

# UNESCO's Comprehensive Study on Internet Related Issues

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## **Submitted by :**

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**Gender:** Female

**Category of Stakeholder:** A. civil society and NGOs including individual users

**Country:** Germany

**Region:** Europe and North America

**1. What can be done to reinforce the right to seek and receive information in the online environment?**

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**2. What mechanisms can develop policies and common standards for open-licensed educational resources and scientific repositories, and for the long-term preservation of digital heritage?**

**3. How can greater progress be made as regards inclusive strategies for women and girls as well as marginalized and disabled people?**

Access to education is the key factor here. Of course, it needs a society where it is socially and culturally accepted that girls and women should be able to partake in education. Education itself should more focus on strengthening women's and girl's self-confidence and self-efficacy. Thus, they themselves can act as agents to demand more equality.

**4. How can accessibility be facilitated through increases in locally produced and relevant content in different languages?**

**5. What can be done to institutionalize Media and Information Literacy (MIL) effectively in national educational systems?**

**6. What are the current and emerging challenges relevant to freedom of expression online?**

- 7. How can legislation in a diverse range of fields which impacts on the Internet respect freedom of expression in line with international standards?**
- 8. Is there a need for specific protections for freedom of expression for the Internet?**
- 9. To what extent do laws protect digitally interfaced journalism and journalistic sources?**
- 10. What are the optimum ways to deal with online hate speech? How can Media and Information Literacy empower users to understand and exercise freedom of expression on the Internet?**
- 11. What are the optimum systems for independent self-regulation by journalistic actors and intermediaries in cyberspace?**
- 12. What principles should ensure respect for the right to privacy?**
- 13. What is the relationship between privacy, anonymity and encryption?**
- 14. What is the importance of transparency around limitations of privacy?**

Since privacy is quite often no longer guaranteed due to nosy networks, apps and so forth, transparency gets more and more relevant: If it would be transparent which company hosts what data and what the company does with it, users could at least be more mature.
- 15. What kinds of arrangements can help to safeguard the exercise of privacy in relation to other rights?**
- 16. How can openness and transparency of data be reconciled with privacy?**
  - The users should be able to say which information of him/her is being processed and which is kept private.
  - Data collector should be forced to lay open what they do with the data in detail.
- 17. What may be the impact of issues relating to big data on respect for privacy?**

Big data has the potential to be the greatest threat for privacy in the next decades: the idea of big data is to gather huge amounts of data which can then be searched by mathematical procedures in order to find all kinds of connections: the connection between weather and shopping decision, place of residents and crime and so forth. So, big data is interesting to many people: entrepreneurs, secret agencies, police, science etc. What is risky in respect for privacy is the fact that information are no longer gathered bound to a specific purpose, but only because information might be interesting.

Moreover, it is nearly impossible for consumers who has which data of theirs. So there is a striking imbalance of power: on the one hand consumers don't know which data is collected and what is made with it. On the other hand data-collectors have the data and are not obliged to lay open who the data is being processed.

Während Datenschützer immer wieder fordern, dass Daten nur zweckgebunden und nur mit Kenntnis und Einverständnis der Betroffenen gespeichert und ausgewertet werden dürfen, setzt „Big Data“ die permanente Speicherung großer Datenmengen voraus, und dies oft, ohne dass der konkrete Zweck für den diese Daten genutzt werden, bereits bekannt ist.

#### **18. How can security of personal data be enhanced?**

Personal data can be better secured when people are aware that it is necessary to treat their data sensitively. Klicksafe developed resources on the topic of "data protection" for parents and teachers. The aim is to inform them about the risks for their personal data and how they can protect their data.

#### **19. How can Media and Information Literacy be developed to assist individuals to protect their privacy?**

Media literacy needs to be build from a very early age on. This is necessary for many even very young children are online and explore the digital world - be it via Desktop-PC, Smartphone or Tablet.

Media Literacy is, at best, integrated in the school-curriculum so that children and youths are sensitized on subjects like privacy settings, data-protection, risky behaviours etc. Therefore it need well-informed teachers whoc have an idea of the world their students are living in. Consequently it need teacher-trainings during their training and/or via further education. klicksafe trains teachers who in turn train others teachers. Thus, knowledge and klicksafe-lesson plans on various topics (e. g. Data Protection, Cyber-Mobbing, Social Communities etc.) are widely spread. Please find our lesson plans here: <http://www.klicksafe.de/materialien/>

Moreover, it often needs "translation". Since more and more problems are highly technical and complex, trainers and youth workers are faced with the task to help teachers, parents and youths to understand them and translate them into understandable language.

**20. How can ethical principles based on international human rights advance accessibility, openness, and multi-stakeholder participation on the Internet?**

**21. What conceptual frameworks or processes of inquiry could serve to analyse, assess, and thereby inform the choices that confront stakeholders in the new social uses and applications of information and knowledge?**

**22. How does ethical consideration relate to gender dimensions of the Internet?**

**23. How can ethics, - i.e. the simultaneous affirmation of human rights, peace, equity, and justice - inform law and regulation about the Internet?**

**24. What international, regional and national frameworks, normative guidelines and accountability mechanisms exist of relevance to one or more fields of the study?**

**25. How do cross-jurisdictional issues operate with regard to freedom of expression and privacy?**

This is a great issue: Companies that are active in the digital field, e. g. Facebook, Twitter, Tumblr etc. operate worldwide and belong to another privacy-culture than many of their users. The latter are spread among various countries and different cultures. If German data protection specialists criticize Facebook's data protection guideline it is difficult to settle the dispute.

**26. What are the intersections between the fields of study: for example, between access and freedom of expression; ethics and privacy; privacy and freedom of expression; and between all four elements?**

**27. What pertinent information materials exist that cut across or which are relevant to the four fields of the study?**

**28. What might be the options for role of UNESCO within the wider UN system in regard to the distinct issues of online Access to information and knowledge, Freedom of Expression, Privacy and Ethical dimensions of the information society?**

**29. What might be options for the role of UNESCO in relation to stakeholders outside the UN system?**

**30. For each study field, what specific options might UNESCO Member States consider?**