



FutureEd

Dignity · Justice · Freedom

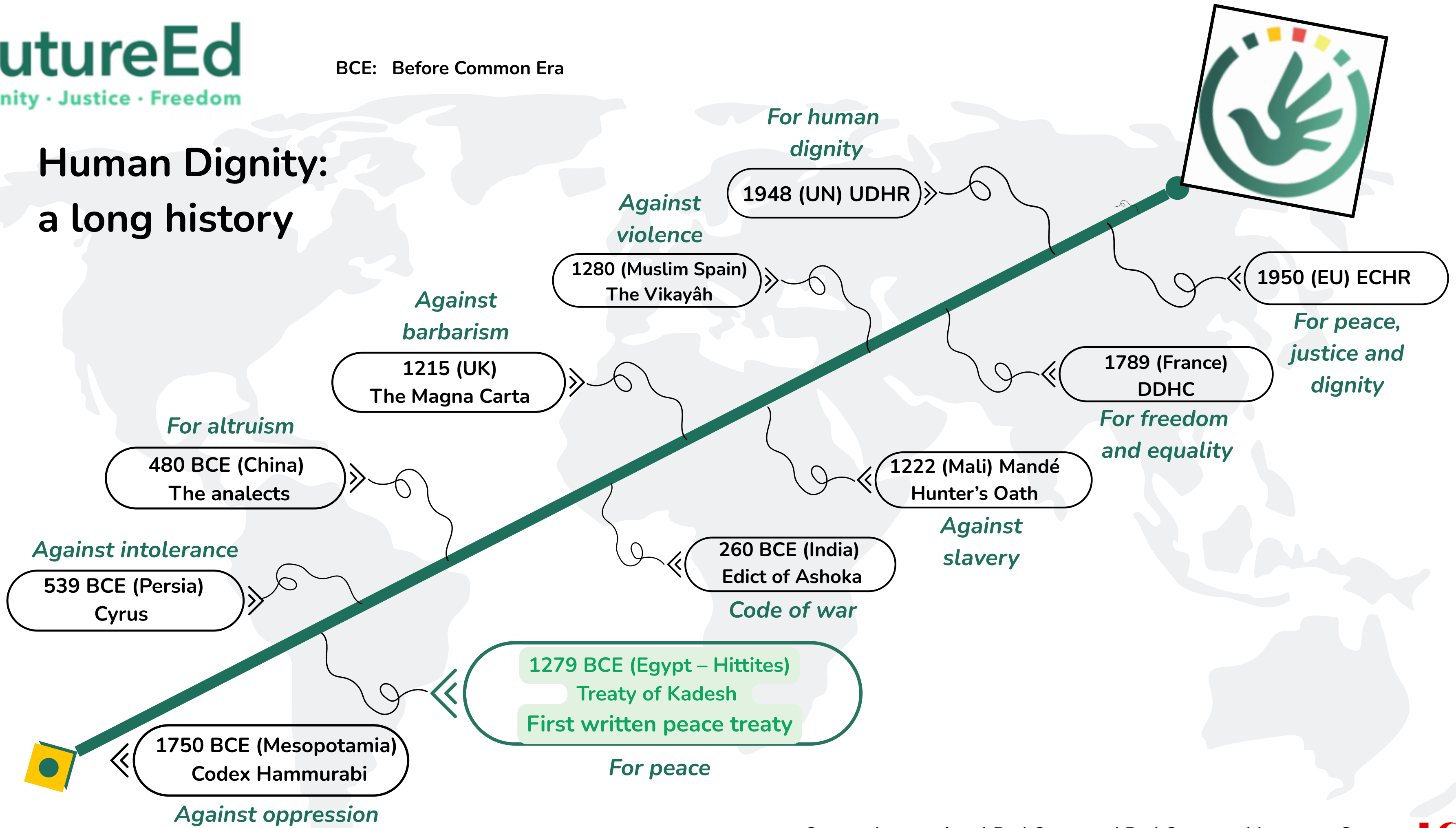
Understanding the Ecosystem of Human Rights

PART I
Foundations



Co-funded by the
European Union

Human Dignity: a long history

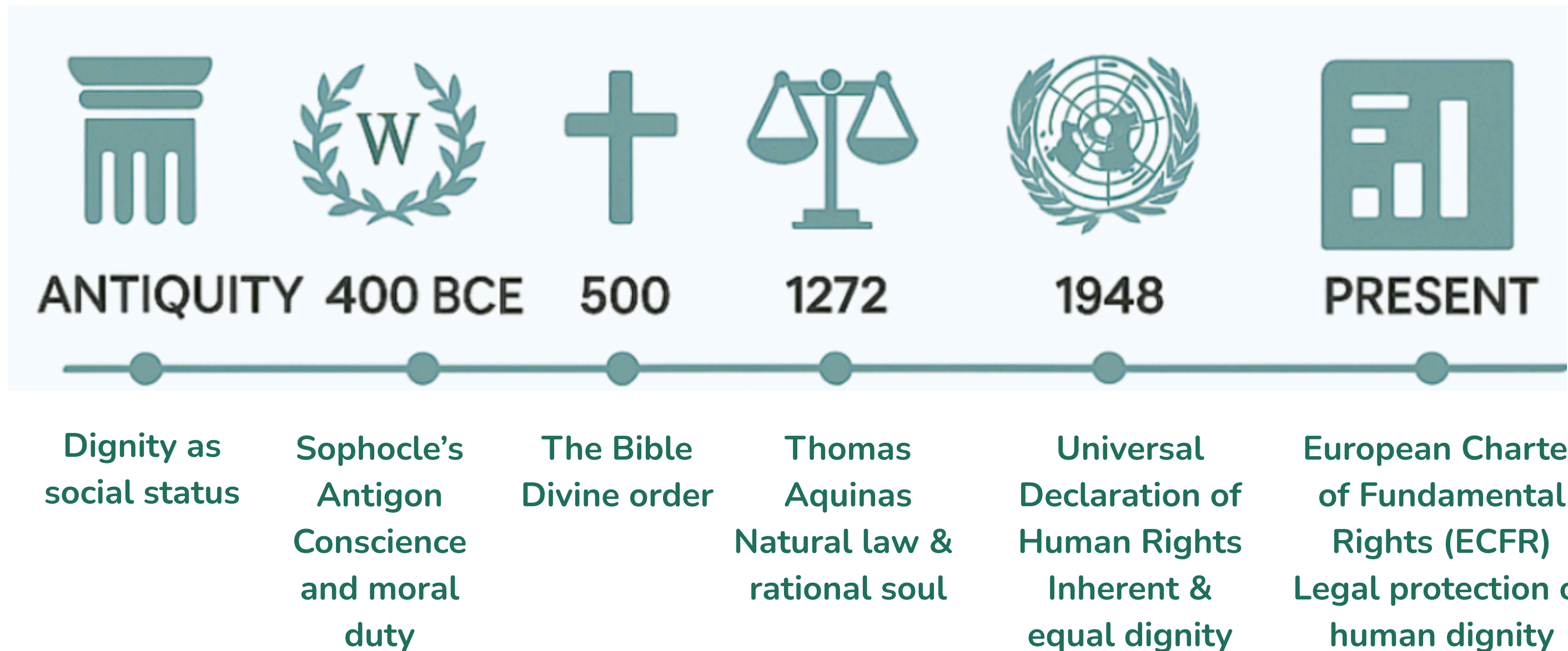


Human Dignity : multicultural roots of a universal concept



Examples (not an exhaustive list) !!!!

Human Dignity through the Ages in Europe



The swiss Federal Constitution mandates that legislation must account for the dignity of all living beings

Human Dignity, cornerstone of all rights

UDHR
Human Rights
1948
Preamble,
Article 1

ICCPR, ICESR
Social Rights
1966
Preamble

CAT
Against
torture
1984
Preamble

CRC
Children's rights
1989
Preamble

CRPD
Persons with
disabilities
2006
Article 1



“Inherent dignity” = Bedrock of rights



*By nature, every person possesses
unconditional and inalienable dignity.
It cannot be lost or taken away.*



EU Charter
Fundamental
Rights
2000-2009
Article 1

Modern concept of Human Dignity



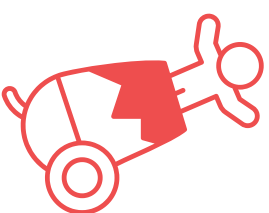
Tensions between protection and autonomy

CoE Campaign Free to speak, safe to learn

Protecting dignity means:

- never treating people as objects,
- guaranteeing their freedom to live authentically,
- cultivating reciprocal respect as the cornerstone of democratic coexistence

- Cultivate recognition, dignity, and democratic participation
- Experience respect and social esteem





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PART II
Institutions



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Number of countries by institutions (March 2026)

United Nations
(UN) 193 countries



Council of Europe
(CoE) 46



European Union
(EU) 27 countries

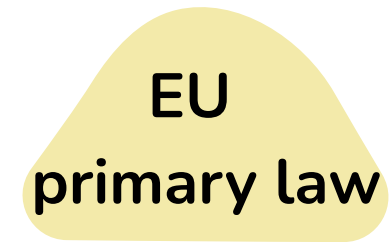


**SOFT &
HARD LAWS**



UN CoE
OECD WHO

International norms and principles
(Treaties, conventions, recommendations)



EU primary law

← Supreme authority
Treaties, Charter (TEU, TFEU, CFR, ...)



EU secondary law

← Regulations, Directives, Decisions
Fully binding or binding on goals and addressees
(GDPR, CSRD, IA Act, State Aid, ...)



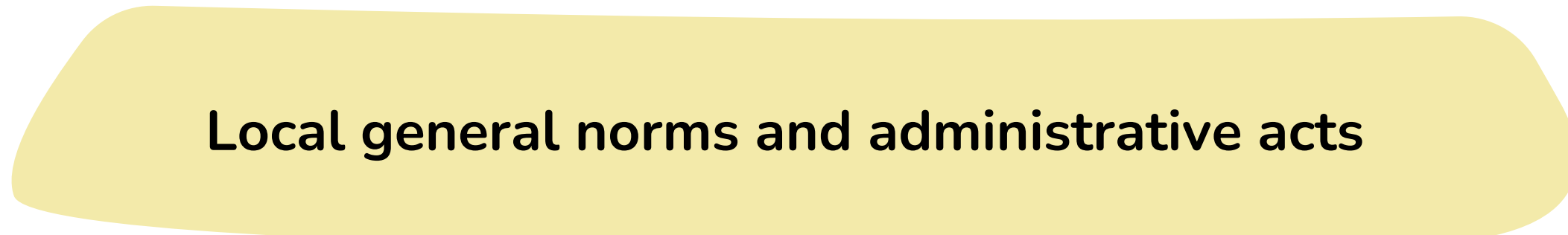
National constitutions



National legislations



Case law



Local general norms and administrative acts

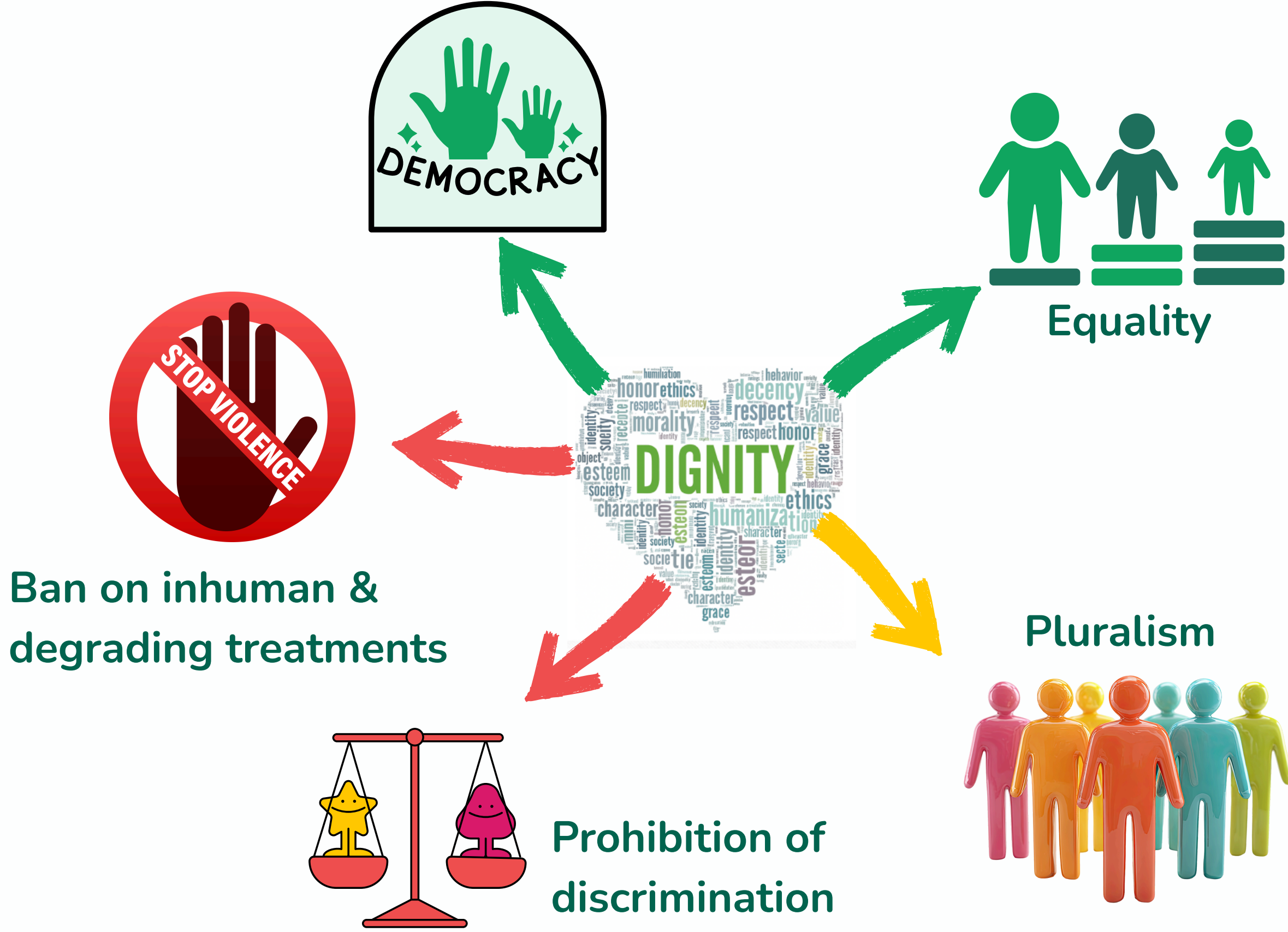
HARD LAWS

*What is legal is not always legitimate.
Above the law is the Constitution.
Above regulations is Humanity.
(Régis Debray)*



Human, Humus, Humility

Guiding principles of Human Rights



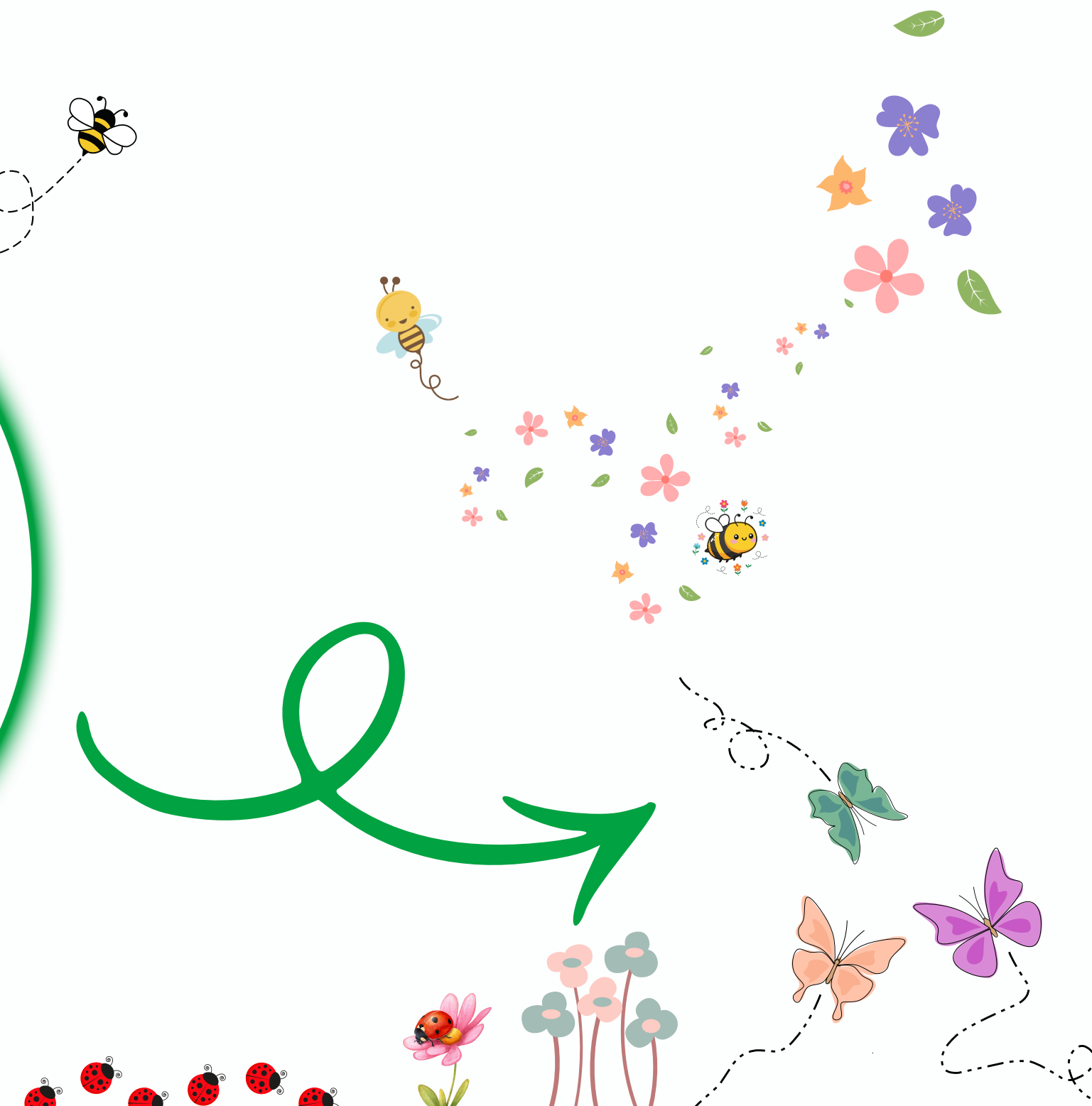
Human rights serve not to enforce fixed moral norms but to offer ethical guidance grounded in common values and “upon the intellectual and moral solidarity of mankind”.

Justice + 

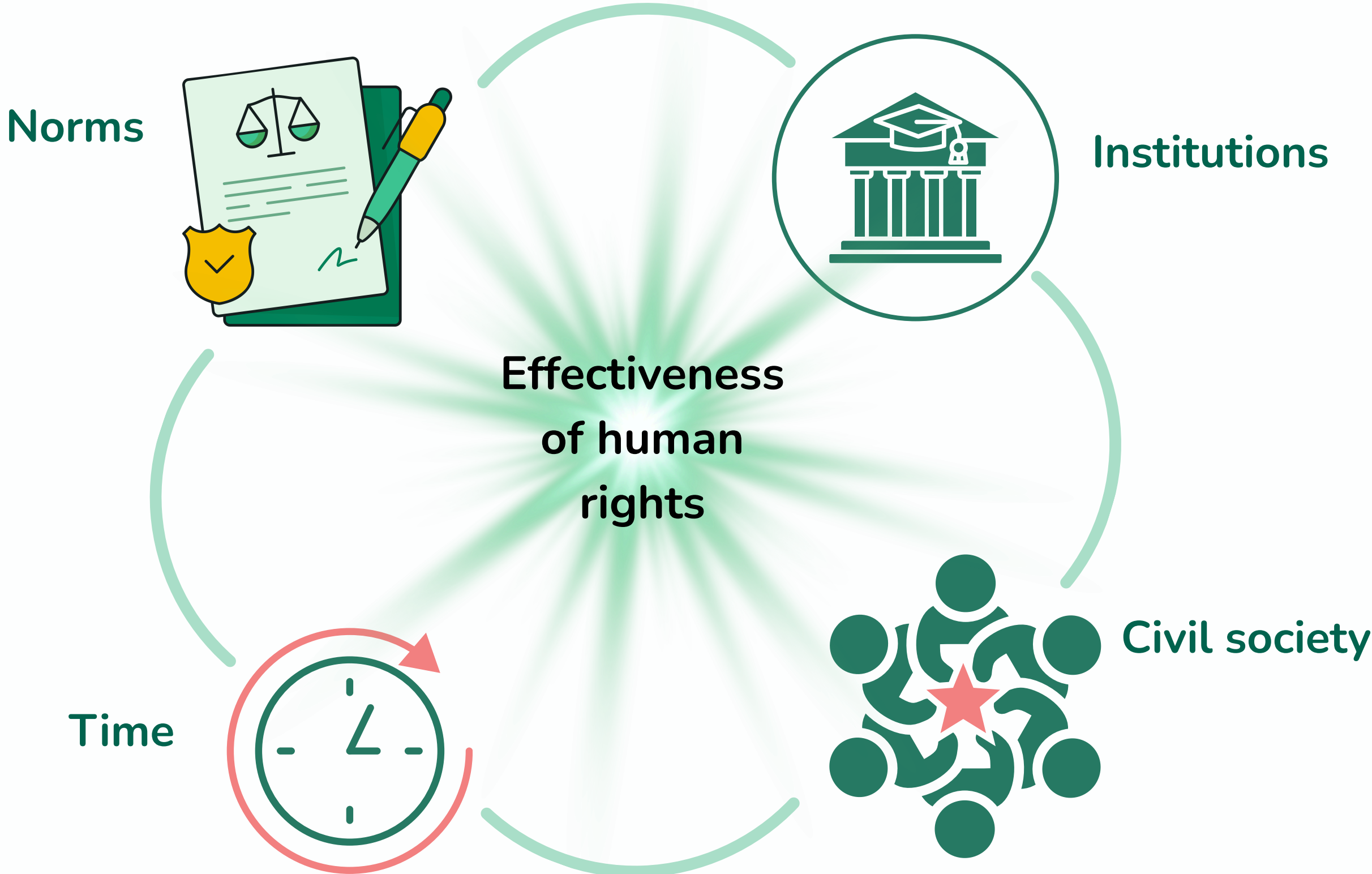
Make it rain, shine & live



Human rights must be cultivated as a living system, with civil society shaping the norms that uphold dignity.



Human Rights Ecosystem



The impact of human rights treaties is determined less by international law itself than by domestic political and social dynamics



Freedom of press
Divergence not silenced
Quest for truth



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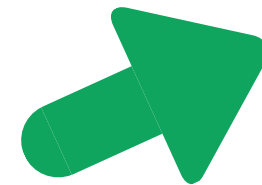
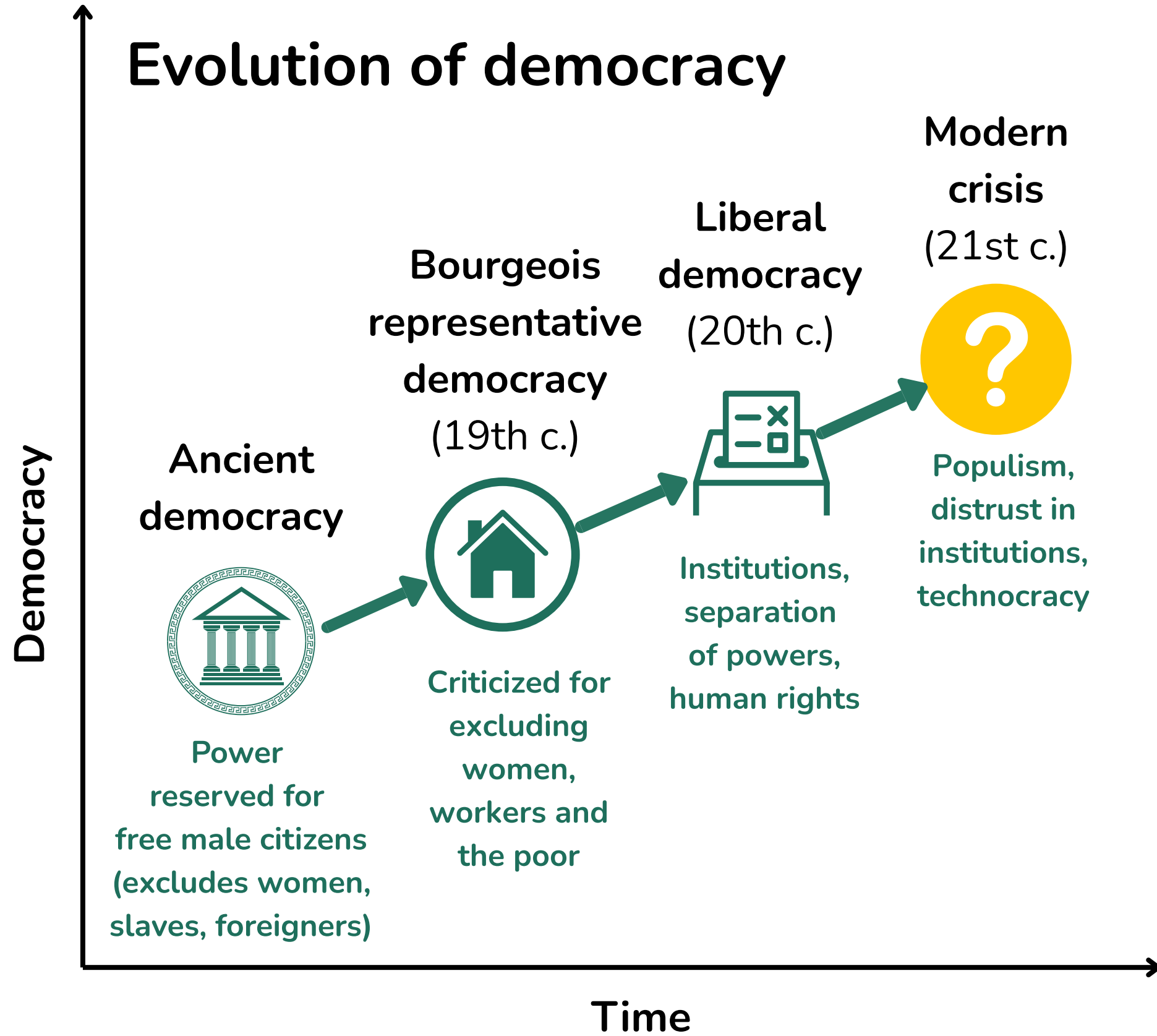
Understanding the Ecosystem of Human Rights

PART III
Evolutions



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New Forms in Debate



Deliberative democracy

Public decision through structured citizens discussion



Radical democracy

Embraces conflict and challenges social hierarchies.



Epistocracy

Rule by the knowledgeable; prioritizes informed voters



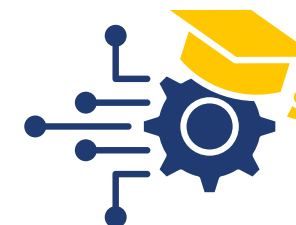
Citizen Assemblies

Randomly selected-citizens debate and shape policy



Civil disobedience

Non-violent public resistance act as a corrective when the system fails to respect justice or rights



Technical democracy

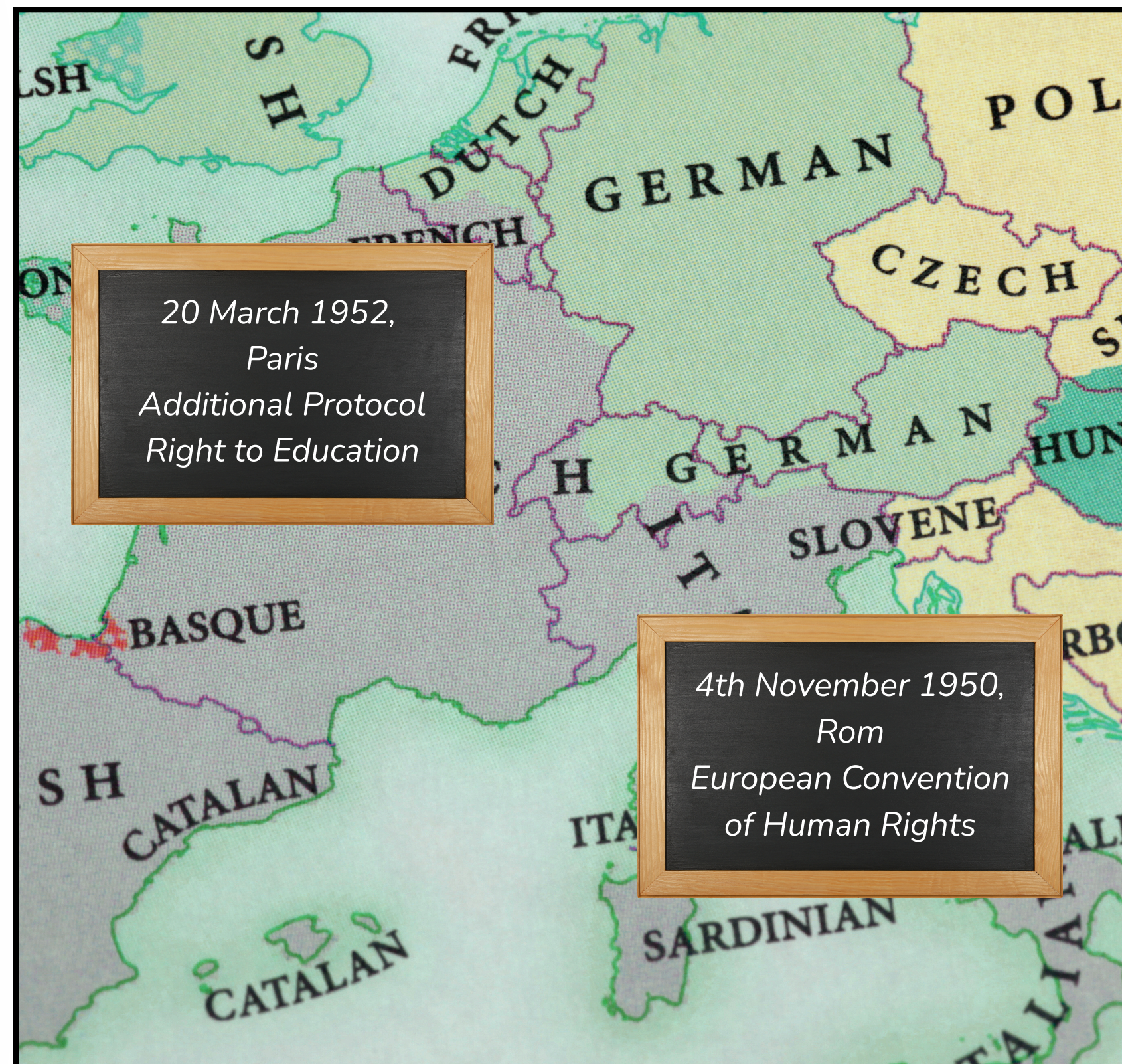
Collectively shaping technology instead of passively consuming it

Article 2 of Protocol N° 1 Right to Education

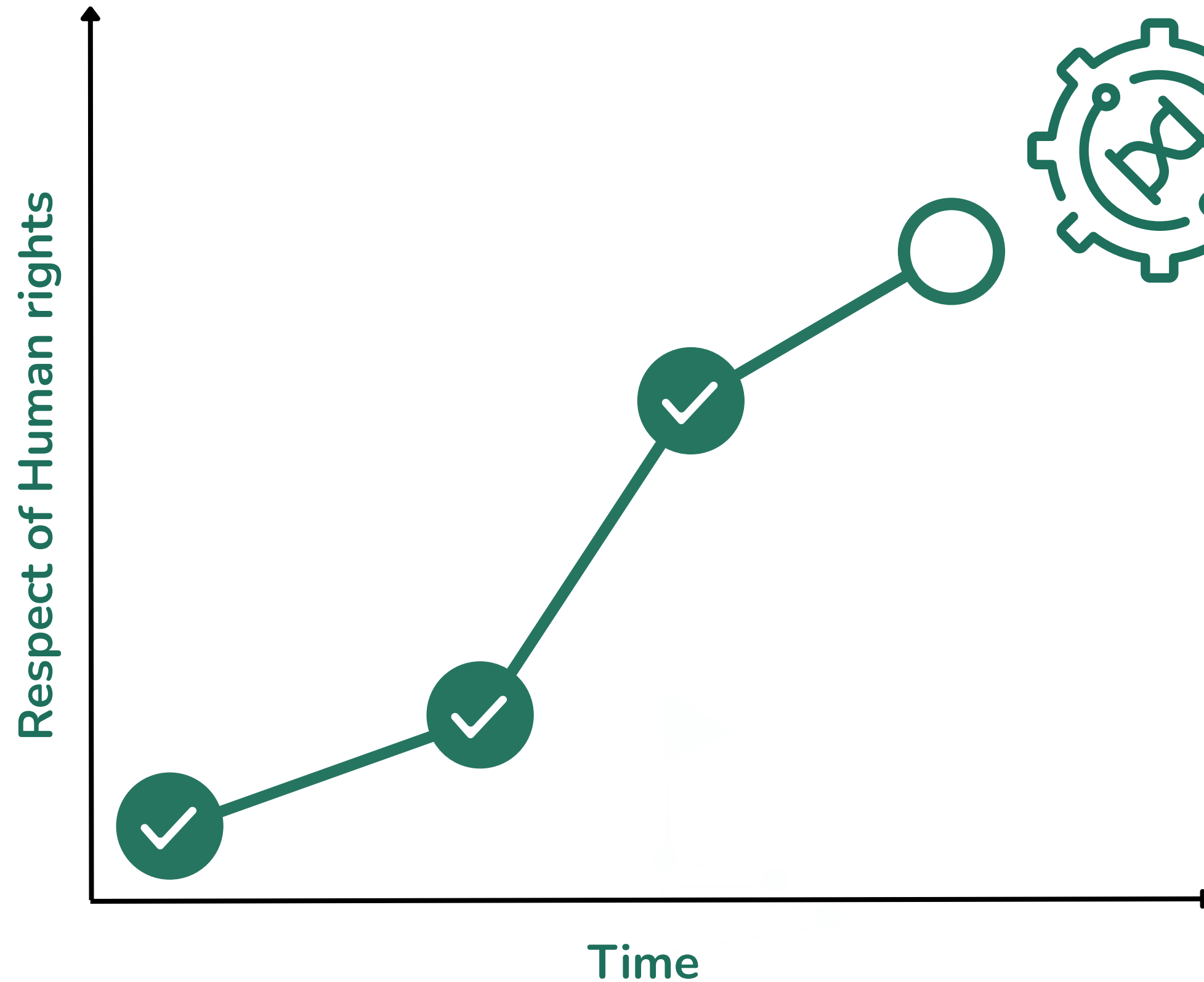
No one shall be denied
the right to education.

The State, in the exercise of the
functions it assumes in the field of
education and teaching,
shall respect the right of parents to
ensure such education and teaching in
accordance with their religious and
philosophical convictions.

COMPROMISE



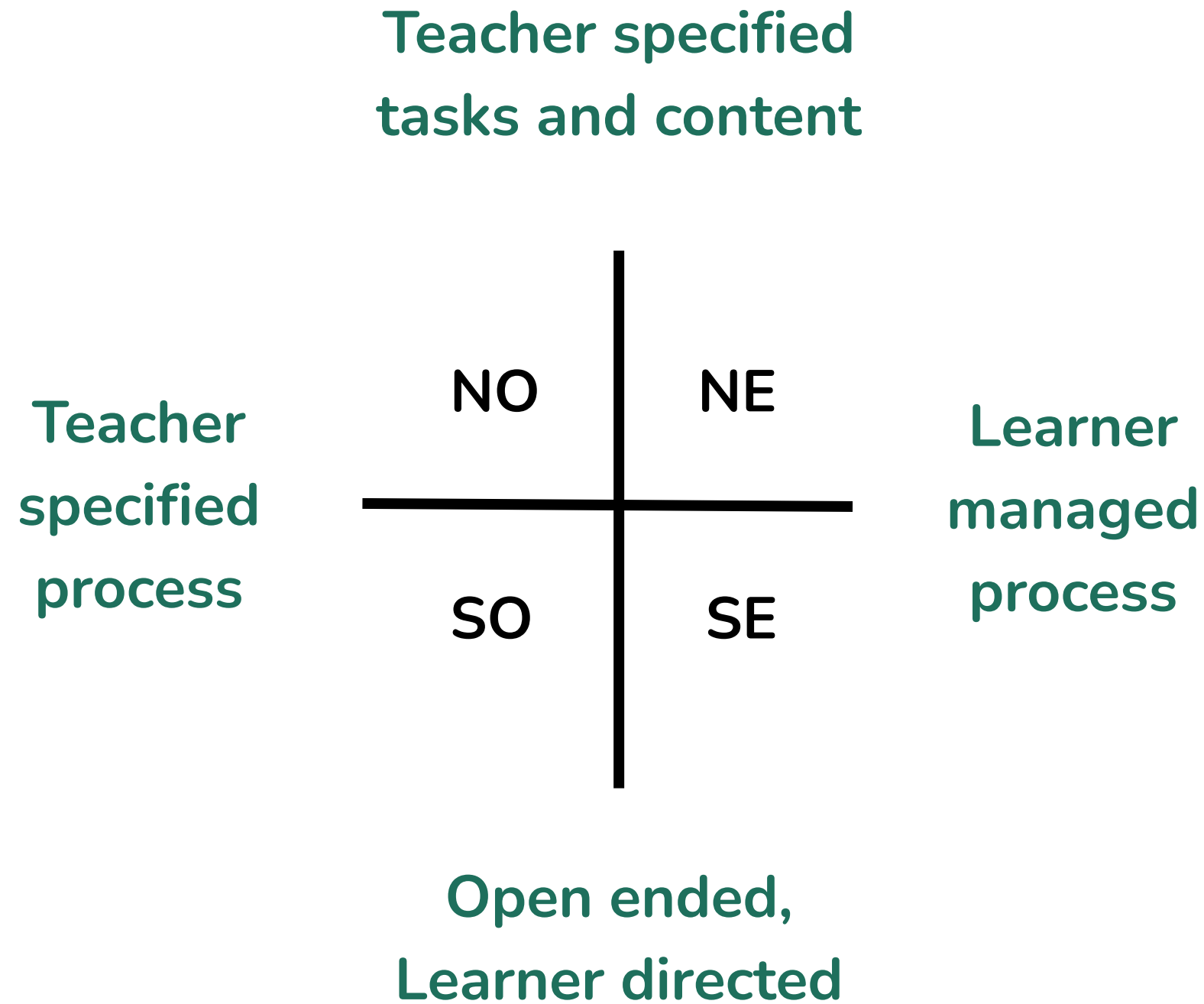
The legal norm can never be regressive



Doctrine of the “living instrument
Principle of non-retrogression
inherent to the ECHR system (EU)

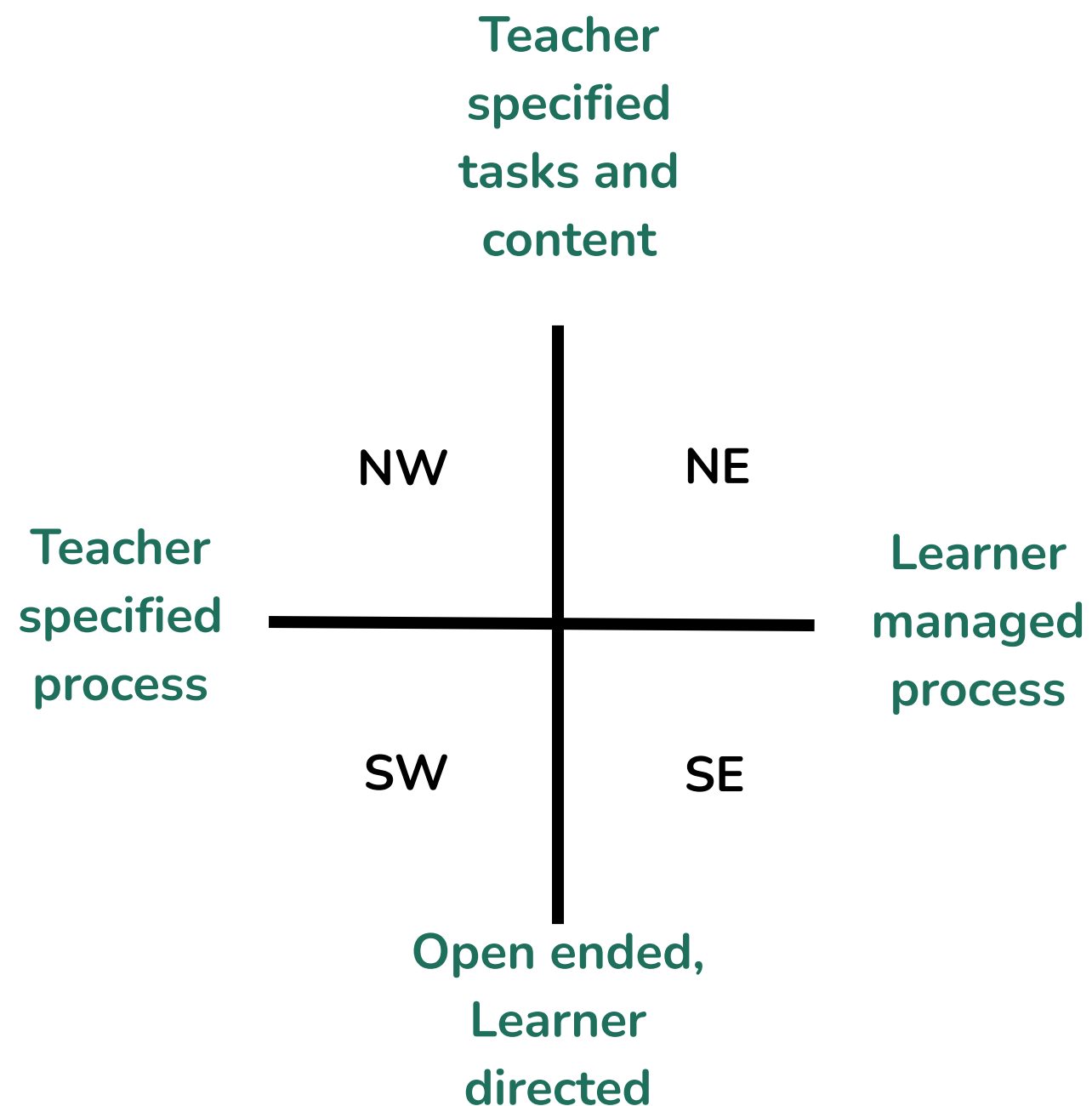


Towards a Rights-Centric educational approach ?



Towards a Rights-Centric educational approach ?

Online Paradigm Grid



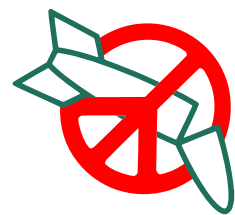
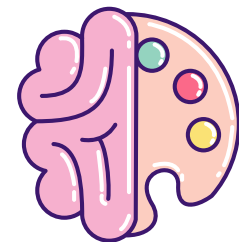
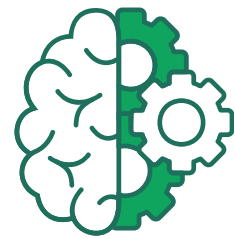
Is your educational practice or experience fully aligned with fundamental rights?

Is your practice or experience :

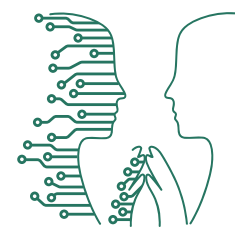
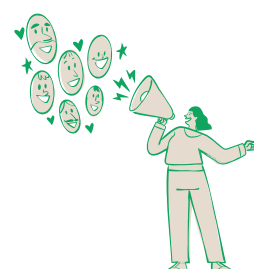
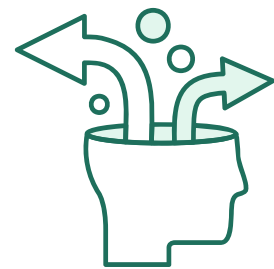
- respectful of autonomy,
- structured and participatory or
- rather focused on control?

What if better ways were possible?

Right to education ?



freedom



Excerpt of founding debates on the right to education (CoE 1950-1952)

*In this matter, there is, for me, only one right that can truly be called fundamental: it is the right of every **child** to have access to culture, to be raised in an atmosphere of freedom, without doctrine or dogma, so that they may become a mature and free individual.*

And today ?
What if we said young person
instead of “child” ?