

## **A ‘relational based approach’ for human rights education focusing on emerging & converging technologies and human rights.**

**New Humanity** appreciates the Office of the High Commissioner’s ‘call for input’ to contribute to the upcoming fifth phase of the World Programme for Human Rights Education. Remembering that in his 2021 report, ‘Our Common Agenda’, the Secretary-General stated that consideration should be given to updating or clarifying the application of human rights frameworks to address frontier issues and prevent harms in the digital or technology spaces. During the 5th phase of the global program for human rights in education, New Humanity, proposes **to focus on digital technologies, specifically on the issues of so-called digital rights and ‘neuro rights’**. In addition, we consider it necessary to propose ways to reinforce the knowledge, education, and training in human rights among **all professionals working in the technological sector**.

### **1. A ‘Relational based approach’ to Human Rights Education**

As Vienna Declaration and Programme of Action (1993) remember us, ‘all human rights are universal, indivisible and interdependent and interrelated. The international community must treat human rights globally in a fair and equal manner, on the same footing, and with the same emphasis (par. 5)’. An interconnected world needs also develop diverse approaches which are able of capturing the complexity of human interactions. The Human being is inherently social, and the relationship is the way to express it. The relationality or relationship is a particular human characteristic which is also communicated to other realities and institutions created and lived by them. A relational approach to human rights also helps as to understand that human rights and fundamental freedoms and duties are ‘interrelated, interdependent, indivisible and universal’.

Relational based approach for human rights education concerns the human capacity of interacting with other human beings reciprocally respecting each other's Rights. From this approach, it’s necessary both recognize and support the personal autonomy and, at the same time, protect the relational goods [1] and human relationships because the human rights full flourishing also when we protect, promote, and take care of human’s links.

For example, as its writing on Right Education General Comment 13, ‘Education is both a human right and an indispensable means of realizing other human rights’ (E/C.12/1999/10). It’s necessary a relational approach which balance both, individual dimensions linked to personal autonomy and the social dimension related to life in a community. In addition, the pedagogical mission of human right education not ending with the merely transmission of the content of one particular human right. Also, it is necessary to transmit the reflection and importance on foundation of human right and the sense of human dignity.

The relational based approach it is also connected with the cultural dimension of the right to education because, ‘Universal right that is not informed by proper appreciation of cultural diversity cannot be truly universal; instead, it lays the groundwork for the domination of one country by another, for instance, or for the assimilation of one group in a country by another. Recognizing the cultural dimension of the right to education, however, does not translate into encouragement to appreciate nothing but the diversity of cultural identities; it is also about cultivating what underpins our common identities, our common humanity. Put simply, it is impossible to have one without the other (A/HRC/47/32, par. 8).

Now, more than ever, a relational approach is also the way to building synergies between others UN agencies, procedures, and programs. All UN family organization are concerns for human right and most of them has also a human rights approach for their actions. But between them, most of the time, we can see a fragmentation or parallel work on human rights. It's necessary an integral human rights relational approach in order to facilitate the collaboration between UN agencies and programs, the dialogue between actor (civil organizations, states and international organizations) in order to be more effective on the promotion and protection of all human rights.

## 2. Focus area for the next programme: emerging technologies (AI and neurotech)

The UN Declaration on Human Rights Education and Training affirming that, 'Human rights education and training should capitalize on and make use of new information and communication technologies, as well as the media, to promote all human rights and fundamental freedoms (art. 6)'.

There is no doubt, that technologies are important to facilitate a human right education but also, currently, are an important area for its impacts on human rights and fundamental freedoms. Emerging technologies are both a risk but also a promise of better future. Together most important international organization as UN, UNESCO or OECD we are also concern on the impact of these technologies for democracy [2] and human rights [3], specifically both AI and neurotechnology.

Neurotechnologies are an important field for the study of human brain and its mental and cognitive processes as imagination, perception, memory, or ethics, for example. Both, AI and neurotechnologies could profoundly alter what it means to be human. A particular research combination between AI and neurosciences could affect our own thoughts, privacy, and freedoms. For example, already it's possible 'reading thoughts' through reading brainwaves [4]. For this historical moment, we need learn not only about human rights which are recognizes in the Universal Declaration but also about called 'neuro rights' [5] and digital right [6] under tree principles: (a) People must be at the center of digital process guarantee and promote its human rights; (b) Digital technologies cannot endanger the physical integrity and well-being of human beings; (c) Technology should be used to unite, and not divide, people [7].

### References

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- [7] *Ibidem*, art. 3.

Juan García-Gutiérrez

New Humanity, NGO  
Fulbright Visiting Scholar  
College of Education, University of Illinois  
Profesor Contratado Doctor  
Facultad de Educación, UNED