What contribution by the new technologies in the right to education? - an institutional European approach

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Abstract

The importance of the right to education as a fundamental right and an instrument of democracy is underlined by the latest documents of the European Union (EU). Legally consecrated the right to education both at the level of national law of member States, in constitutional texts and at the level of international law, is with the documentation of the European Union that results in emphasizing the importance of education for the whole Democratic and economic system. The right to education, as well as the right to vocational and continuing training – long life education –, as mentioned, deserve the attention of the most recent documents of the European Union which, many of them although they do not possess the dignity of legislative acts, shape Member States ‘ guidance in their performance. Thus valued, the right to education arises as a conditioning factor in the most varied subjects. Educational systems, possibly using the use of information and communication technologies (ICTs), will be facilitators and promoters of the acquisition of competences, namely knowledge, skills and attitudes, essential to the exercise of Democratic ideals. However, it raises the problem of access to these same technologies and its possible use in training to articulate, participate and shape, in the future of a Europe characterised by democracy, solidarity and inclusion. And what contribution can the aforementioned ICT ensure for a more effective realising of the constitutionally recognised right? The discussion is still recent. Digital technology enriches learning in a variety of ways and offers learning opportunities but how to guide it? The value of the rule of law is maintained today as a priority. But it turns out that, in it, the realization of the right to education is not yet achieved in its fullness. It will also be through the policy of education and training that the common values and the general principles of law remain. The focus of intervention by the State and the international community has also been a necessity and priority. The research intends to focus on the legislative documents which devote the question of valorising the use of ICT in achieving this right. The theoretical-academic penchant is consolidated through systematic normative interpretation and has as pure intent the expansion of knowledge in research in a qualitative and exploratory approach without presenting quantitative data, the aim is to bring to discussion and debate the role, value and capacity of the use of ICT in enforcing a positive right that depends on the state's actions for its implementation. Being certain of the importance of education as a vehicle of promoter of democratic values and for the realization of other public policies, the adequacy of the teaching system to new technological demands arises as a challenge and a Need for which there is still a long way to go, which is the way of the mere documentary consecration by the institutions of the European Union.

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