

The Role of Universities to Promote Human Rights Education in Myanmar

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Abstract

Human Rights Education (HRE) has apparently come out by the UN General Assembly Declaration on Human Rights Education and Training since 2011. It encompasses the education “about human rights”, “for human rights” and “through human rights”. The HRE provides knowledge, skills and attitudes that can help prevention of human rights abuses and the promotion of a universal culture of human rights. From the human rights perspective, Myanmar embraces the human rights pursuant to Constitution which guarantees the rights and freedoms for nationals. The Myanmar National Human Rights Commission is currently doing the informal education for human rights understanding. Likewise, HRE is significantly profound in Myanmar universities and legal education has set up human rights courses teaching in graduate program since 2016. Then, international partner universities and institutes particularly contribute the legal education in the context of human rights by signing MOUs, doing collaborative researches and holding educational seminars. The paper aims at promoting the human rights-based education system fully guaranteed in Myanmar Universities. Even though the human rights subject is prescribed as the mandatory course in legal education of Myanmar Universities, HRE is not yet involved in the National action plan for human rights education. The paper examines the challenges in implementing the human rights education in Myanmar Universities. As a research finding, the paper contributes a dynamic process to edify the quality plan of HRE in which the administrators, teachers and students are the key actors.

Keywords: knowledge, skills, attitudes, action plan

Introduction

Human Rights Education (HRE) means education, training, awareness raising and dissemination of information for the universal culture of human rights. A comprehensive HRE is not enough only for knowledge about human rights but need to promote the skills to defend and apply human rights in daily life with the attitudes and behaviours for all members of society. In Myanmar, HRE is tremendously initiated in university legal education. The legal scholars and human rights experts have enormously agreed with the fundamental contribution of human rights education into the realization of human rights. Myanmar as a member of UN and other regional associations is now looking forward to quality education for Goal 4 of Millennium Development Agenda. HRE is already set up in formal school education by the way of legal education and in the non-formal education through trainings and workshops. Though legal education classifies university legal education and professional legal education, this paper mentions only university legal education as HRE. The paper presents how to promote HRE in Myanmar Universities whether it appears to be a well-established concept or not.

Materials and Methods

This research based on the analytical approach on international programme on the development of human rights culture in education. This research utilizes the legal and policy analytic approach by desk study of International and national human rights instruments. As the research paper is focused on the human rights education in Myanmar Universities, the paper

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uses the qualitative method by semi-structured interviews with the university students and teachers.

Research Objective:

This research aims at encouraging human rights education initiatives in Myanmar Universities by strengthening the implementation of curriculum and teaching methods in legal education according to Sustainable Development Goal 4.

Literature Review

This research derives from the provisions of International Human Rights Treaties and Myanmar Laws. It analyzes the works of Kelly, A.V. (1995), Lynch, J. *et al* (Eds) (1992) Patrick, J.J. (1997), Felisa Tibbits (2008), Monisha Bajaj (2012) and Lindsey N. Kingston (2014). Tibbits strongly suggested to build the model for HRE in higher education. This paper favorably follows Tibbits to set up the HRE model in university legal education in Myanmar. Bajaj explained that HRE should be learners-centered approach for sustainable development. Kingston criticized that HRE meets the challenges of traditional teaching styles in undergraduate programme and educators constantly need to be trained. This paper highly argues that HRE in Myanmar urgently need to upgrade the curriculum and syllabus pursuant to situations for the time being.

Glance at the History of Human Rights Education

Human Rights Education (HRE) are fundamentally connected with the civic education that raised democracy, peace, citizenship concepts, moral, anti-racism, and environment as well. HRE can be tracked by three periods such as pre –1947, second period from 1948 to 1994, and the last from 1995 to present time. The first period, pre –1948, considers the roots of HRE from Greco-Roman times. Exploring the concept of HRE within the context of other types of educations is done to trace the roots of HRE and its interrelations with these ‘educations’. This period includes medieval time, the European Renaissance; and Huntington’s first wave of “democratic development” from 1828-1926²; certain occurrences of slavery; colonialism and imperialism; World Wars; the birth and death of the League of Nations; and developmental stages of civilization. The origins of citizenship education are discovered from the Greco-Roman republics in which education for citizenship is one strand education for democracy affiliated with personal, social and moral education. That has been intrinsic to all the major educational theories which stretch from Plato to Dewey³.

From the wider scope, the concepts of human rights were begun by traditional moral education framework of African, Greek and other societies. In this point, the ideology of human rights has largely depended on the assumption that “there exists a rationally identifiable moral order”⁴ that could change the cultural, historical and other boundaries. This moral universalism has originally come from the work of Aristotle and the Stoics to Kant’s moral philosophy which is still residual in modern justifications of human rights. Regarding this, moral education fully highlighted as the contemporary HRE and citizenship education even though the facts might not have existed at that time⁵. Beyond this, multicultural education was

² Patrick, J.J. (1997). *Civil Society and the Worldwide Surge of Democracy: Implications for Civic Education*. Indiana: ERIC, P-7.

³ Kelly, A.V. (1995). *Education and Democracy*, Liverpool: Paul Chapman Publishing.

⁴ Fagan, 2003, Fagan, A. ‘Human Rights’. (2003)P.3.

⁵ Andre Keet, 2006, *Human Rights Education or Human Rights in Education*, P-65.

developed distinctly from those pedagogical formations that are generally believed to reside in the assimilationist-pluralist debates “over the place of cultures in schools” in the 1920s.

After the First World War, education for peace was translated into education about the League of Nation in European schools and civic & moral education that were compulsorily needed by law in the Weimar German Republic of the 1920s. Furthermore, citizenship education gained its quality and conceptual grounding from the American constitution that focused on rights and duties as an educational endeavour closely resembling with HRE⁶. At the transition time of the 19th and 20th century, political education has also evolved from the processes of lawmaking and the “machinery of government” for an active citizenry⁷. This phase is reviewed from the records of contemporary human rights denotations or nomenclature and educational activities. From those, the genesis of the notion of ‘human rights’ can be traced back from Magna Carter 1215, the United States Constitution 1787, the French Declaration 1789 on the Rights of Man and of Citizens which constantly present to the minds of the members and people may be forever kept enjoyable to their rights and their duties”⁸. Since then, HRE has principally developed since the establishment of the United Nations (1945) and evolvement of the Universal Declaration of Human Rights (UDHR) in 1948.

The second period, 1948 to 1994, reflects on the formalization of HRE as an educational effort aimed at legitimizing the human rights universals which themselves are products of the frenzied standard-setting processes linked to the establishment of normative international provisions. Human Rights Education for the Twenty-First Century and reflects the dominant belief that HRE was ‘created’ by the Charter of the United Nations in 1945 and the UDHR in 1948. It also underscores the legalistic notion that obligations in relation to HRE are more important than pedagogical considerations and motivations. The UDHR was adopted in 1948 as the first HRE ‘curriculum’ based on an epistemology of diplomatic consensus which was ontologically supported by the perceived existence of a ‘universal moral order’. This was followed by a series of ‘syllabi’ captured as conventions, declarations, principles and covenants. No wonder that even today HRE practitioners quixotically keep on demanding the ‘inclusion’ of HRE as a pre-packaged curriculum which is so distant from the realities of how education systems are structured, how they operate and whose interests are pre-configured within them⁹.

As a curricular and pedagogical text, most NGOs, independent state agencies and governments themselves, regard the UDHR as the starting point of HRE. Whether one is a kindergartener or a professional in the field, human rights education quite often starts at the same place: Universal Declaration of Human Rights (UDHR). The relationship between HRE and international human rights instruments is commonplace and the most dominant. This relationship is however hubristic and interdependent since human rights universals, through diplomatic consensus, call for their own legitimacy to be entrenched through HRE. Further, it is interdependent since HRE is framed as human rights universal itself and as such it is ‘created’ by the same human rights provisions it ought to promote through advocacy, public awareness and education and training. The existence and legitimacy of human rights universals and HRE thus stand in a deterministic relationship with one another¹⁰.

In line with the UDHR and the UN Declaration on the Elimination of all Forms of Racial Discrimination (1963), the International Convention of the Elimination of all Forms of

⁶ Heater, D. (1992), *Political Education for Global Citizenship: The Falmer Press*. P- 197.

⁷ Rowe, D. (1992), *Law-related Education: An Overview*. London: The Falmer Press, P- 71.

⁸ Lynch, J. *et al* (Eds) (1992b). *Human Rights, Education and Global Responsibilities*, London: Falmer Press.

⁹ Andre Keet, *Human Rights Education or Human Rights in Education*, University of Pretoria, 2006, P-50.

¹⁰ Andre Keet, *Human Rights Education or Human Rights in Education*, University of Pretoria, 2006, P-55.

Racial Discrimination (1965) states in article 8. Likewise, the International Covenant on Economic, Social and Cultural Rights of 1966 states the HRE in Article 13. UNESCO accepts the HRE as quality assured education for all under the umbrella provisions of right to education. The overall structure regarding education for peace, human rights and democracy is found in the 1974 Recommendation and 1993 Vienna Declaration and Programme of Action that call for the government, INGOs, and UN treaty bodies to increase awareness of human rights¹¹.

The international congress that held in Montreal, Canada was organized by UNESCO in conjunction with the Canadian Commission for UNESCO and in close cooperation with the United Nations Centre for Human Rights (now the Office of the United Nations High Commissioner for Human Rights). Its objective was to highlight the achievements and identify the obstacles to overcome in the field of human rights education; to introduce education for democracy as a complementary aspect; and to encourage the elaboration of tools and ideas, in particular educational methods, pedagogic approaches and didactic materials, so as to give a new impetus to education for human rights and democracy. The Congress adopted the World Plan of Action on Education for Human Rights and Democracy, which proposes seven major strategies for concerted actions to promote education for human rights and democracy, including certain activities to be carried out by UNESCO¹². The Congress concluded that education for human rights is an integral part of education and that the right to human rights education is itself a human right. The Plan was noted in the Vienna Declaration and Programme of Action (Part II, para. 81) adopted by the World Conference on Human Rights¹³.

The third period (1995 to the present), the proliferation of HRE, starts with the proclamation of the UN Decade for HRE (1995-2004). The decade saw a concerted effort from the international community to canonize HRE into a legitimate and justifiable pedagogical formation and for the first time endeavour to provide a structured conceptual framework for HRE. The advent of a number of emerging democracies threw the spotlight on HRE, citizenship education, democracy education and multicultural education. The dimensions of inequity and inequality within globalization became more expressive and created the conditions for the revival of social movements which generally operated outside the declarationist framework of human rights¹⁴.

In 2011, United Nations Declaration on Human Rights Education and Training was adopted with UN Resolution by the General Assembly on 19 December 2011. It declares the Human Rights education and training with lifelong process that concerns all ages¹⁵. Human rights education and training encompasses:

- (a) Education about human rights: knowledge of human rights, the values that underpin them, and the mechanisms for their protection;
- (b) Education through human rights: teaching in a way that respects the rights of both educators and learners;
- (c) Education for human rights: empowering persons to enjoy and exercise their rights and to respect and uphold the rights of others¹⁶.

¹¹ UNESCO Recommendation used to measure progress towards education targets, 1974.

¹² UNESCO: Human Rights Education, 1993.

¹³ Vienna Declaration and Programme of Action. (1993).

¹⁴ Andre Keet, Human Rights Education or Human Rights in Education, University of Pretoria, 2006, P-53.

¹⁵ Article 3 of the United Nations Declaration on Human Rights Education and Training (2011).

¹⁶ Article 2.2 of the United Nations Declaration on Human Rights Education and Training (2011).

By the history, HRE has gradually developed by different types and different approaches. From 2011 UN Declaration and then, HRE has been started about HR knowledge for human rights through human rights. It is affirmed that HRE is based on the right to education that education shall be directed to the full development of the human personality and the sense of its dignity.

Rights to Education under Core Human Rights Treaties

The provisions on the rights to education have been incorporated into many international instruments and documents including the Universal Declaration of Human Rights, 1948 (art. 26); the International Convention on the Elimination of All Forms of Racial Discrimination, 1965 (art. 7); the International Covenant on Economic, Social and Cultural Rights, 1966 (art. 13); the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, 1984 (art. 10); the Convention on the Elimination of All Forms of Discrimination against Women, 1979 (art. 10); the Convention on the Rights of the Child, 1989 (art. 29); the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families, 1990 (art. 33); the Convention on the Rights of Persons with Disabilities, 2006 (art. 4 and 8); the Vienna Declaration and Programme of Action (Part I, paras. 33-34 and Part II, paras. 78-82); the Declaration and Programme of Action of the World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance, 2001 (Declaration, paras. 95-97 and Programme of Action, paras. 129-139); the Outcome Document of the Durban Review Conference, 2009 (paras. 22 and 107); and the 2005 World Summit Outcome (para. 131)¹⁷.

States Parties of the UN Convention on the Rights of the Child agree that the education of the child shall be directed to the development of the child's personality; respect for human rights and fundamental freedoms; for cultural identity, language and values, for the national values; responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin; and development of respect for the natural environment¹⁸.

International Covenant of Civil and Political Rights (ICCPR) and International Covenant of Economic, Social and Cultural Rights (ICESCR) articulate the normative principles of the right to education. Every citizen shall enjoy the right and the opportunity, without any distinctions mentioned in article 2 of ICCPR¹⁹. ICCPR asserts that no one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment and shall not be subjected without his free consent to medical or scientific experimentation²⁰. The States Parties to ICESCR recognize the right of everyone to education and Myanmar has ratified ICESCR in October 2017. Member states are responsible to pay respects the peoples' human rights and fundamental freedoms especially in terms of rights to education and participating in scientific and educational activities²¹ regardless of racial, ethnic, and religious group. Then, the states shall fulfill primary education as compulsory and available free to all; appropriate means for secondary education; progressive means of higher education; vocational education for those who could not complete the former education; and fellowship systems for lifelong learning²².

¹⁷ Draft plan of action for the second phase (2010-2014) of the World Programme for Human Rights Education, UN Human Rights Council, 27 July, 2010.

¹⁸ Article 29 of UN Convention on the Rights of the Child 1989.

¹⁹ Article 2 of International Covenant on Civil and Political Rights 1966.

²⁰ Article 7, Ibid.

²¹ Art.15 of International Covenant on Economic, Social and Cultural Rights.

²² Article 13 of International Covenant on Economic, Social and Cultural Rights.

World Programme for Human Rights Education

On 10th December 2004, General Assembly declared the World Programme for HRE to seeking the advanced understanding of human rights understanding and pedagogies of HRE from the highest international level to lowest grass level. HRE was determined as training as universal human rights culture not only for knowledge raising but also for improvement of skills through application in every single day. The World Programme is completed for HRE by three phases: first phase (2005-2009), second phase (2010-2014), and third phase (2015-2019).

The foremost phase (2005-2009) focused on the primary and secondary education that were dedicated for HRE. In accordance with resolution 2004/71 of the Commission on Human Rights, the first phase (2005-2007) of the World Programme for Human Rights Education focused on the primary and secondary school systems. It encourages the action plan at the national level by dividing four stages; Stage 1: Analysis of the current situation of human rights education in the school system; Stage 2: Setting priorities and developing a national implementation strategy; Stage 3: Implementing and monitoring; and Stage 4: Evaluating. Since that time, International cooperation and support towards the implementation of this plan of action have been provided by the UN system, INGOs, Regional intergovernmental organizations and ministers of education, regional human rights resource and documentation centers and International and regional financial institutions²³.

Human Rights Council resolution 12/4 revealed that the second phase of the World Programme (2010-2014) focused on HRE by higher education involving training for all levels of stakeholders in higher education such as teachers, educators, CSOs, lawyers, militant persons. That phase intended to achieve and transfer skills, values and attitudes through HRE in order to provide the quality learning dealt with human rights issues in order for critical thinking and problem solving to defend and protect human rights violations. The second phase pointed out that HRE strategies shall put the matters such as Policies and related implementation measures, Teaching and learning processes and tools, Research, The learning environment, and Education and professional development of higher education teaching personnel²⁴.

The action plan of 3rd phase was finished within 2015 and 2019 by the World Programme which resulted the implementations of governmental and nongovernmental activities and strategic plans of HRE and training arenas. The third phase is a plan of action to strengthen implementation of the first two phases and promote human rights training for media professionals and journalists²⁵. Training methodologies for training educators include participatory, learner-centered, experiential and action-oriented approaches and should address motivation, self-esteem and emotional development leading to human rights sensitization and action. Evaluation came out throughout the HRE and training process²⁶.

In studying the three phases of world programme for HRE, the first phase is HRE for basic education; the second phase is HRE for higher education; and the current third phase is HRE as action plan on critique implementation of preceding two phases and training agenda for media sector improvements with regard to human rights perspective. According to the 2030 Agenda for Sustainable Development, quality education is the Agenda's Goal 4. Thus, human rights education has been played a major role in its implementation since the first phase. Currently, the three phases have come to end and 4th phase about "HRE for Youth" is ongoing

²³ Para 44 of the first phase of action plan (2005-2007), Human Rights Education, New York and Geneva, 2006.

²⁴ Second Phase of Human Rights Education (2010-2014), Human Rights Council Resolution 12/4, 2010.

²⁵ Third Phase of Human Rights Education (2015-2019), Human Rights Council Resolution 14/15, 2015.

²⁶ Para 22 of the Third Phase of Human Rights Education (2015-2019), Human Rights Council Resolution 14/15, 2015.

for 2020-2024. As World Programme puts all country to take part in, Myanmar has followed and taken into consideration for HRE since the establishment of Myanmar National Human Rights Commission in 2011.

Human Rights Education in Myanmar

Myanmar Constitution 2008 stipulates to improve education and health of the people and to implement a modern education system that will promote all-around correct thinking and a good moral character contributing towards the building of the Nation²⁷. Constitution guarantees the educational rights, freedom of conscious and thoughts, and rights to take part in scientific research works²⁸. In the Law Amending Myanmar National Education Law 2015, the provision “every citizen shall enjoy the education right as inherent right” is added in S.3 of National Education Law 2014²⁹.

According to United Nations Declaration on Human Rights Education and Training (2011), HRE indicates the education for/through/about Human Rights. It can be said that HRE in Myanmar especially emphasizes on the legal education because “Human Rights” subject is put in the curriculum of legal education. Before 2015, HR subject was partly involved in the “International Law” subject for the undergraduate level of law students. At the time of second Constitutional Government in 2015, the Minister of Government guided to put the “Human Rights” subject in the legal education. This curriculum building is provided in Myanmar National Education Law 2014 that a curriculum that meets the needs of the current time and which is also in line with international education curriculums³⁰. There are 21 law departments belong to universities across Myanmar. Law Departments at University of Mandalay and University of Yangon have taught human rights subject since 2016 and other law departments started teaching in 2018.

According to empirical knowledge, the Board of Legal Studies which involved the professors from all the law departments of different universities decided to teach the Human Rights subject for LLB, LLM and PhD Degrees. This can be said that Myanmar educational system follows the International HRE standards because this curriculum building is such a fulfillment of the education “about Human Rights”. However, Myanmar legal education needs the “for Human Rights” and “through Human Rights”. The teachers and administrative team need to train the students “for HR” such as training to respect each other rights “through HR”. This understanding of human rights education like a practice of freedom and empowerment combines learning processes not only with the current needs of economy and society. The role of human rights education shall play “not only the content of the curriculum but also the educational processes, the pedagogical methods and the environment within which education takes place”. The Myanmar Universities have to be education through human rights which provides processes of conducive learning by creating interactive teaching methods so that students can apply the practice of rights in their future career goals and to achieve the problem-solving skills with humanitarian senses³¹.

Myanmar law schools still need to upgrade pedagogies as well as curriculum because of short time experience for HRE. Although the HRE in Myanmar is now well functioning, the HRE indicators or law teachers or trainers need to build the HRE approach model that was

²⁷ S. 28 of the Republic of the Union of Myanmar Constitution 2008.

²⁸ S. 366, Ibid.

²⁹ S. 2 of the Law Amending Myanmar National Education Law, 2015.

³⁰ S.39 (e) of Myanmar National Education Law 2014.

³¹ Para 22 of the Second Phase of Human Rights Education (2010-2014), Human Rights Council Resolution 12/4, 2010.

emerged by Tibitt³² whose models are useful conceptual starting points as far as HRE is concerned.

Human Rights Education Approach Model

Sr	Model	Topic	Means	Strategy
1	Value and Awareness Model	Information about the content and history of human rights documents, international court system, global human rights issues	Formal schooling and public awareness campaigns	Socialization, cultural consensus, setting expectations for social change, legitimizing human rights framework.
2	Accountability Model	Procedures for monitoring, court cases, codes of ethics, dealing with the media, public awareness	Training and networking	Human rights law and codes as tools for structural/law-based social justice and social change, fostering and enhancing leadership, alliance development with certain professions and target groups related to problematic relationship between the individual and the State/authorities
3	Transformation Model	Human rights as part of women's development, Community development, economic development, and minority rights	Informal, non-formal and popular education and self-help	Personal empowerment leading towards activism for change (personal, community, societal), creation of activists, leadership development Focuses on healing and transformation, the role of the individual and community-building

According to the above table, HRE can use the models of value and awareness, accountability and transformation with appropriate means by building the strategies. As the first model is actually based the knowledge and awareness, education can use the HR treaties as resource materials by making the balances between educational response and societal needs. Then, the second model really approaches to social justice and rule of law with the approach of problem-based learning for the relationship between the individual and the State/authorities. As the last one is transformation level for the women's development, Community development, economic development, and minority rights by focusing on healing and transformation. All of these models can be used in formal and non-formal education to promote human rights education.

³² Tibbitts, F. (2002), Understanding what we do: Emerging models for human rights education. *International Review of Education*, 48 (3-4): 159-171.

Formal, Non-formal and Informal Education in Myanmar

Myanmar is now moving forward to democracy state as it has been proved by the constitutional and political reforms since 2010. The Myanmar Parliament enacts the education laws in accordance with international standards and education budget is also increased. Civil Society Organizations (CSOs), International Non-Governmental Organizations (INGOs) and Non-Governmental Organizations (NGOs) perform the HRE come out the frontline for human rights awareness programs to community and they take responsibilities to write research and reports. These organizations like universities can determine educators who transfer values, skills, attitudes, motivation and practices by different approaches. This may require the adoption of a comprehensive human rights training policy, the introduction of human rights and human rights education principles and standards into the training curriculum, the use and fostering of participatory, learner-centered and experiential methodologies and of appropriate assessment methods, and the development of related resources³³.

In order to implement a system of national education, the government will use the³⁴ following kinds of education and make connections between them; (a) Formal education, (b) Non-Formal Education and (c) Personal Education. **Formal Education** means a system of school-based education which designates learners' age, period of study, location, grade, a system of evaluation and a specific curriculum. This type involves all kinds of education such as preschool, high school, universities, technical institutes and vocational education³⁵. **Non-formal Education** is education outside the formal school system, based on a curriculum for upgrading learners' education and which organizes and instructs learners through flexible methods³⁶. **Community-based Education** means education that is taught based on the desire to use education to increase the standard of living or level of knowledge of people in a neighborhood or village.³⁷ **Inclusive education** means the education opportunities to involve the students with disabilities and those who are stopped from school for any causes³⁸.

In Myanmar, formal education is served by schools, universities and colleges; and informal education is served by a lot of Human Rights Organizations such as Equality Myanmar, Chin Human Rights Organization, Amnesty International, Human Rights Watch, IPACE and National Human Rights Commission that support HRE to the communities as non-formal education. MNHRC believes that teaching human rights education in classrooms would assist children and our society in developing mutual respect, promoting equality, [and] understanding and respecting diversity in religions, cultures and customs. The curriculum development team by Ministry of Education includes international and local education experts and is supported by the United Nations Children's Emergency Fund (UNICEF), the Japan International Cooperation Agency (JICA) and the Asian Development Bank (ADB)³⁹.

Equality Myanmar (EQMM) formed in 2000 is one of NGOs in Myanmar that lays stress on HRE and also advocacy for social justice. The objectives of EQMM are to share the human rights awareness and bring equality and justice in time of Myanmar's political transition. It believes that communities can be practically raised knowledge and values by HRE. Since its establishment, EQMM has experiences of HRE by training to women, youths, monks and pastors, activists, school teachers, and community leaders through networking of

³³ Third Phase of Human Rights Education (2015-2019), United Nations (OHCHR) and UNESCO publication

³⁴ S.11 of Myanmar National Education Law 2014.

³⁵ S.2 (j), Ibid.

³⁶ S.2 (k), Ibid.

³⁷ S.2 (v), Ibid.

³⁸ S.2 (c), Ibid.

³⁹ Irrawaddy Newspaper, National Human Rights Education Initiative Forthcoming, Tin Htet Paing, 8 July 2016.

national and international trainers and advocates across the country as well as along its border regions⁴⁰. For being autonomy organization, EQMM pursues own modules of HRE pursuant to current social, cultural and political status, national regulations and international HRE standards. As the HRE form is human rights awareness raising program to communities, the trainers from EQMM face many difficulties such as different ages, cultural diversities, stereotypes in gender diversities, shyness to participate in discussion, language problems in the audiences. However, Equality Myanmar's education initiatives utilize a learner-centered, non-formal approach which draws on fifteen years of institutional experience⁴¹.

Myanmar National Education Law 2014 mentions three kinds of education such as formal education, non-formal education and community-based education. Although informal education is not defined, community-based education is instead. It can be said that HRE is in the hands of all types of education. Regarding this, the role of actors in HRE are essential to perform.

Actors in Human Rights Education

Myanmar opens the privatization in education and private schools are allowed by Private School Registration Law 2011. Some international schools teach the children rights through human rights and some don't yet. HRE is truly and systematically performed in legal education of Myanmar Universities and partially performed in educational organizations of NGOs and INGOs who work in Myanmar officially. Here, the skills and values of educators should be qualified because they are responsible to design and implement the educational activities either formal or informal. Ironically, educators might need the challenges on broad range of materials, resources, teaching aids, and strategies. Moreover, there should be reasonable evaluation as well as indicators that can be stepped to quality assurance education for human rights. However, the indicators shall have validity that informs the status, performance, outcomes and affects according to international standards⁴².

UN treaty bodies guided OHCHR to create sets of indicators concerning with human rights particularly the right to education. The indicators would be identified on structure, process and outcomes like the human rights monitoring methods of Universal Human Rights Mechanism. In order to classify and understand obligations relating to the right to education is to divide it into the 4A framework: availability, accessibility, acceptability and adaptability. This framework was developed by Katarina Tomaševski (UN Special Rapporteur on the right to education from 1998 to 2004) and it was subsequently used by the Committee on Economic, Social and Cultural Rights⁴³.

HRE actors should realize the objectives of HRE that trend to human rights understanding, cooperation and networking, peace, gender perspective, respect for fundamental human rights and freedoms, minority rights, and people-people relations. Furthermore, human rights experts have suggested that research base teaching makes HRE effective the pure academic researchers and learners for lifelong learning process. L. Kingston takes notes that should be arrange in HRE to plan the course design, to outline the learning outcome, to distinguish the effects of states, to get the feedback and reflections in future, and to train not only for teaching but also for doing research⁴⁴.

⁴⁰ www.equalitymyanmar.com

⁴¹ Interview with one of the trainers from Equality Myanmar, January 12, 2020.

⁴² Human Rights Indicators; A Guide to Measurement and Implementation, New York and Geneva, 2012.

⁴³ Right to Education Project: Promoting mobilization, <http://www.right-to-education.org/>.

⁴⁴ Lyndsey N. Kingston, The Rise of Human Rights Education: Opportunities, Challenges and Future Possibilities, Societies Without Border Journal, Vol.9, Issue 2, 2014, Article.5, P.197.

In this regards, Myanmar Universities especially law departments move forward to quality assured education and policy-oriented research works by signing MOU or other manners. Law Department from University of Mandalay proceeds the refresher course training, workshop, seminars, collaborative research works on human rights by cooperation with foreign universities and institutes such as Institute for the Study of Human Rights (ISHR) from Columbia University in New York from United States, Raoul Wallenberg Institute of Human Rights (RWI) from Sweden, Danish Institute of Human Rights (DIHR) from Denmark, and Central European University (CEU) from Hungary. Then, Universities are now in communication with informal HR education like EQMM and INGOs across the country. NGOs have long been active in human rights education and utilize human rights discourse as a strategy to frame the demands of diverse social movements—a more bottom-up approach to HRE.

As though human rights violations and abuses happened around the world, Myanmar is almost impacted. Currently, Myanmar belongs to thousands of stateless people, several dozens of migrants, environmentally affected residents and so on. It is ironically learnt that Myanmar was taken action at International Court of Justice (ICJ) by Gambia alleging on crime of genocide that is human rights issues⁴⁵. This paper doesn't mention the case and causes but criticizes that there is no Myanmar Lawyer in this case. Myanmar government hired foreign lawyers to present arguments. This case awakes university legal education in Myanmar to produce lawyers who can be international representatives for the sake of country Myanmar. This big lesson highlights that stakeholders of HRE are the key actors to promote, protect, prevent and help the communities from human rights violations.

To sum up, main responsibility for the implementation of HRE action plan rests on the Ministry of Education dealing with such concerns as Educational policy; Programme planning; Curriculum development; Teaching and learning material development; Pre- and in-service training of teachers and other educational personnel; Teaching and learning methodologies; Inclusive education; Regional/provincial/local administration; Research; and Dissemination of information. The educational policy needs to be fixed with 4A framework for human rights to adequate infrastructure, non-discriminatory and accessible to all, quality that the school itself is safe according to societal needs and challenges for sustainable development. The actors who involved in HRE are Minister of Education, law teachers, trainers, researchers, Board of Legal Studies, administrative bodies in universities, students' affairs office, NGOs, public media, human rights educators and indicators.

Conclusion

Myanmar is now looking forward to HRE in international approach as the basic education starts the new curriculum and the higher education can adapt the curriculum building. It can be said that human rights education is now upgrading in both basic and higher education by the formal way. Then, the role of non-formal education takes part in the communities for rule of law, social justice and HR knowledge. However, Myanmar Universities still need to upgrade the curriculum and materials development; training of professional groups; research and evaluation; organizational development; and networking with human rights education resources and profession.

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⁴⁵ Gambia Vs. Myanmar, Application of the Convention on the Prevention and Punishment of the Crime of Genocide, 18 November 2019, <https://www.icj-cij.org/files/case-related/178/178-20191118-PRE-01-00-EN.pdf> .

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