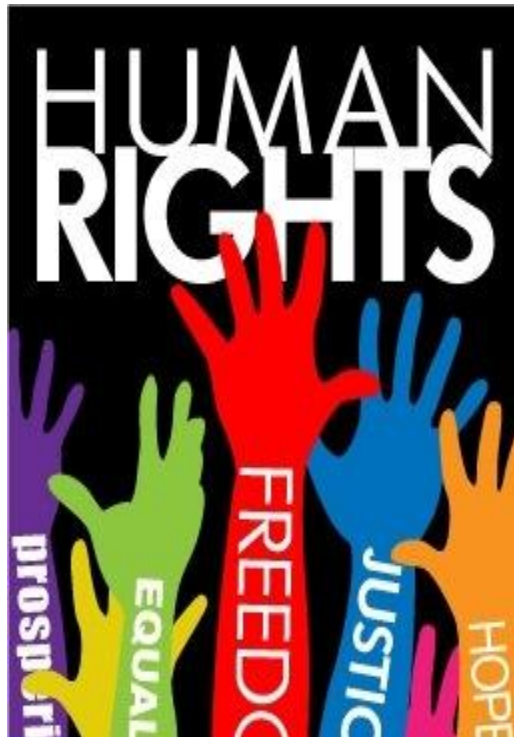


The Best Practices of Human Rights in Education to Enhance Learning to Live Together

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Jane Teng Yan Fang

Prof Chang Lee Hoon

Universiti Pendidikan Sultan Idris Malaysia

Background

The World Programme for Human Rights Education, established by United Nations with the cooperation of United Nations Educational, Scientific and Cultural Organisation (UNESCO) and Office of the United Nations High Commissioner for Human Rights (OHCHR), seeks to:

- promote a common understanding of the basic principles and methodologies of human rights education, to provide a concrete framework for action and to strengthen partnerships and cooperation from the international level down to the grassroots.

SUHAKAM

In 2009, the Human rights Education in Schools committee under the working group, SUHAKAM proposed to undertake a holistic program on Best Practices on Human Rights in schools, known as ATHAM.

Five schools were selected for the first phase of the ATHAM.

*SUHAKAM-- Suruhanjaya Hak Asasi Manusia (The Human Rights Commission of Malaysia)

ATHAM aim

- The aim of the best practices on Human Rights in schools is to create and practice a culture of human rights in schools responsibly for continual social harmony and living.

The study

- ❑ To investigate the schools' experiences on ATHAM.
- ❑ Focuses on the areas of challenges, overcoming challenges, benefits and the future plans of human rights in education in Malaysian schools.

Method and sample

- A mixed-method design - Sequential Exploratory Design was employed.
- Conducted in two phases
 - ▣ Phase 1: Qualitative data
 - ▣ Phase 2: Quantitative data
- SWOT analysis
- Best Known Model on Best Practices on Human Rights (ATHAM) programme was proposed.

Sample

□ Phase 1

103 respondents were interviewed

- 53 teachers
- 50 students

□ Phase 2

798 respondents participated in the survey

- 148 teachers
- 650 students

Findings

□ The challenges:

- Lack of knowledge of human rights
- Inadequate skills to promote human rights
- Lack of support to promote human rights

□ Overcoming the challenges

- Establishing a common practice
- Integrating human rights in subjects

Findings

□ Benefits of ATHAM

- Knowledge of human rights
- Awareness and practice of human rights
- Awareness and practices of responsibilities

□ Future plan of human rights in Education

- Continue with ATHAM projects
- Expanded to all schools
- Involvement of SUHAKAM, NGOs and other agencies

Lack of knowledge

Excerpts:

- *The knowledge about human rights is still limited, among students and among teachers; what right are we talking? People's rights, women's rights, children's rights?*
- *Sometimes children misunderstood about the program from SUHAKAM. Even though they are wrong, they asked the teacher why they are punished. They abused the human rights principle.*

Inadequate skills

Excerpt:

I always go inside the class. I always discussed with my student what are the wrong things and the good things. They always think that they are right. So, they still don't understand what are Human Rights? Sometimes, they can't accept why the teacher takes action and punished them.

Lack of support

Excerpt:

This issue is difficult here. We want to carry out, but the students' attitude - couldn't be bothered. Students do not want to give cooperation. So, that is a challenge to the teachers to implement it.

Overcoming challenges

Establishing a common practice for all:

We need to have a more effective system. That's the reason the implement this ATHAM, because it is best practices...not necessary to be academic base...more on values...personality...one of the way to develop better individual from the discipline aspect...

Overcoming challenges

□ Integrating human rights in subjects

- ▣ *I feel for information, there should not be any problems. They knew besides from the books. In Civics and Citizenship Education and Moral education, we do have. Students understood. It is their own character? They lack understanding. The bottom line is students need to know what to do if their rights are not observed. Because they have no link with the outside agents...*

Discussions

- THAM benefited the schools:- shows awareness of their rights and responsibilities.
- Provide space for students to improve creativities, practice and mastery of leadership and power management.
- The better understanding of human rights resulted in more harmonious relationship and less disciplines cases.
 - ▣ *No discrimination between races. Between excellent and weak students; “everyone has their own abilities. ATHAM can give them more confidence.*

Conclusions

- The implementation of ATHAM is aligned with the intended objectives which is to create and practice a culture of human rights in schools responsibly for continual harmony and living.

Thank you



- ▣ Jane Teng Yan Fang, PhD
Management & Leadership Department
Faculty of Management & Economics
Universiti Pendidikan Sultan Idris
35900 Tanjong Malim Perak Malaysia.
- ▣ jane.tyf@fpe.upsi.edu.my
- ▣ yfteng-jane@yahoo.com