

OIC INDEPENDENT PERMANENT HUMAN RIGHTS COMMISSION
INTERNATIONAL SEMINAR ON HUMAN RIGHTS EDUCATION
JAKARTA, 12-13, OCTOBER 2015
IPHRC JAKARTA DECLARATION ON HUMAN RIGHTS EDUCATION

OIC¹ Independent Permanent Human Rights Commission (IPHRC), in collaboration with the Government of Republic of Indonesia held its Annual Seminar on the subject of “Human Rights Education (HRE)”, in Jakarta on 12-13, October, 2015.

Her Excellency Retno Lestari Priansari Marsudi, Minister for Foreign Affairs of the Republic of Indonesia, inaugurated the Seminar and delivered the opening Statement. In her remarks she highlighted the importance of Human Rights Education as a catalyst and gave the example of Indonesia where Islam, democracy and modernity flourish together with respect for cultural and religious diversity and respect for human rights. She also outlined Indonesia’s National Action Plan, which provides a solid platform both at national and sub-national levels to mainstream human rights in the works of the government inter-alia through provision of HRE at different levels.

Besides Commission Members, the event brought together experts from multilateral and intergovernmental organizations such as UNESCO, ISESCO, UN OHCHR² as well as representatives of OIC Member and Observer States including their National Human Rights Institutions (NHRIs).

In addition to comprehensive presentations made by the Experts and Panellists, participants of the Seminar carried out situational analysis of HRE policies in their countries and suggested appropriate solutions for various implementation gaps that could help craft long term strategies to meet international human rights obligations while safeguarding their respective religious and cultural particularities.

Based on deliberations and sharing of views among the participants of the Seminar, IPHRC concluded the following as the salient outcome of the Seminar:

Recognized the commitment of all religions to peace and ***Reaffirmed*** the commitment to uphold and promote the pristine Islamic values of compassion, tolerance and social justice which constitute the core elements of Islam’s universal message to humanity. Further highlighted that it is the individual, social and collective responsibility of Muslims, according to their faith, to protect the rights of all irrespective of one’s caste, colour, sex or social position.

Recognized that comprehension of human rights norms and principles promotes mutual respect for diversity, enhances tolerance and provides a basis for people-centred human, social, cultural and economic development of diverse societies. To that end, it stressed the importance of managing diversity for creating an environment conducive for resolving conflicts among peoples and nations as well as peace-building and peace sustaining.

Noted that economic integration and advancement in communication has brought the world closer in which human rights are increasingly recognized as a unifying moral force.

¹ Organization of Islamic Cooperation

² United Nations Educational, Scientific and Cultural Organization; Islamic Educational, Scientific and Cultural Organization; UN Office of the High Commissioner for Human Rights

It is imperative than ever to make human rights known and understood through HRE through all available tools including the use of media and Information Communication Technology.

Upheld that based on common universal value system devoted to protecting human dignity and development of human personality, human rights education should be provided to all persons at all levels enabling all persons “to participate effectively in a free society, promote understanding, tolerance and friendship among all nations, racial, ethnic or religious groups and to further the activities of the United Nations for the maintenance of peace”.

Recalled Article 1 of United Nations Declaration on Human Rights and Training which inter-alia provides “Human rights education and training is essential for the promotion of universal respect for and observance of all human rights and fundamental freedoms for all, in accordance with the principles of the universality, indivisibility and interdependence of human rights. [...]

Acknowledged positive historical evolution of HRE as a recognized discipline through adoption of Universal Declaration of Human Rights (Article 26), Convention of Rights of Child (Art 29), OIC Charter and its Ten Year Programme of Action as well as Cairo Declaration on Human Rights in Islam and various other conventions of UN and UNESCO that deal with objectives of education, Vienna Declaration and Program of Action 1993 that brought the States responsibility to ensure human rights education upfront and UNGA Resolutions 49/184 which provided for UN Decade for Human Rights Education and 59/113 which established the ‘World Program for Human Rights Education’ to augment national human rights education efforts on specific issues in three consecutive phases.

Welcomed the inclusion of the comprehensive goal on education including HRE for promotion of peaceful and inclusive societies in the recently adopted Sustainable Development Agenda by the UNGA on 27 September 2015.

Reaffirmed that full enjoyment of human rights by individuals and groups is subject to fulfilment of set of responsibilities that contribute to the promotion and protection of all human rights by all as enshrined in international and regional human rights instruments and are in conformity with their social, religious and cultural ethos.

Recognized that the need for HRE is unequivocal and emphasized the responsibility of both the States and all other stakeholders to respect, protect and promote the human rights of all human beings without distinction. Universally recognized human rights values and democratic principles should be embedded in any education system as part of quality of education.

Further recognized that comprehensive dispensation of HRE can effectively combat the existing ills of extremism, terrorism and violence based on race and in the name of religion as well as promote multicultural, tolerant and progressive societies that are at peace within and with out. To that end it underscored the role of religious leaders and the importance of engaging them.

Recalled that World Conference on Human Rights in Vienna in 1993 obligated that States and governments have the primary responsibility to promote and ensure HRE and training with a view to strengthening universal commitment to human rights.

Recognized that human rights issues are complex and multidimensional. Therefore, in dealing with issues of cultural and religious particularities, adaptation to local context, cultures and concerns should be incorporated into HRE practices.

Underlined that the human rights training has to factor in the concerns and needs of the participants, combine intellectual challenges with the development of skills and shaping of attitudes, which can only be achieved through stakeholders' active involvement.

Stressed that HRE is linked with pedagogy. HRE should be integrated in the national education curricula at all levels starting from elementary to tertiary, and human rights training programs for professionals including, teachers, officials and members of the judiciary, executive, legislative and law enforcement agencies etc.

Recognized that HRE in schools is a process which concerns not only the inclusion of human rights elements in the curriculum, but also further development of textbooks and teaching methodologies, human rights training of teachers and school administrators as well as fostering learning environments which encourage full development of human personality, mutual respect and learning to live together with appreciation of cultural diversity.

Recalling that OIC is obligated by its Charter to work for promotion of human rights and fundamental freedoms, good governance, rule of law and accountability in Member States. Also, it recognized that issues of gender equality and equity, cultural diversity, interfaith dialogue, prevention of violence, elimination of stereotypes (based on race, religion, ethnicity, colour or sex) constitute indivisible components of HRE. IPHRC, therefore, endorses that active and responsible citizens need support and information, through HRE to make informed moral choices and take principled positions on all issues, and uphold human dignity.

Further highlighted that IPHRC, since inception, has kept HRE as one of the cross cutting themes that must be promoted and pursued while performing its mandated tasks and activities. Article 14 of its Statute also mandates it to 'provide technical cooperation in the field of human rights and awareness-raising about these rights in the Member States'. HRE, therefore, could become an area of cooperation among the OIC, relevant international organizations and civil society to strengthen HRE in the OIC Member States at all levels to promote an inclusive human rights system consistent with their religious and cultural ethos.

Recommended that Member States should undertake education sector reforms that include action plans and programmes in accordance with the guidance given in Plans of Action for each phase of the World Program on HRE and work for its effective implementation through its integration into school and training curricula. Furthermore States must engage and consult all relevant actors and stakeholders to have an inclusive HRE strategy that aptly covers all issues of concern to the country.

Highlighted the crucial role of NHRIs in influencing the integration of HRE into national action plans through participatory tailoring exercise, which reflects international human rights obligations and appropriate emphasis on monitoring and accountability. It

reinforces the need for governmental and non-governmental actors to enhance partnership to this end.

Identified the need for building collaborations among Member States, their NHRIs and relevant international organizations for exchange of knowledge and sharing of best practices with a view to advancement of professional and social competencies and identification of commonalities of action in the field of HRE as a starting point for formulation of a holistic and coherent strategy.

Suggested that Member States may consider creating network of universities or recognized academic institutions to conduct Masters courses / diplomas on HRE with a view to promoting moralistic and universal human rights values. IPHRC together with OHCHR, ISESCO and UNESCO could offer technical expertise in this regard.

Recognized that intrinsic strength of religion in promoting tolerance, respect for others and good moral behaviour needs to be highlighted and linked to human rights values. To that end, the vital role of religious discipline education (religious schools) was acknowledged. These institutions must also be brought into the mainstream educational fold through formal linkages with the relevant departments/institutions of religious affairs and education.

Appreciated the active involvement of OIC Member States in the Global Platform for HRE as well as presenting of national reports on implementation of HRE strategies. **Encouraged** all Member States to participate in this exercise and strengthen their HRE strategies by making use of the available empirical evidence and situational analysis as well as best practices shared by different countries.

Stressed the need to design a matrix/guidelines of best practices for harmonization of national educational strategies of Member States from HRE perspective in line with Plans of Action of each phase of the World Program. *To that end, it recommended* to the OIC Secretary General to establish a broad based Working Group consisting of IPHRC and ISESCO to coordinate efforts, with the support of UNESCO and UN OHCHR, for formulation of suggested matrix as well as to provide technical expertise to the requesting Member States to strengthen their national HRE infrastructures.

Recognized the desirability of including HRE as a component of national human rights plans of action, development plans and other relevant national plans of action to foster universally recognized human rights values, culture of peace, democratic citizenship and to achieve sustainable development.

At the end, all participants expressed gratitude to the Ministry of Foreign Affairs of the Republic of Indonesia for hosting the IPHRC Seminar on HRE as well as for extending cordial hospitality.

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