



# General Assembly

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## Human Rights Council

Thirty-second session

Agenda item 3

**Promotion and protection of all human rights, civil,  
political, economic, social and cultural rights,  
including the right to development**

**Joint written statement\* submitted by Soroptimist International, a non-governmental organization in general consultative status, OIDEL, Associazione Comunita Papa Giovanni XXIII, Association Points-Cœur, Commission Africaine des Promoteurs de la Santé et des Droits de l'homme, Graduate Women International (International Federation of University Women), Istituto Internazionale Maria Ausiliatrice delle Salesiane di Don Bosco (IIMA), International Volunteerism Organization for Women, Education and Development - VIDES, Pax Romana (International Catholic Movement for Intellectual and Cultural Affairs and International Movement of Catholic Students), Soroptimist International and Teresian Association, non-governmental organizations in special consultative status**

The Secretary-General has received the following written statement which is circulated in accordance with Economic and Social Council resolution 1996/31.

[17 June 2016]

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\* This written statement is issued, unedited, in the language(s) received from the submitting non-governmental organization(s).

GE.16-10544(E)



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## **Interactive Dialogue: Special Rapporteur on the Right to Education**

The NGO Platform on the Right to Education welcomes the new report of the Special Rapporteur on the Right to Education. We consider this report extremely important as it identifies clearly the main challenges of the International community regarding this digital and technical revolution. We consider this document as a step forward to address the digital revolution from a human rights perspective.

We agree with the special rapporteur that this digital tsunami is changing the educational landscape at a dazzling rate. Facing this revolution, the states have the obligation to ensure the protection and safeguarding of the right to education. We consider that this protection must lead towards a right-based approach to digital technologies and the achievement of quality education.

In line with what the Special Rapporteur have said we understand this media revolution as a huge democratization of educational means. There are many good examples of it, such as the Open European Library. However, we cannot forget that technology is not a finality, but a means. Indeed the simple investment of technology does not ensure quality, the investment in new technologies have to go hand-in-hand with well-planned pedagogy and teacher's training. One of the main challenges of this technologic revolution is how to make the link between technology and humanities. Unlike technology, humanities are not objective-oriented, humanities are about creativity, critical thinking, empathy, dialogue. This humanistic approach is not only necessary for esthetic but also ethical considerations. Technology without humanities is doomed to failure.

The special rapporteur states the importance of the establishment of partnerships and the participation of civil society to address this digital revolution. The UNESCO document "Rethinking Education: towards a common good?" warns about this new landscape and its dangers and points out the importance to change the educational paradigm of education. We encourage the states to adopt a common good approach when addressing educational issues and to collaborate closely with civil society.

Also, it is the first time that a special rapporteur addresses the issue of Higher Education extensively. Higher education needs to regain prominence in the next years. We welcome the opening of such an important debate in order to address the realization of the right to education from a holistic perspective.

Finally, as it is the last report of Kishore Singh to the Human Rights Council we want to acknowledge his work and want to recognize his efforts for the realization of the Right to Education.

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