough opportunities for students to enjoy human rights in real life. To some extent, teachers and students understand and accept the values of human dignity, especially when related to respect for the old and protection of the weak. However, there is a need to broaden the students' experience and link those traditions with the idea of human rights. It is necessary to clarify the meaning of human rights and to base the culture of human rights on the values of human dignity. Legal documents and universal statements on human rights, and the theory and history of human rights must be emphasized in the school curriculum. Human rights concepts must not only be taught, but also practiced and applied in the school and community.

Another part of the human rights education curriculum includes the history of human rights, legal documents and statements on human rights, and basic human rights theory. The intention is not to train students to become experts, but rather to enable them to develop and think about and act on their relationships with others. The content of human rights is not only concerned with knowledge of the great documents and theory of human rights but also with everyday life in and outside the school. It is essential to relate the abstract statements in legal instruments to children's school life so that they will better understand their own and others' rights. It is therefore essential to provide a school environment respectful of human rights and to allow students to learn, practice and apply human rights principles in the school setting. After all, action is an important element in human rights education and it makes human rights more meaningful to students.

In sum, the framework of the human rights education curriculum includes the culture and content of human rights. In order to develop appropriate materials and activities, the teachers themselves must have a concrete idea of human

rights. We must therefore develop training programs for teachers and a curriculum as the first step to implement human rights education.

ENDNOTES

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33 In addition to full-day courses, there are also part-time and correspondence courses. Full-day courses last three years, while both part-time and correspondence courses last three years or more. The last two courses are mainly intended for young workers who wish to pursue their upper secondary studies in a flexible manner in accordance with their own needs. All these courses lead to a certificate of the upper secondary education.

In terms of the content of teaching provided, the upper secondary school courses may also be classified into three categories: general, specialized and integrated courses. General courses provide mainly general education suited to the needs of both those who wish to advance to higher education and those who are going to get a job but have chosen no specific vocational area.

Specialized courses are mainly intended to provide vocational or other specialized education for those students who have chosen a particular vocational area as their future career. These courses may be further classified into: agriculture, industry, commerce, fishery, home economics, nursing, science-mathematics, physical education, music, art, English language and other courses.

Integrated courses were introduced in 1994. These courses offer a wide variety of subject areas and subjects from both the general and the specialized courses, in order to adequately satisfy students' diverse interests, abilities and aptitudes, future career plans, etc.

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Government Policies



GOVERNMENT SUPPORT for human rights education has been influenced by international initiatives (such as the United Nations Decade for Human Rights Education [1995-2004] and the World Programme on Human Rights Education and Training) as well as by local needs and demands. Government responses range from adoption of national action plans on human rights in general or on human rights education in particular, to enactment of law on human rights education, to establishment of institutions supporting human rights education, to publication of materials to support human rights educators. Local government initiatives on human rights education also exist as discussed in another section of this resource material.

The support of the government is most crucial in mainstreaming human rights education in all fields of education (formal, informal, non-formal). But it is absolutely crucial in the formal school system in view of the government's mandate on the formal education of the people.

CHINA

The Chinese Ministry of Education has established three human rights education and training bases in three Chinese universities, namely, China University of Political Science and Law, Nankai University and Guangzhou University. These Centers are mandated to

- a. Conduct research on human rights theories as well as on specific issues;
- b. Provide human rights courses in universities, including compulsory and optional modules;
- c. Provide human rights education in primary and secondary schools;
- d. Provide human rights training to state officials, especially to law-enforcers;
- e. Provide human rights knowledge to the general public;
- f. Compile human rights textbooks; and
- g. Carry out international cooperation and exchange on human rights.

They were established in compliance with the National Human Rights Action Plan for China (2009-2010) that provides:¹

A number of institutions of higher learning which started human rights education earlier than others will be designated as the bases for human rights education and training.

Under the second National Human Rights Action Plan for China (2012-2015), the government will give more attention to these Centers and will establish five more Centers by 2015.²

The second National Human Rights Action Plan for China (2012-2015) provides several policy statements supporting human rights education, namely,³

- China will carry out extensive human rights education and training in various forms, and promote human rights awareness and publicize human rights knowledge throughout the Chinese society.
- China will include human rights education in the training programs of civil servants to strengthen human rights education and training for civil servants. The state supports human rights research institutes in their efforts to develop teaching materials for training in human rights and participate in the training work.
- China will strengthen human rights education in primary and middle schools. The state will make sure that human rights knowledge is integrated into relevant courses and included in the legal education curriculum. It will also carry out human rights promotional activities that suit juveniles, promote school management [according to] law and democratic administration, and create an education environment that honors human rights.
- China will encourage institutions of higher learning to offer public courses and specialized courses on human rights, support the development of related disciplines and majors, and encourage studies on human rights theories.
- China will encourage and promote the publicity of human rights knowledge in enterprises and public institutions, and develop corporate cultures that honor and protect human rights.
- China will encourage the dissemination of human rights knowledge via the media. It will enhance human rights awareness among the whole populace to create a human rights culture.

The implementation of the National Human Rights Action Plan is guided by the following:⁴

- In the process of implementing the Action Plan, China will respect and give full play to the public's initiative and creativity. It will innovate the social management mechanism and promote the constructive role of NGOs [non-governmental organizations] in human rights protection.
- China will make the Action Plan an important part of human rights education and training, and effectively raise people's consciousness in implementing the Action Plan.
- China will encourage the mass media to play a positive role in the publicizing, implementation and supervision of the Action Plan.

JAPAN

In support of the United Nations Decade for Human Rights Education (1995-2004), the Japanese government established on 15 December 1995 the Promotion Headquarters for the Decade (HQ). The HQ, in turn, adopted on 4 July 1997 the National Plan of Action on Human Rights Education (1997-2004). The plan pays special attention to the promotion of human rights education not only in schools but also in private corporations and the society in general. It provides for the development of human rights programs for professional groups such as public servants, teachers, members of the police, personnel of the Self-Defense Forces, medical professionals, social care workers, and journalists. It highlights the rights of women, children, the aged, persons with disabilities, Buraku people, Ainu people, foreigners, persons with HIV/AIDS, and former convicts. It also emphasizes the need to support the work of the United Nations in assisting the development of human rights education programs in developing countries. In December 2000, the Diet (Japanese parliament) enacted "The Law on the Promotion of Human Rights Education and Human Rights Awareness-raising." As required by this law, the "Basic Plan for the Law on the Promotion of Human Rights Education and Human Rights Awareness-Raising" was adopted in March 2002. This new plan was meant to supplement the 1997 plan.⁵ Since 2002, the Japanese government has been issuing its annual White Paper on Human Rights Education and Awareness-Raising that describes various human rights education activities and initiatives undertaken in each year.⁶

The Ministry of Education of Japan has issued the "Approaches to Teaching Human Rights Education" report. Several reports have been issued in the years 2004, 2006 and 2008. The third report (2008) is the first systematic document on human rights education compiled by the Ministry of Education consisting

of two parts: teaching methods and practices; and practical cases with in-depth information. Some people appreciated that the report reflected the experience of anti-discrimination education (Dowa education), but others criticized the report due to the fundamental principles of human rights not being well expressed and other reasons. The third report states in its introduction the “hope [that it] will be widely used in schools and education boards nationwide,” and in its conclusion expresses its sincere “hope that this will give momentum to realize a society respecting human rights.”⁷

The Ministry of Justice manages the Human Rights Volunteers system with more than 14,000 volunteers appointed all over Japan. One of the functions of the commissioners is the holding of human rights education activities. The commissioners are members of the National Federation of Consultative Assemblies of the Civil Liberties Commissioners. As part of the celebration of the Day of the Civil Liberties Commissioners on June 1 of every year, which commemorates the enforcement day of Civil Liberties Commissioners Law (June 1, 1949), the National Federation of Consultative Assemblies of the Civil Liberties Commissioners undertake nationwide campaign on human rights awareness.

The Ministry of Foreign Affairs reported that

[O]fficials engaged in human rights protection and Civil Liberties Commissioners work together to disseminate and enhance the concept of respect for human rights to the general public. They use various methods to conduct these activities, including sponsoring symposia, lectures, discussion meetings, debates and films; participating in various events; television/radio/cable broadcasting; placing announcements in newspapers and notices in PR [public relations] magazines; distributing pamphlets and other printed materials; putting up posters, banners and signboards; touring with PR vehicles, and holding exhibitions.⁸

KOREA

The Ministry of Education, Science and Technology of Korea revised the “Standard Curricula for Qualification Training, which is applied to the training courses required to qualify for the positions of headmasters, vice-headmasters and teachers, to include the contents of human rights in the Standard Curricula in 2009. Furthermore, with regard to the in-service training of teaching personnel, in its “Major Directions for Training of Teaching Personnel published in February 2011, the Ministry of Education, Science and Technology encouraged the educational offices in municipalities (Cities and Provinces) to create their own programs of human rights training for the teaching personnel under their jurisdiction.⁹ Table 1 provides information on training for teachers and school administrators.

Table 1. Human rights education/training for teachers and school administrators by education/ training providers¹⁰

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

The Ministry of Education, Science and Technology made human rights training a mandatory criterion for the qualification training for headmasters, vice-headmasters and teachers and both the public interest in students human rights and student human rights ordinances and the public awareness about the significance of human rights education have been raised, consequently pushing up the demand for human rights education. However, the tendency is that the education or training institutions are usually giving one-off courses on human rights with limited effects. In this light, it is necessary to develop programs of human rights training and education which are offered on a regular and continuous basis, to customize the human rights education programs to the target groups and to bring forth qualified human rights trainers.¹¹

MONGOLIA¹²

The State Great Hural (Parliament of Mongolia) adopted the National Human Rights Action Programme (NHRAP) in October 2003. The NHRAP sets out the direction and methods of 1) broadening and making efficient the participation of state organizations, civil society (particularly, local self-governing organizations, non-governmental organizations [NGOs], and the mass media) and the private sector in strengthening state efforts to guarantee human rights and freedoms. It also encourages citizen's initiatives on this task; and creates mechanisms to

ensure human rights protection, prevent violations, and provide remedies when rights are infringed.

The NHRAP justification and goal include “reform [of] the system, content and methodology of education, and [the teaching of] skills necessary to enjoy and protect one’s rights by promoting public awareness on human rights and legal protection.”¹³ The NHRAP has provisions on the role of the National Human Rights Commission of Mongolia (NHRCM) and NGOs in human rights education, and on specific human rights education and training activities.¹⁴

The “child-friendly school” project started in Mongolia in 1999. Since that time, UNICEF, the Government of Mongolia, and other stakeholders have been active partners in implementing this initiative. The Ministry of Education, Culture and Science developed a policy document entitled “Policy Framework for Promotion of Child Friendly Schools” in 2004 to promote child rights in every school.¹⁵ This policy document includes basic principles, framework of activities, implementing strategies and administration support, assessment and its indicators.

The child-friendly schools (CFS) program in Mongolia is designed to address the country’s challenges in primary and secondary education. The first step of the “Childfriendly school” initiative in Mongolia was UNICEF’s project titled “Primary Education and Community Participation” which was implemented during the 1999-2002 period. Thirty-five schools from fifteen provinces were involved in this project. The activities under this project mainly focused on enhancing teachers’ and parents’ knowledge and attitude on human rights education and promote equal opportunities at school activities. Also, the pilot schools had school self-assessment and implemented their respective school development plans for child-friendly schools.

The NHRCM has been implementing the project “Human Rights Education in Secondary School” with the support of UNESCO since 2005. The objective of this project is to evaluate how human rights are taught in secondary schools, develop proposals and recommendations to the relevant authorities, and develop minimum qualification standards for the teachers of human rights. The main findings from the evaluation showed that human rights education is still unsatisfactory at the national level. Recommendations for future action based on lessons learned throughout the study were developed and disseminated to the relevant stakeholders, government authorities and the public.

The NHRCM has published a number of plans and reports relating to human rights education and promotion. A Strategic Plan 2007-2011 (NHRCM, 2006) includes both general and specific strategies to promote and protect human rights. Goal 1, and specifically its Objective 3 (Establish and strengthen a human rights training framework at all levels of education) identifies a clear need for education

about and for human rights. The NHRCM was able to set targets and indicators that could be used to improve human rights education generally.¹⁶

The Teachers Standards establish criteria to assess the performance of teachers on rights-based learning. It is a useful tool to develop and implement professional development programs and to create a monitoring mechanism to measure the performance of human rights education at the school level. Also, it can be used by education administrators to provide financial incentives (bonuses) to teachers based on performance results, and to improve the quality of the teachers' instruction. The NHRCM developed a minimum qualification standard for teachers who are teaching human rights. See the section on teachers in this resource material for the full text of the Teachers Standards.

TAIWAN

Human rights education in the Taiwanese school system has been receiving support from the government through a number of projects since 1997. Below is a summary of the various projects and related activities held with the participation of relevant government agencies and non-governmental institutions.

Table 2: Significant Events Promoting Human Rights Education in Public Schools in Taiwan¹⁷

Time	Significant Human Rights Education Events
1997	Workshops on Developing Human Rights Education Materials ¹⁸ and Workshops of Human Rights Educators ¹⁹ undertaken collaboratively by Ministry of Education (MOE) and non-governmental organizations (NGOs)
1998	Human rights education was taken into consideration as part of the new curriculum guidelines at the initial stage of their formation. On the same year, from March to June, eight half-day Workshops on Developing Curriculum and Materials for Human Rights Education ²⁰ undertaken with twenty-five in-service teachers taking part ²¹
2000	Seed Teachers' Workshops on Human Rights Education ²² held in Taipei, Kaohsiung and Kimen with a total number of participants around 150
April, 2001	Human Rights Education Committee (HREC) ²³ commissioned by the Ministry of Education (MOE) to undertake projects
April, 2001	MOE started to implement the Project on Human Rights Education (PHRE) ²⁴ and called for proposals on several themes: Content Analysis of Textbooks, ²⁵ Comparison between Human Rights Related Issues, ²⁶ Comparative Research on Human Rights Education in Different Countries, ²⁷ Survey on Human Rights Consciousness of K1-12, ²⁸ International Conference on Human Rights Education, ²⁹ and Seminar on Human Rights Education Policy ³⁰

Table 2: Significant Events Promoting Human Rights Education in Public Schools in Taiwan (Cont'd)

2003	Human Rights Education Information Center, ³¹ with the support the Department of Elementary Education of MOE, started to issue electronic news on human rights education
2005	Human Rights Education Committee (HREC) reorganized and replaced by the Human Rights Education Advisory Group (HREAG) ³²
2005	HREAG collaborated with the National Institute for Compilation and Translation ³³ to conduct two projects on human rights education award of excellence to publications of original works or translations
2005-2007	Project on Friendly Campus Human Rights Education Model School ³⁴ undertaken during 2005-2007 period. In 2005, 46 schools were selected as the model schools, in 2006, 56, in 2007, 36. After review and assessment, the schools were awarded as first, second and third placers, their experiences documented and records stored as valuable data for more studies and as models for other schools to copy.
2006	Educational Fundamental Act ³⁵ amended to prohibit corporal punishment in school
2007	Human Rights Education Information Center and Human Rights Resource and Advisory Center were combined into Human Rights Education Advisory and Resources Center, ³⁶ with four goals: 1) To undertake studies on policies and curriculums related to human rights education; 2) To collect documents and materials related to human rights education; 3) To provide advice on human rights education affairs, and 4) To enhance and improve human rights education.
February 2008.	The Advisory and Counselling Group of Human Rights Curriculum and Pedagogy (ACGHRCP) ³⁷ organized with the assistance of the Department of Elementary Education of MOE, ³⁸ with the aims of providing advice to educators of human rights in school, and building a bridge between policymakers in the central office and educators in the local areas.

The Ministry of Education (MOE) established the Human Rights Education Advisory and Resources Center in 2007 with the aim of integrating the resources that facilitate studies on human rights and promote human rights education. The Center created a database of relevant human rights publications and teaching materials for public use, and actively encouraged networking among the human rights educators. The Center will attempt to deepen the linkage between theories and practice, provide the resources for non-governmental organizations (NGOs) to build up their theoretical knowledge and, most importantly, translate their practical experiences into materials for human rights education.³⁹

The Center implements the following activities:

a. Database for Human Rights Education

A web-based database for human rights education was set up as the first step. Information regarding books, periodicals, teaching materials and audio-visual aids can be obtained on the website. For the longer-term plan, it will build a human rights library open to the academic community and the public. Besides, the Center will cooperate with international academic institutions and NGOs such as the International Human Rights Education Consortium and the Asia-Pacific Human Rights Information Center (HURIGHTS OSAKA) in collecting the teaching materials and syllabuses.

b. Integrating the resources for promoting human rights education

Drawing upon the resources at Chang Fo-Chuan Center for the Study of Human Rights, the Human Rights Program as well as the Consortium for the Education of Human Rights, Peace and Development, the Center aims at helping design a more comprehensive plan regarding human rights education in Taiwan.

c. Helping MOE promote human rights education

The Center will help MOE build up criterions for monitoring human rights education program in the local governments and schools.

d. Professional Consultation

An open hotline and email address were created so that government officials, school and the public can easily consult with the Center regarding human rights education.

In order to promote human rights education and build the bridge between the central government and local educators, the Advisory and Counseling Group on Human Rights Curriculum and Pedagogy (ACGHRCP) was organized in 2008 with the assistance of the Department of Elementary Education of the Ministry of Education. ACGHRCP recruited scholars from different universities, expert teachers and leaders of NGOs to help school teachers implement human rights education by integrating human rights knowledge, skills and attitude into the curriculum and pedagogy.⁴⁰

ACGHRCP undertakes many activities as follows:

1. Hosting of panel discussions in different learning areas
2. Offering counsel and advice on human rights to teachers
3. Hosting annual conferences
4. Organizing in-service teacher training activities, such as reading groups, workshops, seminars
5. Providing training programs for the leaders of the working team in every county
6. Providing training programs or seminars for members of the working team in every country.

ACGHRCP also translates international teaching materials into the Chinese language. It has translated the *ABC-Teaching Human Rights: Practical Activities for Primary and Secondary Schools*, and the *Human Rights Education Series* published by Minnesota University. In 2009, the Ministry of Education recruited primary and secondary school teachers to organize the Professional Community of Human Rights Educators in every county under the guidance of ACGHRCP. The Professional Community of Human Rights Educators aims to promote human rights education through a bottom-up approach yet supported by the local educational bureau. It has five main tasks:

1. Prepare members to become competent human rights educators
2. Prepare other teachers in the local communities to become human rights educators
3. Develop human rights materials and pedagogy
4. Facilitate the development of a human rights culture on campus
5. Organize appropriate activities and events such as workshops, reading groups or seminars.

OTHER INSTITUTIONS

Human rights education receives support from other institutions that have been mandated by law to promote human rights. These institutions have been established as human rights institutions. In Northeast Asia, Korea and Mongolia have their respective national human rights institutions: National Human Rights Commission of Korea (NHRCK),⁴¹ and the Mongolian National Human Rights Commission (NHRCM).⁴² In Hong Kong, there is a similar institution called the Equal Opportunities Commission (EOC).⁴³ These institutions have human rights education programs for the school system.

They develop teaching and learning materials on human rights, provide training for teachers and school administrators, organize activities for young people (many of whom are students), undertake research to help further develop the existing human rights education programs and activities. They also submit policy recommendations to the government regarding human rights in general and human rights education in particular.

NHRCK recently offered three online programs to help the teachers' "... self-study on human rights: "Human Rights + for Teacher, "Gender Discrimination Prevention and "Disability Discrimination Prevention."⁴⁴ In order to "promote human rights education in universities and colleges and foster leading universities or colleges in human rights education research to serve as a hub for local networking for human rights education research," NHRCK signed Memorandums of Understanding on Human Rights Promotion" with ten universities across the nation.⁴⁵

Similarly, EOC launched an e-learning program for teachers under the “Equal Opportunities Begin At School” project. This is a new web-based training program designed specially for teachers and developed jointly by the Equal Opportunities Commission and the Education and Manpower Bureau.⁴⁶

The Japanese government, on the other hand, established the Center for Human Rights Education and Training in 1987 as a foundation that supports and promotes education and public information on human rights. It undertakes activities relating to education and public information, training, surveys and research, data collection and dissemination.⁴⁷

Table 3. National institutions, offices and bodies with human rights functions⁴⁸

State	NHRI/ General Human Rights Body	Child Rights Commission	Women’s Rights Com- mission	Other Institutions
China	-----	National Working Committee on Children and Women under the State Council		National Working Committee on Persons with Disabilities under the State Council (mainland China)
Hong Kong SAR	-----	-----	-----	Equal Opportunities Commission
Japan	-----	Headquarter on Children and Youth Issues – Office of the Prime Minister	Gender Equality Bureau, Cabinet Office	Human Rights Bureau, Ministry of Justice Human Rights Commissioners
Korea	National Human Rights Commission of Korea	National Human Rights Commission of Korea Ministry of Gender Equality & Family	National Human Rights Commission of Korea Ministry of Gender Equality & Family	-----
Mongolia	National Human Rights Commission of Mongolia	National Authority for Children	-----	-----

Table 3. National institutions, offices and bodies with human rights functions (Cont'd)

Taiwan	Presidential Advisory Committee on Human Rights	Child Welfare Bureau, Ministry of Interior R.O.C	Department of Gender Equality, Executive Yuan	Consumer Protection Committee, Executive Yuan Department of Social Affairs, Ministry of Interior Domestic Violence and Sexual Assault Prevention Committee, Ministry of Interior
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Note: NHRI – National Human Rights Institution

Additionally, several international human rights treaties have been ratified by the countries involved, see Table 4. These international human rights treaties generally provide the obligation to promote the specific human rights involved.⁴⁹

Table 4. Ratification of core international human rights treaties⁵⁰

State	ICERD	ICCPR	ICESCR	CRC	CEDAW	CAT	ICRMW	CRPD
China	√	Signature	√	√	√	√	-----	√
Japan	√	√	√	√	√	√	-----	Signature
Korea (South)	√	√	√	√	√	√	-----	√
Mongolia	√	√	√	√	√	√	-----	√

Note:

ICERD - International Convention on the Elimination of All Forms of Racial Discrimination

ICCPR - International Covenant on Civil and Political Rights

ICESCR - International Covenant on Economic, Social and Cultural Rights

CAT - Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment

ICRMW - International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families

CRPD - Convention on the Rights of Persons with Disabilities

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Local Government Initiatives



HUMAN RIGHTS EDUCATION in the school system benefits from the initiatives at the local level particularly with the support of the local government. Several examples in Northeast Asia show that local government support is an indispensable part of the learning and practice of human rights by the young, as well as the general public.

A. CHILDREN'S FREE TALK¹

Tsurugashima City, about 45 kilometers north of Tokyo, has a population of 69,000. Formerly a rural area, it experienced rapid urbanization. Its population shot up since 1965. Its administrative status changed from village to town in 1966 then to city in 1991. Libraries and other social education facilities (staffed with qualified social education officers, librarians and other personnel) were established considering the milieu of the people's daily lives. This environment contributed to active learning by the people, and their high awareness through these activities led to community-building based on people's participation.

The City ensures various forms of people's participation in social education, such as in the management councils of public halls and community centers. But prior to 2000 no such system for people's participation existed in the area of school education or administration of educational policies as a whole. The creation of the Education Council (composed of representatives of schools, education administration, parents, and people in general) in 2000 enabled the people to pay attention to the participation of children.

Children as small community builders

In 2001, the Board of Education in the City identified children as 'small community builders,' and placed child participation issue as its focus. The concept of children as 'small community builders' means that they are actors as well as partners for cooperation in community building at present and are also responsible for community building in the future. The idea is in line with results of the Special Session of the United Nations (UN) General Assembly on Children in 2002.²

Based on this idea, the City started in 2002 the annual "Children's Free Talk" as a way to ensure expression of views and participation by children, as well as to receive views on the City's "Basic Principles on Education."

“Children’s Free Talk” is an initiative to incorporate the views of the children in the development of educational policies. It involves children from 4th grade primary school up to senior secondary school. Ten to twenty children participate each time on a continuing basis. The experience shows that for children to become active participants as ‘small community builders,’ public relations and awareness-raising alone are insufficient. And for child participation to take root, building upon small initiatives such as this is essential.

New competencies of adults

UNICEF, which globally advocates child participation based on the Convention on the Rights of the Child, states that in order to promote child participation, “adults must develop new competencies of their own.”³ Adults “must learn how to effectively elicit the views of children and young people and to recognize their multiple voices, the various ways children and young people express themselves, and how to interpret their messages, both verbal and non-verbal.” Further, they “must ensure that there is opportunity, time and a safe place for the opinions of children and young people to be heard and given due weight.” It sees the need of adults involved with children to develop their “own capabilities to respond appropriately to the messages and opinions of children and young people.”

One of the characteristics of “Children’s Free Talk “ is its emphasis on the role of the facilitator, who has expertise and techniques in child participation. A facilitator elicits the views of children and promotes their participation. Tsurugashima City sees the role of the facilitator as someone who creates an environment in which each participant can express what she/he is thinking, organizes various views based on the agreement of the participants, and assists them in forming new ideas. While facilitation is a very engaging task it still respects the independence of the participants in all situations. The facilitator, therefore, is key to making children express their views, and it is not an exaggeration to say that the success of child participation initiatives depends on him/her.⁴ That the importance of the facilitator is recognized is due to the City’s climate of respect for expertise in education.

This does not mean that the initiative is dependent on outside facilitators. The Board of Education staff, who have been participating in the “Children’s Free Talk”, compiled a document on how adults can be involved with children to promote their participation. It provides eleven points such as the importance of adults waiting without giving instructions or assistance until the children themselves become aware and start to act, and recognizing that children can learn from mistakes.

“We want to talk more”

With the adults’ “waiting and assisting” drawing forth the strength of the children, they (children) started to act on their own, voluntarily initiating discussions in the “Children’s Free Talk.” Children with disabilities also participate. Through continued involvement of members of the Education Council and local government officials and the building of trust with children, their (children’s) voices such as “we want to talk more,” or “once a month is not enough,” can be heard. Many municipalities face the problem of non-participation of children even in organizing events for them, or the decreasing number of participating children over time. In “Children’s Free Talk,” this problem does not exist. On the contrary, the children are asking, “When is the next meeting?” and they have so much fun during the discussions.

A number of proposals have been directly incorporated in the “Basic Principles on Education” from the discussions in “Children’s Free Talk” such as cutting the number of times the students clean the classrooms so that more time can be allotted to play, development of curriculums and schools based on the children’s evaluation, adoption of measures to make the children themselves realize the significance of child participation, promotion of participation of children as official members of school councils, and study of the possibility of on-site inspection of schools by children from other schools.

The primary schools in Tsurugashima City have already started to cut the frequency of school cleaning to create more time for children to play. Children welcomed the move saying, “we can play as much as we want,” and “the teacher started to tell us stories.” School has become a “fun place.” Child participation on a school-wide basis has also started to take place, such as festivals in which children’s groups were the main organizers.

The case of Tsurugashima City, which fulfills child participation without local ordinances, indicates that child participation is possible in any municipality. Even though there is probably declining birth rate, there are children in any village, town or city. It is now the adults’ turn to change so that they can support the participation of children.

B. KAWASAKI CHILD RIGHTS ORDINANCE

With the ratification of the Convention on the Rights of the Child, local governments in Japan started to “compile various measures focused on child rights.” A city in Hyogo prefecture enacted in December 1998 the “Kawanishi City Child Rights Ombudsperson Ordinance” in response to the incidents of bullying including those resulting in suicide.⁵ The ordinance established an independent body for consultation and redress, and was meant to work closely with child victims.⁶

Kawasaki City Ordinance on Child Rights

Following the Kawanishi city example, the Kawasaki City in Kanagawa prefecture enacted the Ordinance on the Rights of the Child on 21 December 2000 (Kawasaki City Ordinance No. 72), and revised it on 29 June 2001. Its preambular paragraphs state, among others, that⁷

[E]ach and every child is an individual human being, who has unique worth and dignity. The child wishes that his/her individuality and difference from others be accepted and that respect be given to what he/she naturally is.

The child is a full subject of rights. Under the international principles including the best interest of the child, non-discrimination and respect for the views of the child, his/her rights shall be guaranteed comprehensively and in reality. These rights are indispensable for the child to realize him/herself and lead a life of his/her own with human dignity.

Thus, the Ordinance considers children as “partners, who form society with adults”:

As members of the present society and as responsible actors of the future society, children have specific roles to play through the involvement in the design and formation of society as well as the right to participate in society. For this and other purposes, society shall be open to children.

List of Rights

The Ordinance defines a child in accordance with the definition under the Convention of the Rights of the Child. It has a chapter on “Important Rights of the Child as a Human Being” and lists rights, though not including all the rights provided in the Convention of the Rights of the Child. Following are the listed rights:

1. The right to live in security (Article 10)
2. The right to be natural and comfortable self (Article 11)
3. The right to protect him/herself and to be protected (Article 12)
4. The right to enrich him/herself and be empowered (Article 13)
5. The right to make decisions by him/herself (Article 14)
6. The right to participate (Article 15)
7. The right to receive support in accordance with individual needs (Article 16).

Responsibilities

It has provisions on the responsibilities of the local governments, parents, officials of educational institutions, community and employers as in the following:

- The city government of Kawasaki has the responsibility of respecting and guaranteeing child rights (Article 3);
- Parents and guardians have the responsibility to
 1. Protect the rights of the child (Article 17)
 2. Support the upbringing of the child (Article 18)
 3. Not to inflict corporal punishment on, or abuse, the child (Article 19)
- Officials of educational institutions have the responsibility to:
 1. Improve the growing and learning environment of the child (Article 21)
 2. Establish and maintain arrangements for safety management (Article 22)
 3. Prohibit abuse and corporal punishment (Article 23)
 4. Prevent bullying (Article 24)
 5. Appropriate handling of the documents and other information on the child (Article 25).

The Ordinance has provisions on the role of the community being the “place where the child grows up and which enriches his/her relationships together with the home, growing and learning institutions and cultural and sports facilities.” The city government is required to

- “seek for community planning aiming at the improvement of child-rearing and educational environments where children’s activities can be undertaken in safety, so that the rights of the child can be guaranteed in the community.”
- “make efforts in the community to develop organizations, in which children, their parents, institution personnel and other residents spontaneously undertake consultation and other activities on child-rearing and educational environments in the community, and to provide support to their activities.”

Child Participation

The Ordinance also has a chapter on child participation. One feature of this chapter is the organization of “Kawasaki Children’s Conference.” This conference

- “shall be administered through voluntary and spontaneous initiatives by children”

- “may shape common views of the participating children in agreed ways and submit them to the Mayor.”

The City Mayor “and other executive bodies shall respect such views of the Children’s Conference.” (Article 30(4)). Also, the City government “shall make efforts to make arrangements for children’s participation in and hearing children on the establishment and administration of the City’s facilities for children’s use.” (Article 34).

The City government implemented the Ordinance by setting up mechanisms such as the “Kawasaki City School Education Promotion Conference” and the “Kawasaki City Children’s Forum.” As one report states⁸

A school education promotion conference (consisting of teachers, guardians, local residents and students) was established in every primary, junior and senior secondary schools in the city through which students take part in school management. The Kawasaki City Children’s Forum is a committee that proposes children’s views and opinions to the Kawasaki city government.

There seems to have also been an impact on the human rights awareness of the children. A 2005 survey of “four thousand five hundred children between eleven and seventeen years old in 2005 showed 72.9% of the respondents said they had a sense of self-approval.” And many local legislative bodies enacted their respective child rights ordinances.⁹

C. CHILD FRIENDLY CITIES¹⁰

The initiatives in the cities of Tsurugashima and Kawasaki relate to the promotion of “child friendly cities” in Japan following the UNICEF program on the same concept. The experiences of the cities point to “nine building blocks” that comprise “child friendly cities”:

Children’s participation

- Enactment of ordinances/charters for children (e.g. Kawasaki City, Kosugi Town, Tajimi City, Kochi Prefecture, Machida City, Takahama City)
- Development of plans for children (e.g., Kunitachi City, Nishi Tokyo City, Tachikawa City)
- Establishment of Children’s Parliament (e.g., Miyagi Prefecture, Nakano Ward and many other examples)
- In the process of building and operating facilities for children (e.g., Omi Hachiman City, Suginami Ward, Machida City, Kawasaki City)
- Education administration and reform (e.g., Tsurugashima City, Makubetsu Town, Kochi Prefecture)

- Training of children's supporters (e.g., Omi Hachiman City, Shiga Prefecture, Kawasaki City)
- Promotion of children's participation by civil society organizations/ non-profit organizations (NPOs) (e.g., Forum for the Convention on the Rights of the Child, Play Park, Childline)

Legal framework

- Ordinances aimed at dealing with specific issues concerning the protection and promotion of child rights (e.g., the provision of remedies through ombudspersons in Kawanishi City, Ginan Town, Saitama Prefecture)
- Ordinances laying out guiding principles for policies concerning children (e.g., Mino City, Setagaya Ward, Chofu City)
- Ordinances aimed at comprehensive protection and promotion of child rights (e.g., Kawasaki City, Naie Town, Kosugi Town, Tajimi City, Meguro Ward, Utsu City, Toshima Ward, Nabari City, Memuro Town, Gifu City)

Policies for children

- Most of the municipalities have developed plans to support child-rearing in accordance with the law requiring them to do so. However, very few of them reflect a rights-based approach in their plans. In the municipalities where the members of the General Research Institute on the Convention on the Rights of the Child (GRI-CRC) are involved, including Kunitachi City, Tachikawa City, Nishi Tokyo City and Yachiyo City, a rights-based approach has been likely to be reflected in the plans.

Structures for children

- Policies for children tend to be compartmentalized in the fields of welfare, education, delinquency prevention, etc. In particular, the concept of child rights tend to be neglected in the field of education.
- With a view to overcoming such problems, some municipalities (e.g., Fukuoka City, Sapporo City) have attempted to integrate administrative structures for children.

Assessment and evaluation

- Only a few examples of child rights assessment and evaluation system in local government structures exist so far (e.g., Kawasaki City, Tajimi City).

Special budget

- Due to financial constraints, local governments have difficulty formulating special budget for children.

Situation analysis

- While many municipalities undertake research on the situation of children, only a few municipalities, such as Kawasaki City, undertake periodic reviews.

Making child rights known

- The municipalities that have enacted ordinances for children tend to make more efforts to make the Convention on the Rights of the Child known.

Advocacy for children

- An independent Ombudsperson for Children was first established in Japan in Kawanishi City, followed by some other municipalities, such as Ginan Town, Saitama Prefecture, Kawasaki City and Tajimi City.
- The Ombudsperson for Children's Human Rights (Kawanishi City) receives complaints and provides remedies, especially through restorative processes (children's participation in the process, recovery of self-esteem, empowerment of children). It is supported by multidisciplinary staff (law, welfare, psychology, medicine, NPO) and collaborate with the local board of education. See Figure 1 for the processes involved in dealing with cases.

Child-friendly initiatives of city (and also prefectural) governments necessitate the adoption of rights-based approach in the processes involved. But the employment of this approach is often challenged by those who stress children's duties.

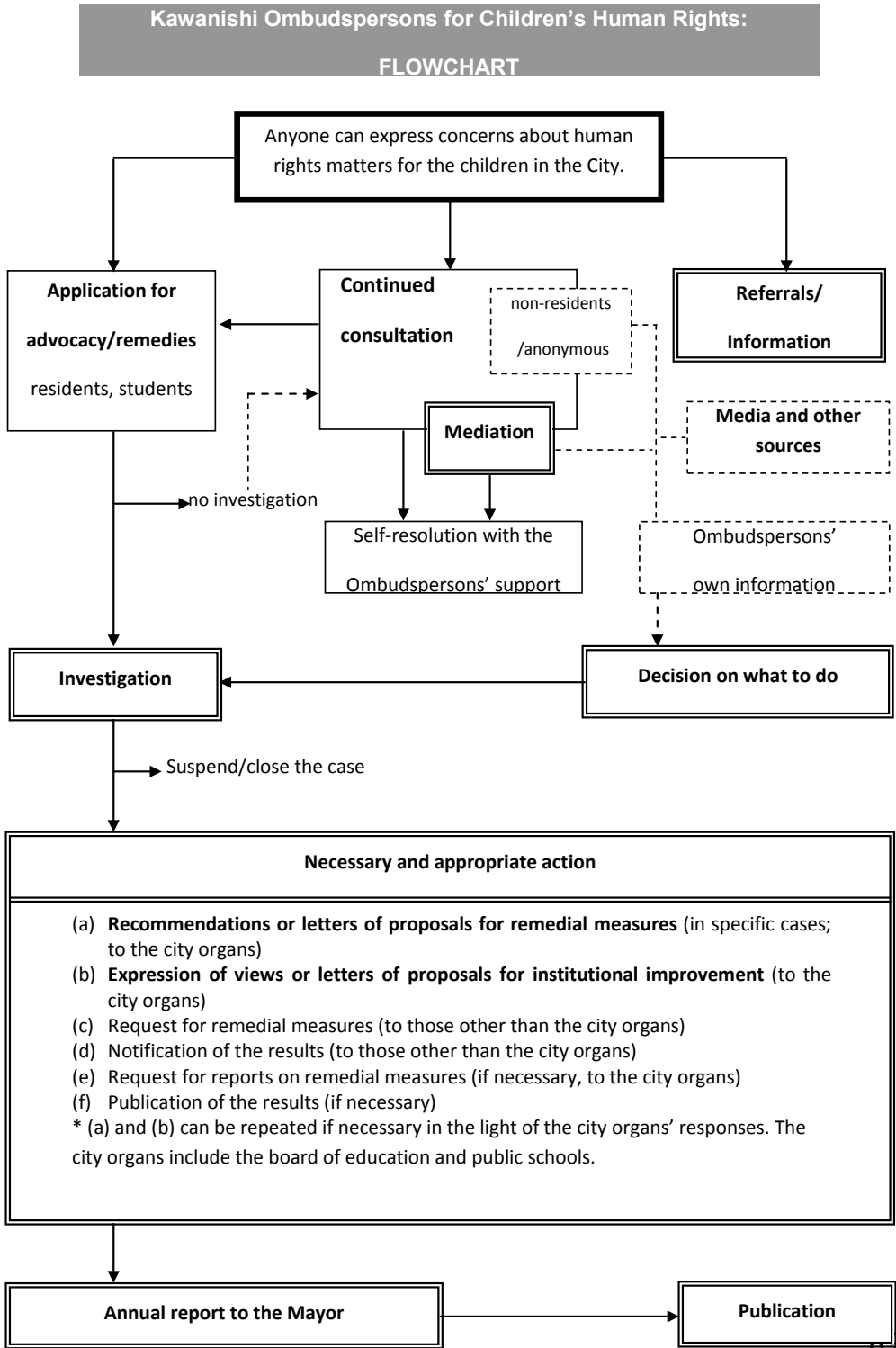
There is also reluctance in the establishment of child advocacy systems because of perceived increase in material and human burdens.

C. HUMAN RIGHTS SUBWAY

1. Gwangju city¹¹

Gwangju is a city well-known for its stance on righteousness that have stood at the forefront to overcome national crisis whenever the nation faced difficulties throughout Korea's five-thousand-year-long history. Notably, the May 18th Gwangju Democratic Uprising, which galvanized the development of democracy in the Republic of Korea, had a significant impact on the democracy and human rights movement not only in Asia but throughout the world. Based on such traditions and spirit, Gwangju hosted the Summit of Nobel Peace Laureates in 2006 and the World Women's Peace Forum in 2007, conveying to the entire world the message of democracy, human rights and peace, which embody the universal spirit of humankind.

Figure 1. Kawanishi City Ombudsperson for Child Rights



* The columns with double lines indicate formal actions by the Ombudspersons.

In order to contribute to the growth of democracy and human rights, the city of Gwangju is involved in the development of human rights index, construction of the Human Rights Peace Center and Human Rights Park, the promotion of international exchanges and expansion of inter-Korean cooperation focusing on the city's long-held philosophy of human rights and peace. The United Nations concept of human rights city is also being promoted.

Gwangju Metro is affluent with composure and joy in every stop. Considering the traits of each station, the stations have their respective themes that citizens love. Theme stations that hold the memories and pride in the hearts of residents, and express a bright future, are loved as places for field experiences of the young generations.

Among the eight stations with specific themes, several stations explicitly include human rights as theme. The themes in these stations are described as follows:

5.18 Memorial Hall

Munhwajeondang station – You can experience the 5.18 event, the proud history of Gwanju, and engrave the spirit of democracy, human rights and peace in your heart. The pavilion consists of five openings: stage of the uprising, history, democratization, culture and 5.18 chronicles. It provides you with realistic experience of 5.18 democratic movement, 5.18 event in the world and site information.

Gwangju students independence movement memorial pavilion

Geumnamno 5 ga station - There are exhibitions on the chronicles of student movements during the Japanese colonization, site & relic guides, and the three great independence declarations along with photographic data. This is a great tourist site since [nearby] are Gwangju student independence history museum and Gwangju Jeil high school where the movement started.

World human rights pavilion

Seongjeong park - It provides various works of major artists, and the chance to experience the works of artists in the region. There is space for the exhibition of major artists in the region along with the memorial booths of literary figures like the poet Lee Subok. It also allows poetry recitals that citizens can participate [in]. It is a communication channel where anyone can recite poetry and discuss.

2. Busan city¹²

“We can explore human rights from everywhere” is the idea behind the setting up of human rights exhibitions in subway train stations in Busan city. The project was conceived and implemented by the National Human Rights Commission of Korea and Busan Transportation Corporation.

They aimed to promote human rights and spread the culture of respect for human rights through the train station exhibits. They relay the following message:

Human rights can be protected with respect and care. The culture of respect for human rights starts from “knowing human rights.”

The human rights exhibition at Mulmangol station of Busan subway line 3 opened in 2009. The Mulmangol station human rights exhibition is linked to a library that functions as human rights information center and home for human rights movement. There is also a human rights classroom, meant for human rights education. There is space in the human rights exhibition where activities can be held, such as activity on experiencing disabilities. The art gallery displays human rights-related paintings, photos and various art works. Lastly, there is a stage that can be used for human-rights-themed performances. People can use those facilities for free. The Mulmangol Station office and the Busan office of National Human Rights Commission of Korea run human rights education programs for students and adults. Also, they welcome any kind of field trips and observations.



Busan Mulmangol Human Rights Themed Station

D. HUMAN RIGHTS LEARNING STUDIO¹³

Kaohsiung is the first internationally recognized human rights city in Taiwan in view of its human rights initiatives, namely, the creation of a Human Rights Committee, the establishment of a human rights course in the Open University



Pillar decoration: "Abolish gender discrimination" (Busan City).



The art gallery displays human-rights-related art works (Busan City).



Public Forum in Human Rights Learning Studio.



Display in the Human Rights Learning Studio.

of Kaohsiung, the consideration of the adoption of a Human Rights Ordinance, and the establishment of “Human Rights Learning Studio” in a major train station in the City.

The City inaugurated the Human Rights Learning Studio (Studio) on 19 November 2009 in the Kaohsiung Rapid Transit (KRT) Formosa Boulevard station. The date of inauguration is significant for being the 30th anniversary of the Formosa Incident and the ending of the “2009 United Nations International Year of Human Rights Learning”.

The Studio was established by the Kaohsiung City Human Rights Committee to promote human rights and human rights education in the city. The Open University of Kaohsiung, an institution supported by the Kaohsiung City Government, manages the Human Rights Learning Studio. The university develops and implements the activities of the Studio.

The Studio fully utilizes its space in the KRT Formosa Boulevard station. With proper decorations and furnishings, it has become a platform for human rights information displays (publications, e-learning, etc.), a multi-functional space for human rights learning for passengers, and also a venue for dialogue where human rights groups can hold various events.¹⁴ The Studio provides train passengers many stories about Kaohsiung as a human rights city, holds monthly human rights events such as symposiums, seminars, film appreciation, reading sessions, creative forums, music performances that allow the public to access, learn, and understand human rights in ways that are close to their daily lives. As a result, the events are widely praised and the Studio has gradually become a place for school field trips.¹⁵

Since its inauguration, a variety of the activities have been held at the studio such as the following:

1. Human Rights Salon: Stories of New Immigrants in Taiwan (6 March 2010) - members of the academe, city councilors and a Vietnamese immigrant discussed the human rights status of new immigrants in Taiwan and how to improve the realization of their rights.
2. The Labor Force: “Is the Labor Force Next in Line to Experience Extreme Poverty?” (28 May 2010) - members of the academe and representatives of labor groups discussed labor issues arising from the rapid and dramatic changes in various industries, especially the deteriorating financial situation of the labor force.
3. Seminar on the Care for Aboriginal Culture (12 June 2010) - a lead singer of an indigenous music band, a music composer, the chairperson of the city commission on indigenous affairs, and an academic discussed the gradual loss of tribal rituals, traditional arts and organizations and the widening generation gap within indigenous communities that lead to loss of legacies and cultural heritage.
4. Training Program for Volunteers of Human Rights Tour in Kaohsiung (23 to 31 October 2010) – volunteers obtained knowledge and deep understanding

of the culture of the human rights city so that they can promote human rights learning, enjoy the culture of the human rights city, and help citizens and foreign guests to better understand the culture of Kaohsiung as a human rights city. After completing the training, volunteers set up the “Volunteer Group of Kaohsiung Human Rights Tour” on 10 December 2010, International Human Rights Day, and launched human rights city tour services.

5. Human Rights of Female Workers: Stories of those Women (29 November 2009) - a documentary film director discussed the human rights situation of female workers and the labor rights situation.

6. Human Rights for Children: All the Invisible Children (24 April 2010) - the director of The Child Welfare League Foundation, southern Taiwan office, and a professor at the National Ping-tung University of Science and Technology discussed issues about protecting children’s human rights.

7. Civil and Political Human Rights: Tears (22 May 2010) - a film director, a lead singer of the “Shining” band, and the director of Kaohsiung Bar Association and convener of human rights committee, discussed civil and political rights and transitional justice issues.

8. Single-Family Human Rights: Can’t Live Without You (3 September 2010) - the director of Dawn Women’s Visions Foundation, and a member of Kaohsiung Bar Association discussed the protection of rights of single-member families.

9. Next Stop: Human Rights (9 December 2009) - a group of students from National Sun Yat-sen University, Kaohsiung University, and other southern universities worked with professors from Open University of Kaohsiung and completed the human rights book *Next Stop: Human Rights* to let the public know how the younger generation perceived and felt the extent of human rights realization in Taiwan, and to promote the importance of long neglected human rights.

10. Serial Event of Month of Human Rights Creations: “Whose Human Rights?” (31 July 2010) - this consisted of the awarding ceremony for the Illustrations Competition and Book Release of Human Rights Passport. This event aimed to present the concepts of human rights in various forms and to get them better understood by the public through the display of illustrations.

11. Serial Event of Month of Human Rights Creations: Urban Human Rights Music Festival (27 August 2009) - to present the diverse facets of human rights, “Urban Human Rights Music Festival”, one of the serial events during the month of human rights creations, musicians created and performed human rights music.

12. Annual Kaohsiung City Human Rights Press Prize - established on 10 December 2011, it aims to encourage the public and media to report and record human rights issues. The annual awarding event is designed to make people realize the meaning and importance of human rights guarantees and their development through people’s voices.

The Director of the Human Rights Learning Studio pointed out the value of the Studio:¹⁶

The Human Rights Learning Studio belongs not just to Kaohsiung citizens but also to everyone who loves and cares about human rights. In addition, Formosa Boulevard Station is no longer merely a pass-by transfer point but has been transformed into a “Transferring Center of Human Rights Concepts” and a place for people to learn, love and take care of human rights. Through the holding of various events, human rights are embodied, and every citizen can use the studio to learn about human rights and incorporate them into their lives!

And the Mayor of Kaohsiung commented that in the Studio¹⁷

on the human rights wishing tree, many people wrote down their wish [on] human rights, and we hope that everyone in the government and public can be a protector of human rights, because enhancement and protection of human rights value will never be a coincident. We hope every city is heading forward to becoming a human rights city eventually so that human rights wish is truly fulfilled and completed successfully.

F. CHARTER FOR FOREIGN RESIDENTS¹⁸

Ansan City, home to one of the largest foreign communities in Korea, has become the first region to implement a set of guidelines designed to protect the human rights of foreign residents.

The industrial city will put the measures into effect from next month, a city official said.

The self-imposed decrees urge both Koreans and employers there not to discriminate against foreign nationals due to their nationality, race, skin color, language or culture.

The city also pledged to come up with measures to keep non-Koreans from being unfairly treated at work or in using public services.

The guidelines have no legally binding force but city officials said they are to encourage the central government to pay more attention to the human rights of foreign residents and, in the long run, enact legally binding rules.

“Ansan is an international city where more than 40,000 people from fifty countries live shoulder to shoulder. But many of them still face various [forms of] discrimination due to their different appearance, language, and culture,” the official added.

“In particular, lack of state attention has been blamed for hardship troubling migrant workers, mostly from Asian countries. We came up with the guidelines to create a more foreign-friendly environment.”

The official said Gwangju, in South Jeolla Province, and Jinju, in South Gyeongsang Province, are also working to declare similar guidelines. A special committee comprising fifteen human rights experts and foreigners will be launched to review and upgrade the regulations.

In the meantime, the provincial city has run a call center and consultation center to help foreigners cope with any type of discrimination.

Victimized foreigners can seek instant help by calling 1644-7111. Services are available in the native languages of China, Thailand, Mongolia, Indonesia, the Philippines, Russia, Pakistan, Sri Lanka, and also English and Korean languages. Face-to-face consultation is also available at the city's Migrant Community Service Center.

F. ORDINANCE ON STUDENT RIGHTS¹⁹

The Gyeonggi Provincial Council in Korea enacted in September 2010 an ordinance on student rights. The Ordinance prohibits in all primary, lower and upper secondary schools in the province the following:

- Corporal punishment. This is opposite to the position taken by the Ministry of Education, Science and Technology (MEST) that “[I]f it is unavoidable for educational purposes, teachers may discipline students with corporal punishment using a linear punishment instrument made of wood measuring 1 to 1.5 cm in diameter and up to 50 to 60cm in length.”
- Hairstyle requirement. But each school may decide on the rule regarding particular hairstyle (such as permanent waves and dyed hair color).
- Random searches of students' belongings
- Compulsion on nighttime self-study and attendance in supplementary classes
- Use of cellphones (except inside the classroom)
- Discriminatory treatment such as forcing withdrawal of enrolment because of pregnancy or childbirth, or the practice of forcing students to attend events for particular religions or to attend religious courses without the possibility of substitution.

In addition, under the ordinance, the Gyeonggi Provincial Office of Education must establish a twenty-member student human rights review committee with five members being “student human rights advocates and given the authority to investigate instances of student human rights violations.”

The twenty-five regional offices of education, on the other hand, are required to establish student human rights centers.

The ordinance met resistance from school principals and teachers who argued that it would bring chaos in the schools. But the provincial education official

who promoted the ordinance saw the need to break the prejudice that “rights issues and education are in conflict, saying expanding students’ rights does not mean restricting teachers’ authority.”

A year later, in 2011, the Gyeonggi Provincial Office of Education surveyed 6,000 students and 1,500 teachers and school officials about the ordinance. The survey results “showed some 84 percent of the students replied that the ordinance has brought positive changes to their school life. About 55 percent of the teachers also said they regard it positively.”

In January 2012, the Seoul Metropolitan Office of Education passed its own version of student rights ordinance.²⁰

G. STUDENT ACTIVITIES

On 16 December 2009, in celebration of the International Volunteer Day for Social and Economic Development, the students of Jinling Secondary School in Nanjing City in Jiangsu Province, China carried out a behavior-art activity to spread the knowledge of human rights. They played violin, presented dactylology (spelling words using fingers) and gave out handbills.²¹

On 10 December 2010, in celebration of Human Rights Day, the local government of Wangluo Town in Xiangcheng County in Henan Province, China held a publicity activity to disseminate legal knowledge on population and family control policy using billboards, brochures, and consultation. It aimed to increase the public understanding of the right to life, liberty and personal security, the right to freedom of expression, right to hold opinions, and the fact that the current policy intends to protect human rights.²²

On 8 December 2011, the local community of Baihuayuan in Nantong City in Jiangsu Province, China organized the publicity activity on “Human Rights Day”, handing out flyers and collecting expectations and feedback on human rights, in order to raise the public awareness of protecting human rights.²³

On 6 December 2012, students in the Affiliated Primary School of Liaocheng University in Liaocheng City in Shandong Province, China had a presentation on “Human Rights Protection”, to celebrate the coming Human Rights Day. The organizer taught the basic knowledge of individual rights protection by situation simulation, interactive activities and storytelling. The students were encouraged to become “human rights defenders” by protecting themselves.²⁴

In celebrating Human Rights Day on 10 December 2012, the students of Huangjue School in Yangzhou City in Jiangsu Province, China gave a lecture on the subject of “Respect and Protect Human Rights” in their weekly flag-raising ceremony, in order to promote public awareness of human rights, especially among primary school students.²⁵

H. WEB PORTAL FOR HUMAN RIGHTS²⁶

Gwangju City opened on 11 March 2013 a web portal for human rights (Democracy and Human Rights Portal – www.gjhr.go.kr). It combined two existing websites the Cyber Human Rights Center of Gwangju Buk-gu, and the World Human Rights Cities Forum, in order to enhance web accessibility and provide extensive information about human rights.

The portal promotes human rights and the World Human Rights Forum hosted by Gwangju City, in addition to offering human rights counseling, and introducing investigation and resolution of human rights infringement cases. It also utilizes social network services, such as Facebook and Twitter to strengthen communication with the general public.

ENDNOTES

1 This is an excerpt of the article of Yoshie Abe entitled “Fostering a Culture of Child Participation: The Case of Tsurugashima City” published in issue 42 of *FOCUS Asia-Pacific*. Full text of the article available at www.hurights.or.jp/archives/focus/section2/2005/12/fostering-a-culture-of-child-participation-the-case-of-tsurugashima-city.html

2 For more information about the United Nations General Assembly Special Session, refer to the document entitled “A World Fit for Our Children” and visit www.unicef.org/specialsession/highlights/index.html

3 UNICEF, *The State of the World's Children 2003* (New York: UNICEF), page 2.

4 See *Tsurugashima no Kyouiku* (Education in Tsurugashima Newsletter), volume 107 (Tsurugashima: Board of Education), page 6.

5 Akihito Kita, “Child Rights Education in Japanese Schools,” *Human Rights Education in Asia-Pacific*, volume 2 (Osaka, HURIGHTS OSAKA, 2011) page 155.

6 See Akito Kita, et al., *Kodomo Ombudsperson Kodomo no SOS wo Uketomete* (Children’s Ombudspersons: Receiving SOS from Children) (Tokyo: Nippon Hyoronsha, 2001); and Aramaki, et al., *Kodomo-Shien no Soudan - Kyusai* (Advice and Aids for Child Support) (Tokyo: Nippon Hyoronsha, 2008).

7 The English text of the Ordinance is taken from “The Kawasaki City Ordinance on the Rights of the Child Kawasaki City Council,” in www.childfriendlycities.org/en/to-learn-more/examples-of-cfc-initiatives/japan

8 Kita, op. cit., page 158.

9 Ibid., pages 158 and 159.

10 The information in this section is derived from the report of the General Research Institute of the Convention on the Rights of the Child (Japan) entitled “Present Status of and Challenges in “Child Friendly Cities” in Japan,” 11-12 September 2006.

11 The text of this section is taken from “Introducing Gwangju,” www.gwangju2015.com/index.sko?menuCd=BB06002000000, and Gwangju Subway, www.gwangjsubway.co.kr/engsubway/cultural/Cultural03.jsp.

12 All materials used here have permission from the blog of Busan office of National Human Rights Commission of Korea (<http://blog.naver.com/human1331/>).

13 The discussion in this section is based on the *2010 Human Rights Learning Studio Report*. The full report is available at http://hr-learning.ouk.edu.tw/database/data_engpublish_p5_5.html.

14 Weng-Ying Hsu, “City Transfers Human Rights Values,” in *2010 Human Rights Learning Studio Report*, op. cit., page 3

15 Liguong Su, Human rights makes Kaohsiung more beautiful,” in *2010 Human Rights Learning Studio Report*, op. cit., page 2.

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26 Gwangju City Runs a Web Portal for Human Rights, Human Rights Monitor South Korea, at www.humanrightskorea.org/2013/인권정보-한눈에-광주시-민주인권포털-운영/

Teachers for Human Rights Education



TEACHERS COMPRISE a very significant part of human rights education, being the people who directly interact with the students to facilitate the learning of human rights.

At the same time, there are organizations of teachers that perform tasks that support the teachers in their classroom and school activities. These organizations provide materials (teaching-learning materials, survey reports, etc.) and opportunities (workshops, seminars, conferences) for teachers to improve the teaching and learning processes on human rights.

Below are examples of teachers' organizations and teacher-related initiatives in Northeast Asia that help promote human rights education in the school system.

A. ZENDOKYO AND FURITSU JINKEN

On 6 May 1953, educators in nine prefectures (Kyoto, Osaka, Hyogo, Wakayama, Nara, Shiga, Okayama, Tokushima and Kochi) and two cities (Kyoto and Osaka) in Japan founded a national federation of teachers to support both the realization of the right to education of marginalized children and to promote the teaching on anti-discrimination in schools. This federation was named the National Federation of Dowa Educators' Associations, popularly known with its Japanese short name ZENDOKYO.¹

Dowa education has been defined as "an umbrella concept referring to all forms of educational activities by both government and the Buraku movement to solve the problems of Buraku discrimination."² Buraku discrimination refers to the discrimination of a section of the Japanese population who were considered social outcast from 16th century.³ Almost similar to the lowest caste group in South Asia, the discrimination against the Buraku people has continued till the present.

ZENDOKYO led a broad, mass-based education reform movement, focusing on how the schools could help children, parents and the Buraku community fight discrimination. It accommodated diverse ideological viewpoints and political positions.

When the Dowa Policy Council's⁴ Recommendation was issued in 1965 and the Law on Special Measures for Dowa Projects was enacted in 1969,⁵ Dowa education rapidly expanded in scale and scope, and Dowa educators' associations were formed in other prefectures. Thirteen associations were established and

joined ZENDOKYO in 1966; now there are ZENDOKYO chapters in thirty-three prefectures and three cities.⁶

For several years, more than 20,000 participants gather at ZENDOKYO's annual convention. This is the largest education-related gathering in Japan. It plays an important role in developing and spreading human rights education, including Dowa education. It holds regular, intensive discussions of its own policies and of Dowa education in order to respond to and influence educational policies.⁷

At the prefectural level, Dowa educators in Osaka prefecture founded in 1967 the Osaka Prefectural Senior Secondary School Dowa Education Research Association or FUKO DOKEN. It aimed to study and develop Dowa education in prefectural senior secondary schools in Osaka prefecture.⁸ After the enactment of the Human Rights Education and Enlightenment Act of 2000, FUKO DOKEN changed its name to FURITSU JINKEN in 2002. FURITSU JINKEN adopted a broader agenda by focusing on research and exchange of experiences not only on the Dowa issue but also on human rights issues in general.⁹

FURITSU JINKEN has several sections and task-force groups. It has sections on curriculum development, case studies, and career guidance. Its task-force groups focus on developing teaching materials on ten human rights issues, namely:

1. Education related to part-time and the correspondence courses
2. Multicultural education
3. Gender-free education
4. Education related to people with disabilities
5. Education related to the eradication of the Buraku discrimination
6. Career guidance and education related to scholarship
7. Education for promoting voluntary activities
8. Education for protecting human rights in the internet society
9. Research on the history of Buraku minorities
10. Research on human rights awareness.

It holds exchange meetings in each school district. All public senior secondary school principals, vice principals and teachers in Osaka prefecture participate in the FURITSU JINKEN activities. FURITSU JINKEN provides its members with the opportunity to exchange experiences and research results on human rights education including Dowa education.

FURITSU JINKEN covers various issues including those related to teaching methods, students' voluntary activities, course guidance, in-service and pre-service training, part-time and night schools, students with disabilities, multicultural education, and women's liberation. Membership fees support the FURITSU JINKEN activities.

B. NATIONAL HUMAN RIGHTS COMMISSION OF MONGOLIA¹⁰

Under the project of the National Human Rights Commission of Mongolia (NHRCM) called “Human Rights Education in Primary and Secondary Schools,” an evaluation of the situation of human rights education in primary and secondary school levels was undertaken in 2005. The study carried out in Ulaanbaatar and six provinces, involved more than one hundred seventy-five schools, two thousand students and more than six hundred teachers and education authorities. The study found that

- Most teachers and school managers undermined the importance of human rights education
- There is a lack of teachers who are specialized in teaching human rights, and there is no significant support to teachers in terms of content and methodology
- Teachers are dependent on conventional methods of teaching.

Subsequently, NHRCM developed a minimum qualification standard for teachers who are teaching human rights. The teachers’ standards establishes criteria to assess their performance on rights-based learning.

TEACHERS STANDARDS

Following is the complete set of standards for teachers who should handle human rights classes.

Requirements for the Qualification of Teachers of Human Rights Classes¹¹

The goals, content, and methods of teaching human rights classes have specific characteristics that set them apart from all other types of classes in primary and secondary school education. For example:

- Human rights are founded on the respect for dignity and worth of each person. They are universal, inalienable, indivisible, and embody principles of equality and non-discrimination. Therefore, it is essential to conduct human rights classes that conform to these standards and requirements.
- Human rights education aims at fostering principles of mutual understanding, recognition and democracy among all pupils.
- Human rights education plays an important role in developing valuable skills among pupils including the freedom of expression, standing up for their groups and communities, making decisions, advancing cogent arguments and evidence, listening to others, and respecting others’ opinions and cultures.
- Human rights education is a life-long process that extends beyond the classroom context, and is cultivated in a positive social environment that includes classmates, teachers, school, family and friends.

Based on the above characteristics, human rights educators should meet specific requirements for qualification. This requirement should be used during the selection of appropriate human right educators, as well as in evaluating their performance.

I. The Knowledge of Comprehensive Teaching Skills:

Requirement 1: The understanding and knowledge of human rights values and content, and the methodology to impart them to pupils through didactic teaching processes

This requirement reflects the following content:

- Possessing a comprehensive knowledge of the fundamentals of human rights, its historic development, its international and national mechanisms, and relevant laws and legislation aimed at the promotion and protection of human rights;
- Possessing an ability to select and utilize international and national human rights instruments and resources for each lesson;
- Possessing the knowledge and ability to select and devise teaching methods for the management of human rights classes and the simplification of its content.

Requirement 2: Knowledge and skills to provide leadership and coordination of human rights classes

This requirement reflects the following content:

- Possessing the ability to develop didactic materials, such as real life examples and case studies that are relevant to class content;
- Possessing the ability to select and utilize teaching methods and methodology that encourage and promote just and participatory pupil activity, and foster a democratic classroom environment.

Requirement 3: Comprehensive set of socio-cultural and communicative skills

This requirement reflects the following content:

- Possessing humanitarian values and attitudes that respect the inherent human dignity and worth of each and every person;
- Possessing sincere aspirations and goals for fostering a culture of human rights and the promotion of human rights knowledge among pupils;
- Possessing comprehensive learning skills that include understanding and respecting others, becoming a role model for others, learning from, cooperating with, supporting and helping others.

II. Uphold the Principles of Human Rights:

Requirement 4: Upholding the Principle of Equality and Non-Discrimination in Schools

This principle is based on respect for each person's inherent human dignity and worth, including the treatment of all persons with equality and non-discrimination without distinction as to their social status.

This requirement reflects the following content:

- The class content should conform to the above principles. For example, the class content, teaching materials, examples, case studies and displays should in no way encourage any form of discrimination and inequality based on age, gender, profession, or official post;
- Promote opportunities and conditions for non-discriminatory and equal participation of pupils;
- In the course of conducting and evaluating the classes, teachers should adhere to the principles of justice, sincerity and equality without distinction as to the pupil's class rank, family status, property, looks, or beliefs.

Requirement 5: Upholding the Principles of Respect for Human Dignity

Each person should be treated with respect without distinction as to age, culture, beliefs, race, sexual orientation, language, disability, or social status.

This requirement reflects the following content:

- Foster knowledge among pupils that human rights are inherent rights that constitute the basis for their existence;
- The class content, such as teaching materials, examples, case studies, pictures and displays should conform to this principle;
- In classes, teachers should treat each pupil's individual looks, characteristics and attributes with respect;
- In classes, teachers should strive towards creating a favorable learning environment where each pupil can sense their human dignity and worth, be proud of it, and, consequently, respect other's rights and freedoms.

Requirement 6: Upholding the Principles of Universal Human Rights

Human rights are a set of universal values that are recognized in all countries and regions of the world. Governments and their citizens have an obligation to promote and protect them. The principle of universal human rights means that every country, group and citizen around the world should possess a common understanding of human rights and freedoms, should possess and respect standards of international human rights and norms.

This requirement reflects the following content:

- Prior to conducting a class, teachers should possess a common knowledge of international human rights norms;
- The evaluation of class and pupil performance should be directed towards determining whether the pupils have a common understanding of human rights.

Requirement 7: Upholding the Principles of Indivisibility, Interdependence, and the Inherent Nature of Human Rights

Human rights exist in all spheres of life including the home, school, work, hospitals, and courts. Similarly, human rights violations are also interrelated to one another. The violation of one right often affect several other rights. The promotion of any one right has a positive effect on other rights. All human rights such as civil, political, social, economic, cultural and collective rights are indivisible, which cannot be forcefully taken away. Human rights are not 'gifts' granted by the state, government or officials, but are inherent rights that are possessed by each person from birth.

This requirement reflects the following content:

- Possessing the ability to make students understand that only when all of our human rights are exercised can we live in dignity and respect (that it is incorrect to form an opinion that any one right is more important than another), to help pupils recognize and prevent violations of rights, and to assist pupils in acquiring skills that restore infringed rights;
- Possessing the ability to help students understand that when one right is violated, other rights are equally violated, and the violation of one person's right initiates the violation of others' rights;
- Classes should be directed towards providing conditions and opportunities for pupils to exercise their indivisible rights, such as the expression of ideas and opinions, access to information, and the right to non-discrimination.

Requirement 8: Upholding the Principles of Responsibility in Studies

In the field of human rights, the issue of responsibility involves all social stratum ranging from state, individual, civil or social responsibilities. The state responsibility: human rights are not granted at the state's discretion. The state should not violate the equal [recognition] of everyone's rights. In case of such violation, states should be held accountable. Individual responsibility: each person has a right to respect and promote human rights and take actions against organizations and people who violate them. Civil society: all branches of society including non-governmental organizations, foundations, and educational institutions have a responsibility to promote and protect human rights.

This requirement reflects the following content:

- Class content should be directed towards making students understand that one person's rights are restricted through the exercise of other people's rights, and if the given restriction is breached, the guilty party should be held accountable. At the same time, all parties including the school management, teachers, workers and pupils should respect and take responsibility for the rights of all;
- In the course of the class, disciplinary measures against pupils that do not fulfill their study obligations should be just and conform to human rights standards and principles.

ENDNOTES

1 This section is largely based on the article of Ichiro Akashi, "Zendokyo and Other Groups: Teachers' Commitment to Dowa Education," *Human Rights Education in Asian Schools*, volume 2, available at www.hurights.or.jp/archives/human_rights_education_in_asian_schools/section2/1999/03/zendokyo-and-other-groups-teachers-commitment-to-dowa-education.html

2 Mori Minoru and Yasumasa Hirasawa, "DOWA Education and Human Rights," *Human Rights Education in Asian Schools*, available at www.hurights.or.jp/archives/human_rights_education_in_asian_schools/section2/1998/03/dowa-education-and-human-rights.html.

3 For more discussion on the Buraku discrimination, see "Buraku Problem Basic", http://blhrii.org/blhrii_e/buraku_problem_basic.htm.

4 This is a special government advisory body formed to address the Buraku discrimination issue.

5 This law lasted for a little over thirty years and supported the development of the infrastructures and other facilities of the Buraku communities. The law lapsed in 2002.

6 See the list of prefectures with ZENDOKYO chapters in www.zendokyo.com/sub4.htm.

7 Yoshiro Nabeshima, Mariko Akuzawa, Shinichi Hayashi, and Koonae Park, "Japan: Human Rights Education in Schools," *Human Rights Education in Asian Schools*, volume 3, available at www.hurights.or.jp/pub/hreas/3/04nabeshima.pdf.

8 Shin-ichi Hayashi, "The History and Activities of Osaka Prefectural High School Dowa (Human Rights) Education Research Association," *Human Rights Education in Asian Schools*, volume 2, available at www.hurights.or.jp/archives/human_rights_education_in_asian_schools/section2/1999/03/the-history-and-activities-of-osaka-prefectural-high-school-dowa-human-rights-education-research-ass.html.

9 Shinichi Hayashi, "Evaluating Human Rights Education in Osaka Senior Secondary Schools," *Human Rights Education in Asia-Pacific*, volume 2, available at www.hurights.or.jp/archives/asia-pacific/.

10 Altangerel Choijoo, "Human Rights Education Program of the National Human Rights Commission of Mongolia," *Human Rights Education in Asian Schools*, vol 11, (Osaka, HURIGHTS OSAKA, 2008), pages 18, 20-21.

11 This is taken from *Human Rights Education in Secondary Schools – Brief Report* (Ulaanbaatar: National Human Rights Commission of Mongolia and UNICEF, 2005), and cited as Annex in Altangerel, see above note.

Civil Society Support for Human Rights Education



ORGANIZATIONS COMPRISING the so-called civil society provide numerous human rights-related programs and services that benefit the general public. Many of these organizations have achieved good track record over the years. Some have gained the trust of government agencies in providing specific expertise to government projects. The United Nations has, particularly the Office of the United Nations High Commissioner for Human Rights, provided a direct link with the civil society in order to ensure the participation of civil society organizations in the human rights-related activities of the United Nations bodies.

Many civil society organizations provide human rights education to various types of people covering different issues. Some of the civil society organizations have programs that relate to students, the school or formal education in general.

Examples of human rights-related programs of civil society organizations in Northeast Asia are presented below.

A. CHILD ASSAULT PREVENTION (JAPAN)¹

The Child Assault Prevention Center Japan (CCJ), established as a non-profit organization in 1998 (and obtained legal personality in 2001), aims to strengthen cooperation among members of families, school officials and members of the communities towards the creation of a society that respects the human rights of the children.

Since April 2009, the CCJ has been organizing training courses for Child Assault Prevention (CAP) Specialists and for professionals.

It also provides awareness-raising lectures for the public through the CAP Training Center for southern Japan that covers thirty-two prefectures. This CAP Training Center has been officially accredited by the International Center for Assault Prevention (ICAP) (www.cap-j.net/) to administer CAP programs.

CAP Specialist Training

To become a Specialist, the applicant has to complete the “basic course on prevention of violence against children” and the “[practical] training course for CAP Specialists,” each course having three-day duration, join an approved CAP group within the CCJ area, and acquire a “CAP Specialist Accreditation.”

The basic course on prevention of violence against children has the following contents:

- a. Class 1 - Basic knowledge about violence against children
 - (1) Overview on the violence against children
 - (2) Children and violence
 - (3) Categories of violence against children
- b. Class 2 - Philosophy and ideas on prevention education
 - (1) The history of responses to child abuse - the creation of CAP
 - (2) Areas related to the issue of child abuse
 - (3) What are CAP's philosophy and approaches?
- c. Class 3 - Taking the child's viewpoint 1
 - (1) The human rights of children and the importance of developing awareness on human rights
 - (2) Empowerment
- d. Class 4 - Taking the child's viewpoint 2
- e. Class 5 - Relations between domestic violence and children
- f. Class 6 - Why are children often the victims of violence?
 - (1) Feminist analysis
 - (2) Myths and facts
 - (3) The role of silence
- g. Class 7 - Sexual abuse against children
 - (1) Four preconditions to sexual abuse
 - (2) Child Sexual Abuse Accommodation Syndrome
- h. Class 8 - Simulation - CAP Child workshop
- i. Class 9 - Abused child's psychology from a video "Breaking Silence"
- j. Class 10 - Adults' role in violence against children
 - (1) Responding to a child in danger
 - (2) Child empowerment
 - (3) Child empowerment under the CAP Program
 - (4) What adults can do for child empowerment
- k. Class 11 - Summary of the basic course on prevention of violence against children.

Practical Training for CAP Specialists

The course emphasizes discussions, activities in small groups and feedback. It seeks to train CAP Specialists, who take the child's view and engage in CAP activities with unshakable conviction.

- a. Class 1 - Violence against children in the society interpreted from the child's viewpoint.
- b. Class 2 - Learn about issues for implementing CAP Child workshops

- c. Class 3 - Learn what Review-time is
- d. Class 4 - Review-time training (practice)
- e. Class 5 - CAP Child workshop training (practice)
- f. Class 6 - Learn about issues for implementing CAP workshop for adults
- g. Class 7 - Becoming a CAP Program facilitator.

Closing Circle

Signing an agreement/conferring the certificate for completion of the training course for CAP Specialist.

CAP Specialist support program

“Freshers” support

Anyone who has completed the (practical) training course for CAP Specialists (24 hours) will receive this support for one year after taking the course to dispel uncertainties or questions they may have when starting their CAP activities.

Accreditation renewal system

Introduced in 2010, active CAP Specialists are required to renew their accreditations every three years, and take a one-day (six hours) training within the period. Currently, there are one thousand two hundred holders of the accreditation for CAP activities within the CCJ area.

CAP group support

There are approximately ninety CAP groups, which act as the basis for CAP activities within the community. These groups and CCJ exchange memoranda each year. CCJ will provide these groups with the latest information regarding provision of CAP Programs, consultations on management support to maintain the quality for the provision of CAP Programs.

B. YOUTH INITIATIVE: “ERKHUULEI” (MONGOLIA)²

“Erkhulei” is a human rights defender and super-hero for children that is being promoted by a very active youth movement in the human rights education field in Mongolia called “Hands Up 4 Your Rights!”. The youth movement was initiated and led by the “Let’s Develop” Youth Club and Youth Group of Amnesty International Mongolia and supported by Mongolian Women’s NGOs Network (MONFEMNET). Its youth campaign is intended as a fun, dynamic and participatory mechanism to support young people’s empowerment and activism for human rights, gender justice and democracy in Mongolia. The campaign strategy consists of the marketing of human rights in a fun, accessible, creative and

positive fashion, focusing specifically on youth, using peer training and fun public activities as well as media.

In 2008, the youth movement organized a Freedom Parade, Human Rights Festival and a Human Poster Walk-About to spread awareness of human rights and freedoms, especially freedom of expression, and gender-based violence among the public. All activities were highly visual including facepainting, fun decorations (including a big paper cake for the 60th anniversary of the Universal Human Rights Declaration), self-decorated T-shirts with human rights messages, self-made banners and posters.

Events featured popular singers and artists, dance competitions, quiz contests and other activities. These campaign activities provided the young people and others the opportunity to express themselves freely and creatively and enjoy their right to free expression boldly and creatively.

One of the good features of the campaign is the creation by the youth of a “national hero” (role model) of human rights named Erkhulei. Erkhulei is a national super-hero who has superpowers to develop each child’s and each adult’s ability to understand, respect and defend human rights and freedoms. This nongender-specific perpetual child with super abilities was created to popularize the spirit of the Universal Declaration of Human Rights and promote the human rights education of children.

The name Erkhulei comes from the Mongolian word *erkh* (the Mongolian word for right) and *erkh chuluu* (the Mongolian word for freedom). Erkhulei’s character was born at the first Training of Trainers (TOT) of the “Hands Up 4 Your Rights!” campaign. The participants of the campaign developed a simple human rights lesson plan, content and methodology for primary and secondary school students. Sixty young people were trained to be “Erkhulei trainers” and they conducted Erkhulei’s lessons at twenty-nine secondary schools of Ulaanbaatar, reaching out to over one thousand students in 2008. In March 2009, two Erkhulei trainers (two law school students) traveled to Dundgovi and Umnugovi *aimags* (provinces) and taught human rights to over one thousand secondary school students.

The “Hands Up 4 Your Rights!” campaign participants created a comic book to introduce Erkhulei to their peers and friends. The talent and dedication of a young artist (Ts. Delgerjargal) helped breathe life into Erkhulei. The comic books were widely distributed during Erkhulei’s human rights lessons at various schools in Ulaanbaatar and Dundgovi and Umnugovi *aimags* as well as through informal networks.

The “Hands Up 4 Your Rights!” training of trainers (TOT) for one and a half to two days and one-day peer training workshops are important components of the campaign. The training programs include sections on human rights, civics, gender equality and the nature of patriarchy, and creative campaigning for

social change. All sections are highly interactive and include roleplay and group work and incorporate collective analyses. In 2008, the campaign trained over a hundred young people and, under the support from the Australian Agency for International Development (AUSAID), held four TOT workshops and twelve peer training workshops in 2009. Fun activities such as drawing and creating one's own campaign T-shirt are included in these workshops. As they participate in the development of the training content and methodology, the youth develop skills on research, analysis, teamwork, facilitation, coordination, and training as well as skills on listening, speaking, and problem-solving. In addition, they learn to hold press conferences, plan public events, and street actions to focus public and media attention on specific human rights and gender equality issues.

C. TOKYO SHURE – ALTERNATIVE EDUCATION³

In 2009, the Twentieth Nationwide Conference on Considering School Refusal adopted "The Declaration on the Rights of School Refusing Children." The conference was jointly organized by the Japan Free School Network and the Nationwide Network of Parents of School Refusing Children.

The idea of a declaration came from children who were students of Tokyo Shure, a non-governmental organization that provides alternate education to children who refuse to go to school. The students visited the UNICEF office in Tokyo to learn about child rights in 2008.

A senior volunteer of the UNICEF Tokyo office, who explained the activities of UNICEF, remarked to the children: "You are very happy because you don't have to worry about food for today. So, you have to go to 'school' to study hard."

The children felt that something was wrong. They had many questions in their mind:

Exactly, we maybe economically fortunate compared to children in other countries. But, are we really happy? Are our rights as children protected by adults? How about rights of participation? To begin with, the rights of children aren't meant only for children who live in developing countries, but for all children including us, isn't it?

They left the meeting in UNICEF Tokyo Office with such feeling.

Afterward, the children decided to learn the rights of the child by themselves. They got empowered in the process, with the rights of the child not merely knowledge but as feeling. They were so inspired by the learning that they thought of having a declaration of rights that refer to children like them. This was in 2009, when the national conference was about to be held. Thus the declaration was drafted with the assistance of educators, and later on discussed and adopted at the conference.

The Declaration

The Declaration states the rights of school refusing children in the following manner:

1. Right to education

We have the right to education. We have the right to decide whether we would go to school or not. Compulsory education means that the government and guardians must propose to all children to access education. Compulsory education does not mean that children go to school.

2. Right to learn

We have the right to learn in ways fitted to ourselves. Learning is knowing something by our will not by compulsion. We learn a lot of things in our life.

3. Right to choose the way we learn and grow up

We have the right to decide where and how we learn and grow up (for example, school, free school, free space, home education). Please do not force the thinking that going to school is natural to children.

4. Right to take a rest safely

We have the right to take a rest safely. Please assure that we can take a rest in a place where we can be safe, and do not make us go to school or other places against our will.

5. Right to live as we are

We have inherent personality. Do not let children compete or compare each other. We decide the pace and the way we live by ourselves.

6. Right not to be discriminated

We are respected without discrimination of any kind, and irrespective of school refusal, handicap, school scores, ability, age, sex, appearance, nationality, family background, etc. For example, please do not restrict the relationship among children caused by the prejudice that a son or daughter may become school refusing child if he/she plays with school refusing children.

7. Right to be assured of government financial support

We have the right to be assured by government of financial support in the same manner with children who go to school.

For example, school refusing children who belonged to free school or free space can use the season ticket for students whose age ranges from primary school to secondary school. However, upon reaching secondary school age, if he/she does not belong to official secondary school, he/she cannot apply for this service. We ask all adults to change the system to ensure that all children are equally assured of government financial support.

8. Right to grow up safely and be protected against all forms of abuse

We have the right to grow up safely and be protected against abuse caused by school refusal. Adults must not allow any kind of punishment, abuse, and forced admission to hospital on the children.

9. Right to privacy

Adults must not interfere with our privacy. For example, the following are interferences with our privacy: a) Teachers calling on us without our agreement and phoning us repeatedly irrespective of time to persuade us to go to school again; b) Parents talking with our teacher about us without our agreement. First of all, please listen to our views regarding all matters affecting us and respect them.

10. Right to be accepted as an equal personality

Adults must recognize us as having equal existence and act together to assure the rights of the child in school, society and daily life. We need a relationship and an environment where we can express our views as they are.

11. Right to a way of life of school refusing child

Adults should respect how school refusing children live. At first, please face us to understand what school refusal is.

12. Respect the rights of others

We respect the rights and freedom of others.

13. Right to learn the rights of the child

We have the right to learn our rights. The government and adults should assure the opportunity to learn the rights of the child by the children. We can judge whether the rights of the child are assured or not by ourselves.

Alternative Education

Most people in Japanese society assume that everybody graduates in secondary school or university, gets a job, and becomes an adult who thrives and engages with society. However, this way is not the only way to grow up.

Changing yourself to match society's expectations is only one way to live. Another way is to create your own values through your own interests and experiences for the purpose of suiting your own lifestyle. How do you want to work? How do you want to spend your time? How do you want to build relationships with others?

Tokyo Shure was founded in June 1985 to provide an alternate education model that would address perceived deficiencies in Japan's public education system. Shure was founded as an alternative education space where any child could be herself/himself and have the support of parents and other citizens. Tokyo Shure is one of the first free schools or alternative education centers in Japan.

Because Shure University has not been accredited by the Japanese Ministry of Education as a university, students are unable to obtain a bona fide diploma.

Shure University was founded in April 1999 by free school students, graduates and staff members. Any person who wants to pursue his/her interests can join the University. Activities take place in both the University space in Shinjuku in Tokyo and in students' homes. People can join from anywhere by e-mail, telephone, and mail.

Shure students pursue studies in their areas of interest by concentrating on diverse projects. Projects are designed by students, faculty, staff and advisors interested in non-traditional ways of seeing and learning. For example, students interested in engineering might participate in a project to build a solar car; students interested in film would write, produce and distribute a movie.

Shure students, faculty and advisors work together on this project-based curriculum based on students' needs and interests. Unlike the traditional education system, where youth are told what to study and then tested, Shure students participate in all phases of their education from devising educational programs to running and evaluating them.

Even though students collectively undertake projects, each student retains different interests. Individuality is greatly respected in Shure University. At the same time, the University pays attention to the students' activities and helps them stimulate each other. Such relationships promote the University activities.

D. THE CENTER FOR LAW-RELATED EDUCATION⁴

The Chung Hwa Rotary Education Foundation, Taipei Bar Association and Judicial Reform Foundation have been jointly implementing a project called 'Planting Seeds of Law-Related Education in Taiwan' (PSLRET) since May 2003. In July

2006, with a donation of 23 millions NT\$ (767,000 U.S. dollars) by the Kingston Technology Company, Inc., the project was transformed into the Center for Law-related Education under the supervision of Judicial Reform Foundation.

Goals and Missions

The Center for Law-related Education has the following aims:

- To develop a well-founded and distinctive law-related education in Taiwan
- To promote a new kind of law-related education rather than the old dogmatic one in order to prepare youngsters to become enlightened and responsible citizens who are committed to democratic principles and actively engaged in the practice of democracy in Taiwan
- To translate and adapt the *Foundations of Democracy: Authority, Privacy, Responsibility and Justice* series published by the Center for Civic Education (U.S.A.) as the key curriculum materials in the law-related education programs in the K-12 levels in the schools.
- To seek partnership with schools that can implement the programs, establish partnership with local Rotary Clubs that can fund the programs, form partnership with local bar associations that can help teachers who are going to implement the programs.

Work completed

By December 2006, the project has translated and adapted the K-3 and 4-6 grades curricular materials of the *Foundations of Democracy: Authority, Privacy, Responsibility and Justice* series into Chinese language. A total of 15,000 copies of the K-3 of the series and a total of 10,000 copies of the 4-6 of the series have been published. Two hundred forty-eight lawyers have been trained to help teachers become familiar with the K-3 of the series. Twenty-nine schools and twelve district educational authorities have partnership with the Center for Law-related Education and 3,490 teachers who have been trained for the project. In addition, the concept of privacy and that of justice of the K-3 of the series were filmed in cooperation with the National Institute of Educational Resource and Research. The 7-9 and 10-12 grades of the series are currently undergoing more adaptations to replace American laws and cases with Taiwanese ones.

E. CHILD WELFARE LEAGUE FOUNDATION⁵

Child Welfare League Foundation (CWLf), established in December 1991, is a non-profit organization devoted to child welfare, both in the fields of direct and

indirect services. In order to advocate for children's rights and raise awareness of child welfare issues, CWLF works on improving legislation, coordinating a network of related child welfare agencies and organizations, as well as monitoring the government's child welfare system and policies, so as to create a better environment for children.

Goals:

CWLF aims

- (1) To facilitate the amendment of child welfare laws and policies
- (2) To promote the concepts of child welfare
- (3) To provide child welfare services
- (4) To conduct child welfare research
- (5) To build child welfare networks
- (6) To establish a child welfare data center.

CWLF also raises the awareness of the general public on the rights of children through public education, national campaigns and press conferences. From the right to protection from abuse to the right to freedom of expression and privacy, CWLF ensures that the government adheres to and upholds its responsibility to children's rights and that children know what their rights are and how to exercise them.

CWLF believes in the power of many to effect change. Using a wide range of strategies, CWLF works to raise awareness about the many social problems related to child welfare and the work that can be done to create a safer and healthier environment for children.

CWLF's work includes:

- (1) Public campaigns to educate the general public on child rights, the laws and ways to participate in the process for social change.
- (2) Holding press conferences and issuing press releases to raise awareness of various social issues and how the larger society can participate in combating these problems.
- (3) Training and educating professionals such as teachers, doctors, police, the media and child welfare professionals to recognize potential child abuse and neglect, issues affecting children and youth, and the resources available to assist children and families.

CWLF also reaches out to children to educate them on their rights and where to go for help. Through classroom visits in schools, stickers on books and passing out rulers, CWLF communicates valuable information such as important phone numbers and resources such as the Children's Hotline to children around the country.

ENDNOTES

1 Based on paper prepared by Child Assault Prevention Center Japan (CCJ), and presented in the meeting of contributors in this publication on 3-4 September 2012 in Osaka city.

2 This is an edited excerpt from Altangerel Chojoo, "Human Rights Education in Mongolian Schools," *The State of Human Rights Education in Northeast Asian School Systems: Obstacles, Challenges, Opportunities* (Osaka: Asia-Pacific Human Rights Information Center, 2010), available at www.hurights.or.jp/archives/other_publications/.

3 The content of this section is based on e-mail communication with the staff of Tokyo Shure (January 2013) and from the following websites:

a. About Shure University - <http://shureuniv.org/eng/>

b. IE3 Global Internships -<http://ie3global.ous.edu/positions/shureuniversity/>.

4 Discussion based on text taken from www.lre.org.tw.

5 Discussion based on text taken from www.children.org.tw.