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# Survey on Privacy in Media and Information Literacy with Youth Perspectives

Survey on Privacy in Media and Information Literacy

UNESCO Series on Internet Freedom

Sherri Hope Culver  
and Alton Grizzle

**Survey on Privacy  
in Media and Information  
Literacy with  
Youth Perspectives**

UNESCO Series on Internet Freedom

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# List of abbreviations and acronyms

<b>ALA</b>	American Library Association
<b>API</b>	Access to public information
<b>ATI</b>	Access to information laws
<b>GAPMIL</b>	Global Alliance for Partnerships in Media and Information Literacy
<b>ICT</b>	Information and communication technology
<b>IMDEC</b>	Mexican Institute for Community Development
<b>ITL</b>	Internet technical literacy
<b>KAP</b>	Knowledge, attitudes and practices
<b>MIL</b>	Media and information literacy
<b>MILID Network</b>	UNESCO-UNAOC University Network on Media and Information Literacy and Intercultural dialogue. Formerly called the UNESCO-UNAOC UNITWIN Cooperation Programme on Media and Information Literacy and Intercultural Dialogue
<b>MILID</b>	Media and Information Literacy and Intercultural Dialogue.
<b>MOOC</b>	Massively Open Online Course
<b>NAMLE</b>	National Association for Media Literacy Education
<b>NGO</b>	Non-government organization
<b>OCLC</b>	Online Computer Library Center
<b>OfCom</b>	Office of Communications (independent regulator and competition authority for the UK communications industries)
<b>OHCHR</b>	Office of the United Nations High Commissioner for Human Rights
<b>SDG</b>	Sustainable development goal
<b>UN</b>	United Nations
<b>UNESCO</b>	United Nations Economic, Scientific and Cultural Organization
<b>UNITWIN</b>	University Twinning and Networking Programme



# Foreword

The free, unhindered development of one's personality depends, amongst other things, on the ability of the individual to exercise a number of different fundamental rights, which may broadly be organised into two major categories. First, there are those human rights that are somehow related to the flows of information in society. Second, those which are not directly related to information flows but which may somehow facilitate them and/or other facets of personality development.

In March 2017, the UN Human Rights Council (HRC) took an historic step. In what was apparently the first time in its history – and possibly that of the UN – it articulated an explicit link between the information-related fundamental rights of privacy and freedom of expression with the over-arching right to free, unhindered development of personality. In its resolution *A/HRC/34/L.7/Rev.1* it recognises *“the right to privacy also as an enabling right to the free development of personality and, in this regard, noting with concern that any violation to the right to privacy might affect other human rights, including the right to freedom of expression and to hold opinions without interference, the right to freedom of peaceful assembly and association”*

It may be seen that the HRC here also made mention of the non-information-related rights of freedom of peaceful assembly and association which are also essential for the free development of personality. Some would say that had it wished to be even more comprehensive about those non-information related rights which help mould and develop one's personality, it may have also wished to include other rights, such as the one to freely hold any religious or philosophical belief – or indeed the right to life, which in turn implies the right to security. How does one achieve synergy between all these various rights? Should any country's policy regarding Media & Information Literacy (MIL) be influenced in order to somehow value one right more than another? This volume does not necessarily seek to provide a definitive answer to these and other questions, but it is certainly designed to make the reader think deeply about such issues. Thus, for example, policy makers can reflect about the significance of research in this volume which illustrates the answers obtained from youth around the world to questions like *“My Government has the right to know all personal information about me if this will keep me safe online”* or *“My security is more important than my privacy”*.

Authors Sherri Hope Culver and Alton Grizzle have rendered an invaluable service to those of us who believe in evidence-based policymaking. In this volume, they have, brought together two extremely useful empirical studies: 1) Youth perspectives on privacy and safety online and 2) Privacy in MIL. Reading this book had several positive effects on me: firstly it made me want to know more. The authors correctly and rigorously do not lay claim to their data being fully representative but the breadth of the study is such so as to make it extremely useful in the way that it may reflect important trends with views from 1,735 youth from the ages of 14-25 spread across 100 countries. That's only half the world's countries. Now I want to know what the other half of the world thinks, for the UN has 194 Member States and a few more entities not yet formally recognised as UN member-states, but which are the size of some other states. Secondly, it made me wish for rapid plans to expand and replicate this study very preferably with at least 300-500 youth surveyed in each country. It's a big ask, but it can be done if carefully resourced and planned for. Thirdly, I would like to see a “next time round”, indeed many times round. Such surveys should be taken regularly, say every five or ten years, and their results made public and discussed immediately and as widely as possible. This would help us monitor the trends of development of perspectives on privacy and thus possibly influence us about any decisions to be taken as to whether and how one needs to intervene as a matter of public and information policy. Fourthly, more resources should be made available for future editions of

this study to enable regional analysis and different perspectives of privacy, which may possibly be brought about by other cardinals such as class, age, culture, ethnicity, nationality etc. This enhanced level of detail would help policy makers avoid any mistakes inherent in a tendency to a “one-size-fits-all” approach when formulating policy. Fifth, I’d like to see the number of MIL practitioners surveyed in MIL to be significantly broadened from the 231 who participated in the research reflected in the following chapters. Culver and Grizzle have produced a work of enormous scope and ambition with the result that it has made me realise how important it is that it be sustained and built upon for the next several decades. Given the limitations of the resources they had at their disposal they have produced some remarkable results but the global development community should reflect about what can be done to make more resources available to do a very necessary job regularly and even broader scope.

Having whetted my appetite for more such data, collected and analysed at regular and frequent intervals, for myself in my capacity as the UN Special Rapporteur for Privacy the reports contained in this volume raise a number of specific concerns: (1) The attitude of youth towards privacy and security may suggest that either they do not really value privacy as much as they claim in other responses or else that they do not properly understand the relationship between privacy and security and are negatively affected by fear and the impact of the “privacy vs. technology balance” debate. This raises the question “Do we need to teach better and more about privacy at all ages?; (2) Privacy is minimally addressed in MIL education; and (3) There is no consistent curriculum model used to teach privacy in MIL.

When I take these key findings and concerns together, they suggest to me that one of the next projects we should pursue is to research and devise privacy-rich MIL curricula for all children at ages 7-14 and youth 14-26. When doing so, the starting points to be considered should include the conceptual and development frameworks for MIL so usefully outlined in Chapter 1 of this volume. Following some preliminary collaboration with UNICEF earlier on in 2017, I have decided that the theme of “Privacy and Children” will be added to my UN mandate’s set of priorities. I have also started putting together a team to design, fund and implement pilot projects on new, privacy-rich MIL curricula to be tested across a few countries. If these new initiatives will produce new MIL curricula, which are eventually adopted globally, then we can perhaps hope that “the next time round” that Culver and Grizzle undertake this type of research in ten years time they will find that things have improved in favour of privacy-awareness and prioritisation by youth. For the principle of “catch ‘em young” to be fully tested when it comes to MIL and privacy, we will need to see the results of surveys in 5-10, then in 15 years and again in 20-30 years’ time. Until then we must continue to research matters thoroughly so each time that it becomes clear that one would need to intervene through revised information policies, we could move to doing so. The first radical step would most probably be to make a privacy-rich form of MIL mandatory from the first year that a pupil enters primary school. Would this measure be as controversial as introducing sex education into schools at an early age or indeed as the issue of religious education in publicly-funded schools? Possibly, less so . . . but in some societies, you never know. Whatever history will show us in 2035 or 2040, the time to start acting about this issue is now.

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# Preface

Media and information literacy (MIL) is, amongst many things, a defense of one's privacy. By this we mean that since MIL seeks to promote a deeper understanding of the ways in which media and technology enable or limit a person's ability to live with freedom and personal agency – MIL has a direct bearing on privacy awareness and related actions among ordinary people, or the lack thereof.

The research studies that form part of this report found their genesis in the vision and leadership of UNESCO. This vision is twofold. One goal is to keep the privacy debate and relevant research alive among expert communities and at the highest levels in the international development community to ensure evidenced-based policy development. The other goal is to ensure that people of all ages and gender benefit from an understanding of MIL and its relation to all human rights, including the right to privacy. Achieving such goals requires global cooperation. The UNESCO-UNAOC UNITWIN Cooperation Programme on MIL and Intercultural Dialogue (MLID University Network) benefitted from and shared this joint vision in embarking upon a component of this research that should be seen as the beginnings of international collaborative knowledge development on privacy in MIL education programmes. Leading educators involved in MIL research and teaching are part of the MLID University Network. Interacting with practitioners on the ground aided in the possibility to go beyond just analyzing survey data, but to include qualitative and ethnographic data. But what of youth?

A young Jamaican, Ke Vaughn Ellis, in an original poem he calls "Why" that went viral, asked many questions about the irony concerning youth, education, human rights, politics, development, technology, and public policies. He suggested that while it is frequently said that youth are the future of tomorrow, that future is stymied by the types of policies that are implemented today. He is correct. UNESCO and indeed the entire United Nations goals and programmes for youth in sustainable development are unrelenting. These programmes are constantly being renewed as informed by the youth themselves. This same spirit is behind the youth perspectives on privacy and safety online in this report, which is part of a larger global consultation on youth response to MIL and social and democratic discourses. Young people want to be engaged on serious development issues. We can no longer say that they are too young or they do not understand. They are saying to us, "then help us understand". If as a development community we cannot help youth understand then we are failing. If we take youth seriously, they will answer as many questions as we want to ask, to express themselves and make us understand them - so that we can in turn help them to understand what they will readily admit that they are yet to fully grasp.

In a world in which communication is increasingly global and online, the ability for a person to choose what information he or she wants to share, and what information he or she chooses to keep unknown to others, is growing in difficulty. But, restraining information from all the ways in which it may be shared or known, is, if not impossible, certainly daunting.

Privacy concerns all peoples of all ages. MIL is for all. We could say that, at its base, privacy affects what others know about a person, but such simplicity can be misleading. Privacy

decisions can affect a person's access to education, financial opportunities, willingness to speak freely and openly, their safety, and participation in development, in general. Advancements in media and technology thereby necessitate an ongoing reassessment of what it means to be media and information literate as a defense of private information, or to be private.

Before we began working on this study, we noticed that discussions about MIL seemed to rarely reference privacy as a theme or topic. In informal conversations with educators, we noted that while they expressed concerns about their students' understanding of privacy, the topic was not seen as a key component of media and information literacy. We also noticed that our colleagues in different parts of the world were approaching the topic of privacy differently and in many conferences or fora, youth are kept on the margins of discussions about privacy. Why? Probing that "why" led to this global study. If understanding privacy is an increasingly important component of being media and information literate, how might that affect educators and organizations that have focused programmes, research and events on media and information literacy? A shift in one's understanding of privacy may require a shift not just in thinking, but in actions as well.

We acknowledge the need for additional research among those regions and categories of youth with minimal representation in this study, to help grow our understanding of how privacy is understood, taught, and how youth are responding in different regions of the world. We see this research as a first step to understanding how educators and others can develop effective curricula or programmes addressing MIL enriched with privacy topics and how youth should be an integral part of the process through conceptualization, design, development, implementation and monitoring and evaluation.

# Acknowledgements

Two research surveys are referenced in this report. The first investigated youth attitudes towards Media and Information Literacy (MIL) and social and democratic discourses. One of the seven themes addressed in the context of social and democratic discourses was privacy. The research was carried out for UNESCO by Alton Grizzle, Programme Specialist in UNESCO's Communication and Information Sector.

The second survey studied privacy in MIL courses globally and was conducted for UNESCO by the UNESCO-UNAOC University Network on Media and Information Literacy and Intercultural dialogue (MILID Network), and members of the Global Alliance for Partnerships in Media and Information Literacy (GAPMIL). The report responds to UNESCO's efforts to stimulate global research into privacy in MIL.

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# EXECUTIVE SUMMARY

Media and information literate individuals are more empowered to make informed decisions about their privacy online and offline, among other things. Accordingly, governments and policy-makers who are committed to ensuring that the privacy of citizens is respected should also be committed to media and information literacy (MIL) for all. If they are not, then their efforts will be less sustainable. Equally, private and public enterprises that genuinely want to respect the privacy of citizens should purposefully contribute to MIL awareness among users *qua* citizens. By “citizens”, we mean individuals identified with *metaphors of citizenship*. This concept is explained in more detail in Chapter 1 of this report.

This report combines research findings from two related research studies carried out for UNESCO. The first is research into youth perspectives on privacy through a survey designed as part of a larger study on citizens’ response to MIL competencies, which started in 2015. From 100 countries, 2,300 young people aged 14-25 were engaged in a wider exercise of training and research. Of these, 1,735 completed the questionnaire, including the section on privacy.

The second is a survey on privacy in MIL programmes globally. This involved 231 respondents involved in teaching privacy in connection with MIL. They are from various education environments, including: high school (14%); middle school (10%); primary/elementary school (20%); university or college level (24%); educators, out-of-school or afterschool programmes (9%); and civil society, including NGOs and non-profits (17%). 6% of the respondents are in situations that they felt didn’t fit the other options, such as a middle and high school combined.

Communication and information landscapes have evolved over centuries, from exclusively face-to-face dialogue and storytelling to communication and information through the printed word (including libraries), subsequently to electronic mass media forms, and now increasingly to prevalent online and virtual communication and information platforms. Privacy was a concern before the advent of digital technologies. However, the meteoric rise in access and use of online and virtual spaces and mobile technologies, as well as the digitization of information and knowledge, has raised the issue of privacy to a more important level. Individuals’ and institutions’ private information is now available through very public means, making access to that information faster, easier to aggregate, easier to analyse, and easier to share. The evolving communication and information landscape necessitates that individuals, institutions and organizations have little choice but to use online platforms. On top of this, a preference for the ease of online communication often leads individuals to allow unrestricted public access to their private information by other individuals, corporations and governments. At the same time, one can observe a reverse process whereby institutions, corporations and governments try to protect their own information, in addition to that information of citizens for which they are custodians or to which they have some claim. Thus, there is a broad base of issues to understand when considering Internet privacy. Unrestricted access to personal information is an issue worthy of deeper analysis and discussion. Such an exercise must also take into consideration the context of sustainable development, including social and democratic discourses on issues such as online freedom of expression;

data-gathering, retention and protection; hate speech; and Internet governance principles including the Internet Universality concept adopted by UNESCO, which highlights the importance of human rights, openness, accessibility and multistakeholder participation in regard to decision-making about the Internet.

An understanding of privacy online and offline is, at its core, an understanding of how media and information are created, analysed, distributed, applied and used, as well as how they are monetized, and the conditions under which all this can contribute to sustainable development. Understanding privacy and actively participating in its promotion requires critical thinking skills. In other words, what are called “privacy competencies” can, to a significant extent, be usefully seen as part of MIL competencies. While privacy as a concept is separate from MIL, many of the competencies needed to protect personal privacy are also MIL competencies; these include the ability to demand one’s right to privacy, or to act wisely about what information one shares as well as how to secure one’s information. Privacy is an issue that merits close consideration by all engaged persons interested in global citizenship. At the same time, all people, including young people, need strong MIL competencies (knowledge, skills, and attitude) to help them understand the kinds of questions to ask about how their data is accessed and used, how they may be consciously and unconsciously permitting and facilitating this access, and what the implications may be.

Ultimately, this report aims to provide conceptual, development and policy recommendations to foster privacy in MIL, while enabling the critical engagement of people, including young women and men, in an environment conducive to sustainable development and to freedom of expression online and offline. It seeks to provide clarity on the complex issue of how MIL and privacy intersect.



# SUMMARY FINDINGS AT GLANCE

## Key findings on youth perspectives on privacy and safety online

**Key Finding #1:** The majority of youth surveyed indicate that privacy is important to them; from a sample of 1,735, 74% strongly agree and 23% agree.

**Key Finding #2:** 60% of youth surveyed strongly disagree (24%) or disagree (36%) that their government has the right to know all personal information about them. A significant proportion – 37% – stated that they are indifferent to, agree with, or strongly agree with the idea of government access to all their personal information.

**Key Finding #3:** Youth's attitude surrounding governments accessing their personal information shifts when their security or safety comes into the equation. 38% of those surveyed strongly agree or agree that governments have the right to know information about them if this will keep them safe online. 31% disagree with this stance and 28% are neutral.

**Key Finding #4:** 55% of youth surveyed place a higher priority on their security than their privacy. A significant 31% of respondents are either not sure whether privacy or security is more valuable to them, or view them as being equally salient.

**Key Finding #5:** Youth respondents differ in assessing whether the personal information they share on the Internet can cause them harm, but more than half (58%) report that they do believe it can be harmful. 24% report that the information they share cannot affect them. 17% were neutral.

**Key Finding #6:** Despite more than half of the respondent youth's concerns about Internet harm, the bulk of respondents do share personal information online. Only 22% of youth surveyed say they never share personal information online, but 50% say they do so very frequently to sometimes/seldom. 26% say they do so very seldom.

**Key Finding #7:** Youth respondents are split almost evenly about whether a free and open Internet is important. 48% of young people surveyed are neutral, disagree or strongly disagree with a free and open Internet, while 50% strongly agree or agree that the Internet should be an open space free from governments' and big businesses' control. This perhaps communicates a lack of understanding of the implications of not having a free and open Internet.

**Key Finding #8:** Most youth (90%) surveyed place heavy emphasis on self-empowerment as the most effective means of staying safe online through the acquisition of information, media and technological competencies. They rate other options of protection online, such as familial protection or government protection, substantially lower.

**Key Finding #9:** Just over half of the youth surveyed (54%) said that they have had experiences where they felt that their safety and privacy online was threatened.

**Key Finding #10:** Just over half of the youth surveyed neither search for, nor read information about online safety. 56% of youth are neutral, or report that they seldom or very seldom search for and read safety-related information.

## Key findings on privacy in MIL courses

**Key Finding #1:** Among those surveyed, privacy is minimally addressed in MIL education; 56% of the 231 respondents to the survey said the issue of privacy is addressed for one hour or less over an entire course, semester or academic year. When privacy is addressed, it is most often covered as a minor topic absorbed into other MIL topics (70%) and not as a standalone topic or module (30%).

**Key Finding #2:** There is no consistent curriculum model used to teach privacy in MIL. 37% of educators surveyed use a mix of informal curriculum, such as curriculum developed by an individual teacher for his/her individual classroom, and 43% use formal curriculum, such as curriculum provided by a country (24%), region (14%) or local entity (5%). Some educators rely on occasional activity and discussion, without any specific informal or formal curriculum (20%).

**Key Finding #3:** There is a lack of understanding among surveyed educators as to which topics constitute “privacy-related topics” and how they apply to MIL competencies.

When provided with a list of 17 privacy-related topics, the most common responses selected from the list were also the least specific, such as “general topic of privacy” (53%). 12% of those surveyed answered “none” when asked which topics they covered and 29% answered “other”, listing topics not specifically related to privacy, such as cyberbullying, peer pressure, excessive gaming and digital citizenship.

**Key Finding #4:** According to the educators in MIL, the two most important educational goals for privacy are for a student to understand the privacy implications for him/herself in using digital technology and applications (55%) and the user’s ability to apply MIL privacy-related competencies in practice (43%).

**Key Finding #5:** MIL educators surveyed who integrate privacy have varying levels of training relevant to privacy. Over 25% of those surveyed had no training or degree that included MIL or privacy. Of those whose training includes all aspects of MIL and privacy, 34% had an undergraduate degree, 31% a master’s degree and 17% a doctorate. According to their responses, those educators with a MIL-related degree (46%) discuss privacy-related issues more frequently than those with non-MIL related degrees (36%).

**Key Finding #6:** University MIL courses that were surveyed tend to teach with a “critical literacy approach” (39%); elementary to high school with a “participatory” approach (27%); and civil society/NGO programmes with an “empowerment” approach (26%).

**Key Finding #7:** According to the respondents, privacy-related topics are addressed most frequently in those countries with more developed MIL programmes (Europe, North America

and Australia) and those offering full MIL courses of 5-20 weeks (35%). These are also the places in the world where wealth and privilege are highest.

The two sets of findings summarized above have significant relevance to each other. In general, the results in connection with youth attitudes towards privacy issues not only underline the necessity of privacy in MIL training but also shed light on how MIL courses should be designed to address this need. More specifically, several interrelations between individual findings could be deduced. A few are explained here.

Firstly, the lack of understanding among educators surveyed as to what are key topics of privacy and how they connect to MIL has implications for the type of related training (albeit limited) that people, in particular youth, are receiving.

Secondly, MIL educators consider a student's understanding of privacy implications to him/herself as a primary goal of privacy. However, the young people surveyed expressed strong opinions about privacy in relation to others, their community, government, society and development.

Thirdly, the self-empowerment of MIL training, emphasized by most of the youth surveyed, was not a focus of the majority of MIL courses in different learning environments. The recommendations described at the end of this report expand on these as implications and offer possible actions for stakeholders.

# CONTEXT

As noted in its Constitution, UNESCO promotes the “free flow of ideas by word and image”. The Organization has been given a mandate by its Member States to enable a free, open and accessible Internet as part of a broader strategy to promote comprehensive freedom of expression online and offline. In 2013, at the Organization’s 37th General Conference, Resolution 52 was adopted, stating that UNESCO must study “the Internet in its key competence areas of access to information and knowledge, freedom of expression, privacy and ethical dimensions of the information society”.<sup>1</sup> Several reports have already been published exploring aspects of this global study on Internet issues, including: *Privacy, Free Expression and Transparency: Redefining their new boundaries in the digital age*<sup>2</sup> and *Global Survey on Internet Privacy and Freedom of Expression*.<sup>3</sup> One watershed event which emanated from Resolution 52 was the international conference CONNECTing the Dots: Options for Future Action, held on 3-4 March 2015. In that same year, the UNESCO General Conference – the highest decision-making body of the Organization – adopted the outcome document<sup>4</sup> of the CONNECTing the Dots conference which includes 38 overarching options for actions by UNESCO. Some of these reference privacy and others MIL. Other options also include Internet Universality based on the mnemonic ROAM<sup>5</sup> (Rights-based, Openness, Accessibility and Multistakeholder) framework which is highly relevant to the issues contained in this study. Privacy is a right, which has a bearing on the other principles, and MIL is particularly part of Accessibility – including the capacity of Internet users to know and affirm their rights online.

Research for the report was conducted by the UNESCO-UNAOC University Network on Media and Information Literacy and Intercultural Dialogue (MILID), members of GAPMIL and UNESCO.

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1 <http://www.unesco.org/new/en/communication-and-information/resources/publications-and-communication-materials/publications/publications-by-series/unesco-series-on-internet-freedom/> (Accessed 1 July 2016.)

2 UNESCO, 2014a

3 Cannataci, J. et al, 2016; UNESCO, 2012

4 UNESCO, 2015a

5 UNESCO, 2013b

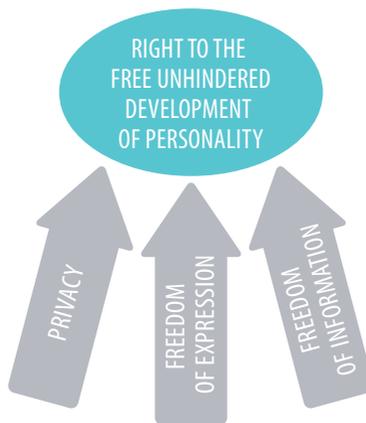


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## Overview

Joseph Cannataci, Special Rapporteur on Privacy for the United Nations, positions privacy as one of the three pillars necessary for the free unhindered development of personality, the other two being freedom of expression and freedom of information.<sup>6</sup> See **Figure 1** below:

**FIGURE 1: THREE PILLARS OF UNHINDERED PERSONALITY DEVELOPMENT**



Source: Cannataci (2016).

For UNESCO, the right to freedom of expression is used more widely so that it entails both the right to impart information (“press freedom”) and the right to seek and receive information (“right of access to information”). Terminology aside, UNESCO accepts privacy as a fundamental right, alongside “press freedom” and the “right of access to information”. It is evident that the three dimensions are essential for human development on an individual as well as social basis. As noted in the UNESCO publication *Global Survey on Internet Privacy and Freedom of Expression*, “the rights to privacy and freedom of expression relate to each other in complex ways. In many instances, respect for the right to privacy supports the right to freedom of expression, as it do

6 See J. Cannataci, 2016.

other democratic rights”<sup>7</sup> Cannataci, Zhou et al. (2016) in a UNESCO study, analysed the relationship between three similar pillars: privacy, transparency and freedom of expression. The authors noted that, in real life, technology is constantly altering the interplay between these three pillars. The values surrounding privacy, transparency and freedom of expression are in flux, conflicting with each other or in some cases complementing each other. Transparency as used here encompasses freedom of information. Accordingly, transparency relates to issues such as how open, available, accurate and clear information from governmental and organizational actors. “A more positive conception of transparency indicates efforts to make information easily usable rather than simply available”<sup>8</sup> These concepts of information availability, accuracy, usability, and people’s understanding of information, media and technology in daily life, are important aspects of what MIL is about. A more detailed exploration of the connection between MIL and privacy may be seen in the 2011 UNESCO framework for MIL competencies, detailed in the report *Media and Information Literacy: Curriculum for Teachers* in the section below.<sup>9</sup>

“  
*A composite term, Media and Information Literacy (MIL), is a pedagogical approach developed in 2007 recognizing the changes and developments in information and communication technologies, and the value in focusing on the linkages and commonalities ...*”

## Understanding Media and Information Literacy

The terms Media Literacy (ML) and Information Literacy (IL) have been used separately for several decades to frame a series of competencies (knowledge, skills and attitudes) necessary to participate effectively in the communication and information landscape. The composite term, Media and Information Literacy (MIL), is a pedagogical approach developed in 2007 recognizing the changes and developments in information and communication technologies, and the value in focusing on the linkages and commonalities inherent in these two terms, which have always been interconnected and overlapping, and are increasingly so. Both terms align on the need for individuals to competently access, analyse, evaluate, create, and use information and communication; the need for individuals to be both authors and consumers of information and media content; the need for individuals to critically analyse information and media content using active inquiry; and for them to use information and media for claiming human rights and advancing sustainable development.

**Figure 2** describes the related competencies for information literacy and media literacy as conceived by many stakeholders. **Figure 3** illustrates the dovetailing of these into 10 broader competencies under the rubric of media and information literacy or information and media literacy.

<sup>7</sup> See T. Mendel, A. Puddephatt et al., 2012.

<sup>8</sup> Ibid, p. 84

<sup>9</sup> See C. Wilson and A. Grizzle, eds, 2011.

**FIGURE 2: MEDIA AND INFORMATION LITERACY COMPETENCIES**

**INFORMATION LITERACY**



**MEDIA LITERACY**



Source: Grizzle, A. and Wilson, C. (eds). 2011.

**FIGURE 3: DOVETAILING OF RELATED COMPETENCIES INTO 10 BROADER COMPETENCIES**



1. Recognize and articulate a need for information and media
2. Understand the role and functions of media and other information providers, including those on the Internet, in democratic societies and development
3. Understand the conditions under which those functions can be fulfilled
4. Synthesize or operate on the ideas abstracted from content
5. Locate and access relevant information and media content
6. Critically evaluate information and the content of media and other information providers, including those on the Internet, in terms of authority, credibility and current purpose and potential risks
7. Extract and organize information and media content
8. Ethically and responsibly use information and communicate their understanding or newly created knowledge to an audience or readership in an appropriate form and medium
9. Be able to apply ICT skills in order to process information and produce user-generated content
10. Engage with information, media and technology for self-expression, rights, intercultural and interreligious dialogue, democratic participation, gender equality, defending privacy and advocating against all forms of inequalities, hate, intolerance and violent extremism

Source: Grizzle and Singh (2016). © designed by D3 images – Freepik.com.

The arrangements in **Figure 3** are inspired by the theory of minimalism credited to Carl Andre, who was said to have changed the history of sculpture.<sup>10</sup> He arranged a pile of blocks on the floor in different shapes. "His most significant contribution was to distance sculpture from processes of carving, modeling, or constructing, and to make works that simply involved sorting and placing".<sup>11</sup> Metaphorically, this has value to MIL as a composite concept. Given the proliferation of different terminologies and conceptualizations of competencies necessary for all peoples in the twenty-first century, this graphic reduces these to a minimum – media and information literacy – by identifying, sorting and

arranging related competencies in simple and easily understood forms (cf. Grizzle, A. and Singh, J., 2016). MIL is "a set of competencies that empowers citizens to access, retrieve, understand, evaluate and use, to create as well as share information and media content in all formats, using various tools, in a critical, ethical and effective way, in order to participate and engage in personal, professional and societal activities."<sup>12</sup>

These competencies reflect the range of skills needed to critically interact with information, media and technology in all their forms. The ability to protect and promote the right to privacy is contained, even if sometimes implicitly, within these competencies and can aid understanding as to why it is necessary for individuals and institutions to bring MIL competencies to any privacy consideration and vice versa. For example, the competency "locate and access information" leads to privacy questions about who may locate and access information and for what purpose? Use of private information gathered for commercial purposes may be quite different than information gathered by an employer or government. The competency "understand the conditions under which media and other information providers can fulfil their function" leads to questions about understanding the necessary self-regulation by media and Internet companies, combined with national policies, regulation and laws (based on international standards) that must be in place to protect privacy rights. An illustration may be a website's "terms and conditions" of use. Affirmation of these "terms and conditions" is often the required first step before gaining entry to a favoured online service, video game, software application or news item. Individuals often agree to these usage rules without comprehending the details of how their data will be used, copied, shared or altered. Furthermore, "terms and conditions" are written primarily as

“  
MIL is “a set of competencies that empowers citizens to access, retrieve, understand, evaluate and use, to create as well as share information and media content in all formats, using various tools, in a critical, ethical and effective way”. ”

10 Carl Andre, American Sculptor, Movements: Minimalism, Conceptual Art. Available on: The Art Story: Modern Art Insight. <http://www.theartstory.org/artist-andre-carl.htm> (Accessed 30 January 2017). As cited in A. Grizzle and J. Singh, Five laws of media and information literacy, in: J. Singh, P. Kerr and E. Hamburger (eds), 2016.

11 ibid

12 See A. Grizzle and C. Wilson, eds, 2011, p. 29.

“  
*The term “privacy”, for the purposes of this study, implies a need to protect, and perhaps even a need to restrict, access by others to one’s personal information.*”

legal documents, meant to protect the company, and not as plain-language documents drafted for ease of understanding by an individual.

A more comprehensive and specific list of competencies and performance criteria can be found in the *UNESCO Global MIL Assessment Framework*.<sup>13</sup>

MIL is an inclusive term, embracing all forms of media, digital media, online media and print media, as well as libraries and archives, and the new forms of media and information yet to be invented. It is through the development of MIL competencies that individuals become

empowered in information and communication. MIL fosters equitable access to information and knowledge, with a goal to contribute to inclusive knowledge societies. MIL recognizes the need to promote free, independent and pluralistic media and information systems as part of the ecosystem. It optimises the right to seek, recover and impart information.

The term “privacy”, for the purposes of this study, implies a need to protect, and perhaps even a need to restrict, access by others to one’s personal information. This framing may be seen as helpful and positive and contrary actions are then seen as invasive and exploitive. However, a government accessing a specific person’s social media account may be seen as helpful if the region is concerned about terrorism and acts of war and follows due process with independent oversight and respect for international standards on human rights limitations. The same may be seen as invasive if the government has a reputation for restricting freedom of speech. A global corporation tracking a customer’s purchases may be seen as helpful, if this information is used to suggest related items, or exploitive if used to push advertising through the use of cookies to multiple websites owned by the same company. Government access may be related to citizen protection and citizens may be asked to relinquish some control over data in exchange for security. Commercial access may be related to consumer interests in fairness, accuracy and choice, as access to one’s private data can be sold or used for selling, based on background, interests and economic status against the will or even conscious knowledge of the individual. Access to data carries high value to those creating resources, consumer goods and information online. However, withholding external access to one’s private information, one’s “data”, can mean excluding oneself from a wide array of resources, including job applications and government services. Individuals are increasingly being asked to relinquish control of their data to other actors, including networked connectors who may share this information indiscriminately. Analysing these scenarios requires high-level MIL competencies.

Weighing the benefits and concerns of various privacy-related situations requires a skill in “understanding the role and functions of media in democratic societies” (**Figure 3**),

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13 UNESCO, 2013a.

another MIL competency. Deciding whether a commercial interest deserves access to one's personal photos requires a skill in making "ethical use of information" (Figure 3). Understanding of MIL also helps one to understand that absolute data security is not possible, regardless of what government or commercial interests may state.

From the point of view of international standards, privacy is the norm and restrictions are the exception. In his report of April 2013, the then UN Special Rapporteur on freedom of opinion and expression, Frank La Rue stated: "The right to privacy is often understood as an essential requirement for the realization of the right to freedom of expression. Undue interference with individuals' privacy can both directly and indirectly limit the free development and exchange of ideas".<sup>14</sup> He further observed that the rights to freedom of expression and privacy should be at the heart of communications surveillance frameworks. In November 2013, the UN General Assembly in its Resolution on the Right to Privacy in the Digital Age affirmed that exercise of the right to privacy is important for the realization of the right to freedom of expression and access to information and to hold opinions without interference, and one of the foundations of a democratic society.<sup>15</sup>

“  
*Weighing the benefits and concerns of various privacy-related situations requires a skill in “understanding the role and functions of media in democratic societies”.*  
”

In light of all this, it can be argued that privacy should not be seen as a concern reserved only for those with a perceived need to keep special information private. Control of one's information and the right to privacy is increasingly seen as inextricably tied to self-efficacy; the entitlement of a person to determine decisions about his or her life. Privacy is an issue that must be considered by all engaged persons who operate with a global citizenship identity. At the same time, all individuals, including youth, need strong MIL skills to help them understand the kinds of questions to ask about how their data is generated, offered up, accessed and used, and how they may be consciously and unconsciously permitting and facilitating this access, and the possible implications thereof.

As this publication will argue, privacy and MIL are also linked to sustainable development.

### Privacy simplified and its relationship to MIL

Many privacy competencies are essentially media, information and digital competencies. MIL is an antecedent for individuals to be able to understand, protect and defend their privacy and respect the privacy of others, at least in terms of informational privacy. Proposed privacy competencies can also be taken as part of the praxis of MIL. In other words, defending one's privacy and respecting others' privacy is one instance of MIL in action.

14 OHCHR, 2013

15 United Nations, 2013.

**TABLE 1: PRIVACY AS IT RELATES TO THE INDIVIDUAL<sup>16</sup> AND ITS CONNECTION WITH MIL<sup>17</sup>**

Proposed privacy competencies	Privacy embedded/integrated in MIL
<p>Understand the need for and value of personal privacy rights in cyberspace </p>	<p>In MIL, personal privacy rights should be interconnected with human rights online and offline. This includes access and non-discrimination on the Internet, freedom of expression and information, freedom of assembly, association and participation, education and literacy, special protection for children and young people, and the “right to an effective remedy when your human rights and fundamental freedoms are restricted or violated.”<sup>18</sup></p>
<p>Awareness of the commodification and monetization of personal profiles and information, especially online </p>	<p>Hold Internet/technological intermediaries as well as the media accountable for their privacy policies while appreciating the need for sustainability models for Internet applications and services. There is a cost to accessing “free” services on the Internet and media. However, this cost must never be abused and should require transparent user consent.</p>
<p>Understand when and how to demand privacy and anonymity and when to respect the privacy and anonymity of others </p>	<p>Understand and appreciate that privacy and anonymity are necessary to protect freedom of expression, including the right of access to information and that knowledge of encryption may support this.</p>
<p>Possess discriminative judgement when sharing personal information online or offline </p>	<p>Citizens should make personal and informed decisions about what they want to share or not, while guarding against self-censorship, which may also hinder freedom of expression.</p>
<p>Ability to evaluate and engage with organizations, including online platforms, define privacy and their information management practices </p>	<p>Engage with intermediaries and media in policy development and implementation, while favouring and balancing self-regulation or co-regulation over government regulation as a measure to reduce risks of state power violating rights.</p>
<p>Understand privacy risks and benefits in digital environments and be able to adjust privacy settings/levels accordingly </p>	<p>Weigh privacy risks and benefits against personal security, the security of others and national security. Appreciate that some levels of privacy may be limited for the protection of other rights (including the right to security or the right to reputation), as long as international standards are preserved in terms of legality, necessity, proportionality and legitimate purpose.</p>
<p>Ethical use of the personal information of others and respect for the privacy of others </p>	<p>Broader understanding of information and media ethics.</p>

<sup>16</sup> These competencies were adapted from *the Privacy Piece*, Media Awareness Network, 2011

<sup>17</sup> See Council of Europe, 2014.

**TABLE 2: PRIVACY AS IT RELATES TO INSTITUTIONS (PUBLIC AND PRIVATE)**

Proposed privacy competencies	Privacy embedded/integrated in MIL (institutional context)
Understand the duties of institutions in cyberspace	Formulate internal policies that ensure the training of all institutional staff on MIL as lifelong learning and necessary for institutional sustainability.
Address the balance of privacy and transparency, freedom of expression and access to information	Commit to respecting the privacy of end users (internal and external to the institution) through investing in outreach programmes to train users/citizens on MIL. In particular, where there is public interest and how this comes to bear on privacy “situations”. Such training is also warranted where access to and knowledge of certain institutional information could impact on the benefits or rights of end users.
Evaluate legitimate limitations (in terms of international standards) of privacy online	Ensure that internal information policies for end users do not seek to abuse legitimate limitations of privacy online and offline, and that they include MIL considerations and ensure relevant awareness training.
Understand relations between privacy, anonymity and encryption	Ensure end-user training on MIL that underscores the societal implications of privacy, anonymity and encryption, and how metadata may impact privacy beyond conscious sharing
Discern and acknowledge when there are breaches of privacy	Be transparent with the public (internal and external to organizations) about cases where the complete protection and security of their information may not be (or has not been) possible – as far as policies, regulations and laws based on international standards will allow.
Ethically use the personal information of others and respect the privacy of others	Commit to respecting the privacy of end users (internal and external to the institution) through investing in outreach programmes to train users/citizens on MIL, in particular when the personal information of end users is involved. Going beyond publishing privacy policies that are overly legalistic or technical, and which are hard to read and understand.

## Need and purpose of this research

As noted earlier, there are two initiatives involved in this study:

**Firstly, the survey on youth perspectives on privacy and safety online** complements the institutional or organizational training approach. This survey investigated youth knowledge, attitudes and practices in connection with their privacy and online safety. The views of young people can help to inform the types of MIL programmes, including privacy, which should be specifically designed for them.

“  
*Privacy-related issues  
online directly connect to  
the topics discussed in MIL  
education environments.*”

MIL is a critical tool for civic engagement in the digital age.<sup>18</sup> MIL is about enabling and emboldening the Fifth Estate<sup>19</sup> and reinforcing the Fourth Estate.<sup>20</sup> Positioning privacy as part of MIL can help to enrich current debates as well as mobilize more participation in public policy debates, and personal and organizational day-to-day practices. This is especially important for young people, given that the critical engagement of youth in these serious processes is often sidelined or undervalued.

Do young people value their privacy? Do they value their informational security? Do they value the privacy of others? How do they feel about governments and commercial entities collecting their private information, sometimes without their consent? Do they try to protect their privacy and safety online? Do they experience privacy threats online? Do they understand the implications of personal information that they share online? These and other questions make it necessary to consult with youth. After all, they are the experts about their own experiences.

**Secondly, the global research on privacy in MIL courses** was undertaken to explore how MIL education environments worldwide, both formal and informal, are responding to the need for students to more fully comprehend privacy, its related components and its position as a component of MIL. A guiding question of the research study was: “How can media and information literacy competencies be developed to assist individuals in determining how to best protect their privacy – or allow access to private information?” Unpacked in more detail, this refers to an individual’s ability or competency to knowledgeably and consciously engage in the sharing of personal information or other data, as well as how to make informed decisions on how to deal with situations in which privacy issues arise. The ability to understand the conditions under which certain information can be identified as personal constitutes an additional complexity, as does the issue of involuntary metadata.

<sup>18</sup> See H. Martens and R. Hobbs, 2013.

<sup>19</sup> See A. Grizzle, 2014,

<sup>20</sup> *ibid*

Across the globe, MIL educators are engaging students in discussions exploring the impact of media and information, analysing media and information institutions' ownership and influence, and building the hands-on skills necessary to participate in the creation of media and information. Privacy-related issues online directly connect to the topics discussed in MIL education environments. These issues include: understanding the need for and value of personal privacy; understanding privacy implications when using digital technologies; addressing the balance of privacy and transparency; freedom of expression; and access to information.

To what extent are these privacy-related issues discussed in education environments and where do gaps exist that urgently require action? In what ways are privacy-related discussions aiding understanding and what might be the result when this topic is omitted from MIL education environments?

It would appear that focusing on MIL education without addressing privacy-related issues neglects a significant area that has the potential to impact the individual online user most directly and negatively. Participating in cyberspace without addressing a need to evaluate privacy implications can potentially be akin to inviting a stranger to gain access to one's personal information. It is the case that education environments, including afterschool programmes and organizations, are increasing their use of media, as both a topic and as a method of teaching and engagement. While it appears that these environments are addressing MIL-related topics in increasing numbers, issues of privacy should also be part of those youth-centred spaces.





# Chapter 1

Development and conceptual  
framework: highlighting  
youth perspectives on privacy  
and other key issues



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## Privacy in MIL: framing it within development and surveying the landscape

The proposed development and conceptual framework for the situation of proposed privacy competencies in MIL adopts the approach of the UN Special Rapporteur on Privacy. The focus is on “informational privacy, i.e. on the function and role of privacy in determining the flows of information in society and the resultant impact on the development of the personality of individual citizens as well as almost inextricably related issues such as the distribution of power and wealth within society”.<sup>21</sup>

Furthermore, recognizing that privacy has different meanings for different people, countries and cultures, and with varying degrees of competencies, the framework in this report refers to basic privacy competencies in the context of MIL for all persons conceived as potential global citizens, as opposed to the higher level technical competencies, such as those delineated by the Society of Internet Professionals.<sup>22</sup>

“*The focus is on “informational privacy, i.e. on the function and role of privacy in determining the flows of information in society and the resultant impact on the development of the personality of individual citizens”.*”

<sup>21</sup> See International Justice Resource Center, 2016.

<sup>22</sup> See Society of Internet Professionals, 2004.

Privacy is about individuals and groups, and information about them. It also concerns public, private and community-based institutions and their information. In the electronic and digital age, debates about privacy are wrapped up in the means of communication and information

and related collection, storage and transmission of data. These means include various Internet applications, media, social media, databases, publications, digital archives, computers, mobile technology and other forms of mobile device.

“By “citizens”, we mean metaphors of citizenship, rather than a strictly legal category.”

Equally, MIL competencies are about individuals having layers of identity as global citizens, as well as their critical engagement with information, media and technology. Citizens’ use of information, media and technology is a unifying factor underpinning the need for them to understand and protect their right to privacy when acquiring MIL competencies. Another unifying factor is the inextricable link between any discussion about privacy and MIL and democratic and socio-economic issues, such as access to information, freedom of expression, right to information, human rights in general, and the role of economics and commerce.

By “citizens”, we mean metaphors of citizenship, rather than a strictly legal category. The argument here is that citizenship has different meanings to different persons, regions and countries. In Latin America, for example, one is considered a citizen when one reaches the age at which one can vote and have legal responsibilities.<sup>23</sup> There is also the more inclusive concept of “global citizenship”.<sup>24</sup> In 2012, UNESCO in its foresight work gave significance to the concept of global citizenship education. Global citizenship education “highlights essential functions of education related to the formation of citizenship [in relation] with globalization. It is a concern with the relevance of knowledge, skills and values for the participation of citizens in, and their contribution to, dimensions of societal development, which are linked at local and global levels. It is directly related to the civic, social and political socialization function of education, and ultimately to the contribution of education in preparing children and young people to deal with the challenges of today’s increasingly interconnected and interdependent world.”<sup>25</sup> This shift in education discourse and practice moves beyond the development of knowledge and cognitive skills to engendering values, soft skills and attitudes among all citizens.<sup>26</sup> These soft skills and attitudes include being media- and information-literate.

Citizenship in practice for most people means jurisprudence, obligation of a state to a certain category of people and vice versa. One consequence is that certain segments of society (younger people, migrants, refugees, asylum seekers etc.) are excluded. The concept *metaphors of citizens or citizenship* then calls for an expanded and inclusive outlook; one that is rooted in international laws, human solidarity and peace, and the notion of universal rights – hence global citizenship. It is especially relevant in the context of today’s geopolitical realities with the largest migration since World War II and anti-migrant climates in many regions. It

23 See E. Dagnino, 2005.

24 See A. Grizzle, 2014.

25 See S. Tawil, 2013, cited in UNESCO, 2014b, p. 15

26 See UNESCO, 2014b.

provides a context for other dimensions of identity that are at work in interactions between individuals and groups when they engage via information, media and technology. These other dimensions may be national, gender, linguistic, ethnic, occupational, institutional, etc.

### Conceptual framework for privacy in MIL

**Table 1** and **Table 2** (p26-27), which interface privacy in individual MIL competencies with the institutional appropriation of MIL encompassing privacy, are integral to and the basis for the conceptual framework for privacy in MIL proposed in this section. They raise a number of difficult questions.

Firstly, how should attention be given to the design of MIL courses and programmes, including privacy, for institutions and organizations to develop policies? What would these courses look like? Secondly, what scholarship and experiences exist for MIL policies and strategies at the institutional level?

MIL for groups and institutions are developing methodologies, and are addressed in *MIL Expansion and Media-Information Communication Next Standards*<sup>27</sup> (MIL\*). A stated objective of MIL is to enhance the diffusion of MIL to all citizens (in the expanded sense) and institutions, as well as its application in connection with the UN sustainable development goals as elaborated below.

A simplified illustration of what is called MIL\* is the “generation zero” pilot of MIL capacity-building for youth organizations, being led by UNESCO and partners. The rationale takes further current youth training on MIL. It proposes that MIL capacity-building for youth organizations should ideally combine the individual focus with group and institutional foci. The underlying theory is that social institutions have significant influence on, or interactions with, individuals and groups that are engaged with them (including youth organizations, schools, libraries, organizations like the Red Cross, churches, clubs, other formal and structured institutional/organizational- based groups, government entities, etc.). Thus, the idea is not only to train individuals in these organizations but to support the organizations to develop MIL policies and strategies and to integrate these issues into the operations of their organizations across various mandates or missions. Hence, in the case of youth organizations, these would be a guide to developing creative ways to integrate MIL in their daily organizational policies and practices.

Many universities have information policies and some have information literacy policies. Recently, more institutions, including UNESCO, have been developing access-to-information policies in the wake of a growing number of countries with access-to-information laws (ATI).<sup>28</sup> The adoption of access-to-information laws or policies, whether at national or institutional

27 MIL Expansion and Media-Information Communication Next Standards are concepts and theories being developed by Alton Grizzle, Programme Specialist, UNESCO, and Dr Masatoshi Hamada, Statistician/Researcher together with a consortium of research institutions from all regions of the world. A generation zero pilot of the concept is being carried out with youth organizations through the UNESCO-led project, MIL Capacity Building for Youth Organizations. Address correspondence to Alton Grizzle, Programme Specialist, UNESCO, [a.grizzle@unesco.org](mailto:a.grizzle@unesco.org) and Dr Masatoshi Hamada, Statistician/Researcher, Japan, [bonjour.hamahama@gmail.com](mailto:bonjour.hamahama@gmail.com).

28 See T. Mendel, 2008.

level, should be accompanied by strategies to ensure public awareness of these policies. And beyond public awareness, the accompanying strategies should include training, tools/resources, guidelines etc. as to how citizens can actually use ATI for their personal, social, political participation and economic benefits. It is essential to realize that public awareness and training on ATI is inherently imparting certain MIL-related training and competencies. Such an organized approach to privacy in MIL, linked with individual and institutional or organizational training, can lead to sustainable MIL expansion. In this vein, it is argued that libraries, as institutions, should have MIL policies and strategies with privacy embedded. The question is: How is this being handled? And with what efficacy and success? Livingstone (2004) indicates that a skills-based approach to literacy focuses on individuals at the expense of “text and technology” and emphasizes the abilities of individuals over how societies are arranged based on knowledge.<sup>29</sup> She cites Hartley (2002) who proposes that “literacy is not and never has been a personal attribute or ideologically inert “skill” simply to be acquired by individual persons . . .”<sup>30</sup> How MIL is managed by media, libraries, the Internet and Internet intermediaries, governmental, educational and commercial bodies has implications for MIL with privacy amongst its competencies.

“*The adoption of access-to-information laws or policies, whether at national or institutional level, should be accompanied by strategies to ensure public awareness of these policies.*”

Thus, targeting institutions and groups to develop MIL-related policies, it follows that such policies will need to address issues of privacy rights and privacy competencies.

## Framing privacy in MIL within the Development Context

**Six key issues** are suggested that can form the basis of an overall understanding of MIL in development. These are: convergence of the fields of information, communication and technology as well as convergence or crossing of social policies; human rights; empowerment and protection; knowledge societies; cultural and linguistic diversity; and gender equality.<sup>31</sup> These issues can be encapsulated in the rubric of “sustainable societies” with direct correspondence to the sustainable development goals (SDGs). Privacy in MIL intersects with each of them, as will be discussed below.

There are many definitions of sustainable development. The seminal Report of the *World Commission on Environment and Development: Our Common Future*, also known as the Brundtland Report (1987), indicated the challenge for all actors to agree on a common definition for sustainable development. This same report offered a landmark definition of sustainable development as “Development that meets the needs of the present without

<sup>29</sup> See S. Livingstone, 2004, pp. 3-14.

<sup>30</sup> Ibid

<sup>31</sup> See A. Grizzle and M.-C. Torras Calvo (eds), 2013.

compromising the ability of future generations to meet their own needs”.<sup>32</sup> The United Nations 2030 Agenda for Sustainable Development (2015) adopts this same definition.

The following definition for a related concept of a sustainable society is relevant here:

*... one that ensures the health and vitality of human life and culture and nature's capital, for present and future generations. Such a society acts to stop the activities that serve to destroy human life and culture and nature's capital, and to encourage those activities that serve to conserve what exists, restore what has been damaged, and prevent future harm.*

The UN-agreed Sustainable Development Goals (SDGs) for the 2030 Development Agenda have **three key dimensions** – economic, social and environmental. The following definition for a related concept of a sustainable society is relevant here: “... one that ensures the health and vitality of human life and culture and nature's capital, for present and future generations. Such a society acts to stop the activities that serve to destroy human life and culture and nature's capital, and to encourage those activities that serve to conserve what exists, restore what has been damaged, and prevent future harm” (Viederman, 1993).<sup>33</sup> For Viederman, a sustainable society has characteristics based on **four broad axes** – economic, social and cultural, political and ecological goals – which is a framework used below to investigate the relevance of all this to privacy in MIL. A gender perspective has also been added.

MIL can be viewed as a “life code” for citizens' engagement in sustainable development.<sup>34</sup> As Grizzle (2015) notes, “... citizens' engagement in development and open development in connection with the SDGs is mediated by media and other information providers, including those on the Internet, as well as their level of media and information literacy.”<sup>35</sup> Recalling the opening statement of this chapter, this report on privacy in MIL is concerned with informational privacy and how privacy alters the flows of information in society. Understanding privacy through a prism of MIL can interconnect individuals' personal information with information about development, and public information in general.

This approach puts privacy in the development context and complements the perspective of the personal information dimension of privacy, as illuminated by Mendel, Puddephatt et al. (2012) in their analysis of Internet privacy and freedom of expression.<sup>36</sup> Privacy competencies seen as part of MIL should first and foremost enable citizens to understand

32 See WCED, 1987, p. 41

33 Viederman, S. (1993), *A Sustainable Society: What Is It? How Do We Get There?* The George Wright Forum, Jessie Smith Noyes Foundations, New York, New York 10016

34 See UNESCO, 2016.

35 See A. Grizzle, 2015, in J. Singh, A. Grizzle et al., eds, p. 121.

See also Jagtar, Grizzle et al, 2015 for a detailed discourse on media and information literacy for the sustainable development goals.

36 See T. Mendel, A. Puddephatt, et al., 2012.

that privacy is a fundamental human right, and complementary to freedom of expression. Both are key to SDG target 16.10, which recognizes the importance in sustainable development of public access to information and fundamental freedoms. In realizing their right to privacy within this context, global citizens must then be actively and critically involved in decisions by governments, and public and private institutions, in determining what information is private and what is not. They should enable citizens to contemplate the economic, social and cultural, political and ecological implications of treating certain information as private and other information as not. Finally, it should make clearer to all citizens how MIL competencies can contribute to achieving sustainable societies. In the following sections, we unpack these propositions using the three broad dimensions of the SDGs, and interweaving the six social issues noted above, as well as the four broad axes of Viederman's sustainable society, to suggest how privacy could be framed in MIL.

### — Economic perspective

UNESCO's concept of Knowledge Societies is one that responds to the information economy, highlighting the importance of quality education and freedom of expression, among others. This more holistic perspective does not ignore the economic dimension but rather enriches it.<sup>37</sup>

In terms of SDGs, the economic perspective is highlighted in the wording of the targets in Goal 8 – *Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all*. However, the economic perspective is also diffused through other Goals. In his analysis of the "SDGs as a network of targets", Blanc (2015) ranked Goal 8 in fourth place among 16 of the goals, based on the number of other goals (10) to which it is connected through targets. The economic perspective then spans issues of relevance to privacy in the MIL framework, such as poverty, hunger, peace and inclusiveness, gender equality, education and lifelong learning, infrastructure and industrialization, etc. In Viederman's model, economic goals include similar points. These are: job creation and enhancement of work; equitable income distribution; stable economy and system equilibrium; favouring technological exchange over transfer and preserving nature; and economic self-sufficiency at all levels of society.

“  
**Dimensions:** *economic, social, and environmental*  
**Social issues:** *convergence, rights, empowerment, knowledge societies, diversity, and gender*  
**Axes:** *economic, socio-cultural, political, and ecological*”



<sup>37</sup> See UNESCO, 2010.

These offer useful insights for the teaching and learning of privacy in MIL. Take for instance Goals 8 and 9, and consider privacy debates surrounding media and Internet and technological hardware companies. While these actors exist for commercial purposes, they also provide important economic, social and cultural benefits to citizens, such as the creation of jobs, ability to communicate, connect and participate, as well job enhancement through teleworking or mobile working, etc. There is a tendency to focus on the benefits to the neglect of the costs in discussions on MIL. A number of these benefits or services come at direct financial cost to citizens; others do not. For example, most services offered by social media, traditional media or by mobile applications are accessed free of charge by citizens. This means that citizens should then be empowered to make their own informed decisions about what information about themselves (privacy) they are willing to trade in return for these benefits.

Where citizens' personal information is used to generate income (with their permission), and particularly by actors who offer no comparable and concomitant free services, media- and information-literate citizens could demand or negotiate equitable income distribution or profit-sharing, should they desire to do so.

At the same time, the privacy of indigenous communities or groups could be compromised in cases where they are "mined" for knowledge creation and innovation or for the cultural industries of developed countries. As MIL includes competencies on collaborative knowledge creation and sharing, privacy in MIL should serve to educate people that such engagement, technological or otherwise, should favour consensual and equitable exchange between the stakeholders involved. Good examples are television programmes that ensure equal exchange of knowledge and experiences between individuals from rural, remote or indigenous communities with those from more developed and urban communities.

### — Social perspective

The indigenous community example also relates to one aspect of the social and cultural considerations of privacy in MIL – equity and justice. The social perspectives of the SDGs should be considered with an emphasis equal to the economic. According to the UN's Department of Economic and Social Affairs, social development is indispensable for sustainable development. The organization proposes that there is a demonstrable interconnection between social development issues such as ageing, civil society, disability, indigenous peoples, poverty, social integration, youth etc. and the SDGs.<sup>38</sup> Furthermore, several SDGs, Goals 1, 3, 4, 5, 8, 10, 16, etc. make explicit reference to equity and



38 See Commission for Social Development on [social.un.org](http://social.un.org), [www.un.org/development/desa/dspd/](http://www.un.org/development/desa/dspd/) and [www.un.org/development/desa/socialperspectiveondevelopment/issues/sustainable-development.html](http://www.un.org/development/desa/socialperspectiveondevelopment/issues/sustainable-development.html). (Accessed 30 January 2016.)

justice. Equity and justice are complementary with “full status for all regardless of race, gender, ethnicity, class, sexual orientation or age” (Viederman, 1993). Diffusion of MIL should embrace the fact that the privacy of all citizens must be respected equally and without bias. This is a right.<sup>39</sup> These arguments resonate with the suggestion of metaphors of “citizens” as referencing global citizenship when imparting MIL competencies.

Other characteristics of a sustainable framework for social and cultural dimensions of privacy in MIL include: cultural diversity and respect, and support for indigenous citizens as individuals and communities; giving agency to individual and social groups for participation in sustainable development and self-determination, thereby strengthening communities; and finally revitalizing sustainable rural and marginalized or underserved urban communities. As the Internet, mobile technology, social media and traditional media continue on a trajectory of exponential growth and pervasiveness, reaching citizens from all areas of life, it is imperative to empower citizens in rural and marginalized communities with MIL competencies, privacy included. Not only the socially-privileged and educated should benefit from such training and participation in debates, defining and solving problems.<sup>40</sup> Where tools are available to protect and manage one’s privacy, they should be tailored and made available and affordable to all peoples without “losing privacy-relevant traditions” in a particular culture (Cannataci, 2016).

### — Political perspective

The political dimension of the SDGs is perhaps the most sensitive issue discussed thus far. Yet, politics and political institutions should be the bedrock of social order, security, rights, justice, transparency and accountability, democracy and freedoms that societies are built on. Goal 16 of the SDGs encapsulates these points in its targets and indicators. As noted, Target 16.10 specifies ensuring “public access to information and fundamental freedoms” and also adds “in accordance with national legislation and international agreements”. The UN Statistical Commission has agreed two indicators to help societies assess progress towards this target.

Firstly, let us specifically reflect on Indicator 16.10.1, which is “Number of verified cases of killing, kidnapping, enforced disappearance, arbitrary detention and torture of journalists, associated media personnel, trade unionists and human rights advocates in the previous 12 months”. Training programmes on privacy in MIL would enable all people to understand how the compromise of journalists’ privacy could jeopardize their lives. Even more, the

“*Politics and political institutions should be the bedrock of social order, security, rights, justice, transparency and accountability, democracy and freedoms that societies are built on.*”

<sup>39</sup> See CoE, 2014.

<sup>40</sup> Inspired by what Viederman (1993) calls *political security*, a community should be able to participate in defining sustainability challenges and devising solutions for these problems.

“*MIL training, including privacy, is the business of all actors, including libraries. As the American Library Association’s Interpretation of the Library Bill of Rights notes, “Privacy is essential to the exercise of free speech, free thought and free association...”*”

acquisition of MIL competencies can enlighten people about a journalist’s role in ensuring public information and fundamental freedoms, and thereby engage citizens at all levels of society in the safety of journalists and their privacy.

The second indicator for progress in achieving Target 16.10 is 16.10.2: “Number of countries that adopt and implement constitutional, statutory and/or policy guarantees for public access to information”. This could be assessed in terms of a more information- and media-literate citizenry capable of advocating for public access to information and fundamental freedom on the one hand, and using MIL competencies to appropriate accessed information and freedoms for further civic engagement and sustainable development on the other. If privacy literacy is part of MIL, then citizens will be empowered to

more comprehensively manage and evaluate their “public access to information” in terms of associated risks and benefits.

It follows then that indicators on citizens’ MIL competencies or measuring MIL competencies across society have a strong bearing on the progress of Goal 16 and should be monitored and advanced, even outside the formal UN progress report on the SDGs. As has been argued previously, examining the political dimensions of MIL or privacy in MIL is not tantamount to politicizing the field (Grizzle and Torras, 2013). Rather, the aim is to highlight citizens’ political rights as being enabled by having rights to privacy. The inclusion of Article 17 1. and 2., which concerns privacy, in the International Covenant on Civil and Political Rights<sup>41</sup> points to the salience of privacy to people’s civil and political rights. As MIL is the “Geographical Positioning System” to navigate the shifting information, media and communication landscape,<sup>42</sup> so too are privacy rights an enabler of other human rights as described in Table 1 above. Indeed, the UNESCO CONNECTing the Dots outcome document<sup>43</sup> refers to privacy alongside freedom of expression and the right of access to information as enablers of the SDGs. In a related UNESCO study,<sup>44</sup> options which were endorsed by the UNESCO General Conference, included awareness-raising in terms of which Member States could:

41 See United Nations, 1966.

42 A statement from the Minister for Culture of the Republic of Latvia, Ms Dace Melbārde, on the occasion of the Second European Media and Information Literacy Forum, 27 June 2016, Riga, Latvia

43 See UNESCO, 2015a.

44 See UNESCO, 2015b, p. 66.

*Support initiatives that promote people's awareness of the right to privacy online and the understanding of the evolving ways in which governments and commercial enterprises collect, use, store and share information, as well as the ways in which digital security tools can be used to protect users' privacy rights.*

Awareness-raising action must necessarily be accompanied by training. The integration of privacy into MIL training will serve to increase the number of people reached with such competencies. MIL training, including privacy, is the business of all actors, including libraries. As the American Library Association's *Interpretation of the Library Bill of Rights* notes, "Privacy is essential to the exercise of free speech, free thought and free association. That core value should now fuel the conversation of how libraries can help our communities cope with ever-changing realities around privacy" (Miller, 2014).<sup>45</sup>

Viederman (1993) suggests two facets of political goals that are adapted to this framework – a secure environment and a community's ability to ward off external threats, whether political or economic. With respect to the latter, privacy in MIL should promote access for individuals, groups and institutions to tools that can protect and help advocate for privacy, such as encryption. These tools should allow for creativity and adaptation. The combination of individuals and groups collectively defending their privacy makes a strong shield.

Another point worth noting here is the juxtaposition of privacy and security. The two are necessary and complementary. As Cannataci<sup>46</sup> argues, "it is not helpful to talk of 'privacy vs. security', but rather of 'privacy and security' since both privacy and security are desiderata ... and both can be taken to be enabling rights rather than ends in themselves". Privacy in MIL must then foster citizens' and institutions' basic understanding of legal actions, based on international standards that are necessary to ensure individual, network and national security. In the same spirit, governments and organizations should not hide behind a veil of "national security" to abuse the privacy of individuals, groups and institutions. Similarly, media organizations should not use their obligation to protect their sources to abuse the privacy of others. The phone-hacking scandal of the now defunct British newspaper *News of the World* created outrage by violating citizens' right to privacy. The ensuing UNESCO conference "The Media World after Wikileaks and News of the World" reinforced the importance of professionalism and credible self-regulation of journalists. Media organizations have the obligation to inform their audience by deriving information from the public, but this does not mean the right to breach the privacy of citizens. Both freedom of expression and privacy are inalienable human rights. There is interplay of privacy and freedom of expression. Privacy protection can allow individuals to develop their thoughts, political opinions and artistic expressions without external pressures and interferences before making them public, thus privacy protection assists with creating the content for unhindered freedom of expression and opinion.<sup>47</sup>

<sup>45</sup> See C. Miller, 2014.

<sup>46</sup> See Cannataci, 2016, p. 10

<sup>47</sup> See Cannataci, Zhao et al., 2016.

## — Ecological/environmental perspective

Claims to institutional secrecy should not be presented as if they are equated with the right to privacy, which is a right of individuals. State and commercial secrecy have to be in balance with citizens' access and right to information, not least with respect to ecological and environmental sustainability. Privacy in MIL should clarify the norm that, in general, privacy is the default of individuals and transparency the default of institutions. Accordingly, people need a basic understanding as to how they can use, or where they can find help to use, access to information laws for environmental protection. Access to these laws is necessary to request public and private entities to publish information about public interest cases related to pollution<sup>48</sup> or the negative social impact of favouring waste management over waste reduction. Privacy claims cannot be used to prevent access to information of vital public interest and this insight should be part of privacy in MIL. In this way, privacy claims should not be abused to avoid public scrutiny of actors who may compromise progress on the SDGs for clean water, sanitation, carbon emission etc.

“*Privacy issues are frequently gender-based, such as invasions of women’s privacy on social media and non-consensual publishing of intimate imagery.*”

## — Gender equality perspective

Gender equality and women’s empowerment are not only an individual goal in the SDGs (Goal 5); these issues also permeate the entire sustainable development agenda. While the 2016 Report of the Special Rapporteur on the right to privacy did not consider the gender dimension of privacy, substantial research has been done in this area. Privacy issues are frequently gender-based, such as invasions of women’s privacy on social media and non-consensual publishing of intimate imagery. This is a consequence – but also often an amplification – of social and cultural practices and norms that exist in society offline.<sup>49</sup> Thelwall (2011) states “one clear example of this is stalking: women are more likely to be the victims of this offence”.<sup>50</sup> He proposes the “Social Web Gendered Privacy Model” as a new theory, which helps to explain how privacy issues and practices may vary according to gender. He cites a wealth of scholarship on gender-related privacy differences in connection with issues such as privacy fears, avoidance, privacy protection strategies, blogs, social networks sites and LGBT issues. Allen (2000) in discussing gender and privacy, proposes considerations for both women and men while underscoring distinctions. Allen suggests that women and men are sailing in the same privacy-leaking ship, which is the Internet. However, she observes that women are more vulnerable to privacy attacks, being seen as easy targets, more likely to be

48 This was a point made by the Latvian Minister of Culture, Dace Melbārde during the Second European MIL Forum organized by UNESCO, the European Commission, the Government of Latvia and the European Chapter of the Global Alliance for Partnerships on MIL, 27-29 June 2016. German Council for Sustainable Development. *Sustainable Development Goals and Integration: Achieving a better balance between the economic, social and environmental dimensions*. Stakeholder Forum. <http://www.stakeholderforum.org/fileadmin/files/Balancing%20the%20dimensions%20in%20the%20SDGs%20FINAL.pdf> (Accessed 21 August 2016.)

49 See M. Thelwall, 2011, pp. 255-69.

50 Ibid (p. 255 cited in WHOA, 2009).

victims of sexual harassment and receiving a higher level of scrutiny than men for certain behaviours in cyberspace.

Privacy in MIL should consider a gender-based approach to policy and strategy articulation, curricula and resource development, training and evaluation. The *MIL Policy and Strategy Guidelines* and *MIL Curriculum for Teachers* published by UNESCO provide detailed illustrations of how this could be done while treating gender equality as an individual development perspective for MIL policies. In addition to being distinct, a gender-based approach to MIL development (which includes privacy) could be mainstreamed into other development frameworks<sup>51</sup> thereby enriching **Table 3** below:

**TABLE 3: DEVELOPMENT/THEORETICAL FRAMEWORK PERSPECTIVES WITH GENDER DIMENSIONS**

DEVELOPMENT/THEORETICAL FRAMEWORK PERSPECTIVES	GENDER DIMENSIONS
CONVERGENCE	MIL policies and strategies should be linked to national gender equality policies and strategies.
HUMAN RIGHTS APPROACH	Human rights approach to MIL policy formulation should stress women's and girls' rights as well.
PROTECTIONISM TO EMPOWERMENT	Women and girls must not only be protected, but also be empowered through MIL so that they can advocate for their rights.
KNOWLEDGE SOCIETY/ COMMUNICATION AND INFORMATION FOR DEVELOPMENT	Media- and information-literate citizens and policies should promote women's and girls' access and involvement in media and technology
CULTURAL AND LINGUISTIC DIVERSITY	Through MIL policies and strategies, women and girls should acquire competencies to engage with information, media and other information providers, including those of the Internet to express themselves culturally, preserve their cultures and to participate in cultural industries – creation and creative expression.

Source: UNESCO Media and Information Literacy Policy and Strategy Guidelines

The analyses above have covered dimensions and axes of sustainable development (economic, social, political, environmental and gender), in which the issue of privacy in MIL has been unpacked in regard to a range of issues including convergence, social policies, human rights from protection to empowerment, knowledge societies and diversity. It demonstrates

51 Cf. A. Grizzle and M.-C. Torras Calvo (eds), 2013.

that privacy in MIL should be more than an individual matter – one that is intertwined with sustainable development in general and the SDGs in particular.

## Intersection of privacy and MIL – surveying the landscape

This part of the study is dedicated to examining, under different approaches, the intersections of privacy and MIL, both in literature and in MIL practice. A literature review on the intersection of privacy and MIL reveals the fact that various nomenclatures of information, media and technological competencies are used when considering privacy in MIL. These include: media literacy, information literacy, digital literacy and social network literacy. A sample of MIL-related training programmes which include privacy is presented, as well as the analysis of MIL in relation to critical civic engagement.

### — Media literacy and privacy

A range of sources recognize the growing privacy concerns in the twenty-first century.

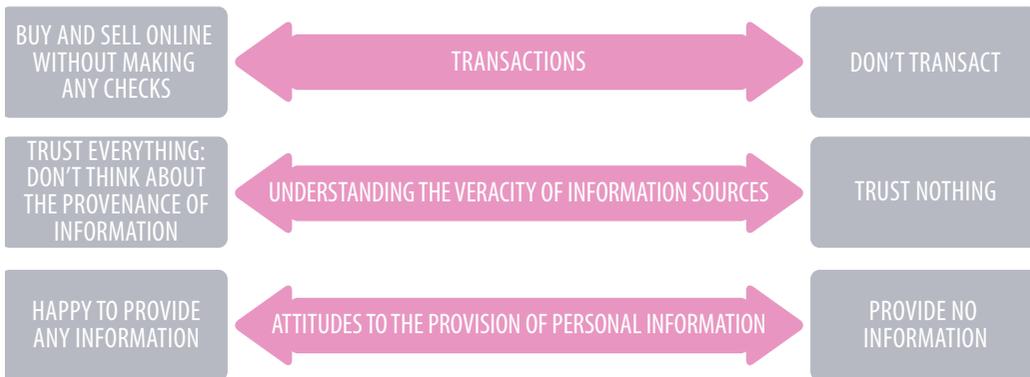
Silverblatt (2000) argues that privacy is part of media literacy in the digital age. He points to the intense effect of interactive technology on the ways people pass their time, use information and understand the world around them. While interactive media undoubtedly adds to the quality of our lives in many ways, it also gives rise to concerns about privacy and other issues. He posits that privacy has emerged as an ethical issue in the age of interactive media and suggests the promotion of MIL as one way to investigate individual privacy online and a necessary action to enable one's privacy on digital platforms.

Ofcom is the communications regulator in the United Kingdom; it also researches and promotes media literacy. In 2010, Ofcom used its Media Literacy Tracker to identify baseline indicators of peoples' attitudes towards trust and privacy online vis-à-vis their behaviour.<sup>52</sup> This method is similar to the KAP model survey, which assesses knowledge, attitudes and practices of citizens on a particular subject area or social issue. The Ofcom research also examined the interaction between the areas of attitudes and practices. The research summarized online privacy and trust dimensions in three key groupings: (1) Confidence in carrying out transactions; (2) Understanding of veracity of information sources; and (3) Attitudes to providing personal information. In the main, the research found "the less confidence an online user says they have, the less likely they are to carry out a range of activities and transactions online, the less likely they are to make checks on websites, to use such websites for transactions, etc. If an online user has concerns about security/fraud issues, or personal privacy, they display few differences in other attitudes or behaviour from the population as a whole."<sup>53</sup> **Figure 4** below, adopted from the Ofcom report, depicts a continuum of possible behaviours across these three groupings.

<sup>52</sup> See Ofcom, 2010.

<sup>53</sup> See Ofcom, 2010.

**FIGURE 4: SPECTRUM OF POSSIBLE RESPONSES RELATING TO ONLINE TRUST AND PRIVACY**



Source: Ofcom (2010)

According to Ofcom, “media literacy enables people to have the skills, knowledge and understanding they need to make full use of the opportunities presented both by traditional and by new communications services. Media literacy also helps people to manage content and communications, and protect themselves and their families from the potential risks associated with using these services.”<sup>54</sup>

In this context, Ofcom highlighted that a major thrust of media literacy interventions should be to empower citizens, online and offline, to understand “where they should position themselves within this spectrum” of trust and privacy. Such positioning should vary depending on information, media and technological platforms being used and sources of the information (c.f. *ibid*).

In this frame, Ofcom’s use of the term “media literacy” approximates to the broader MIL concept. With the development framework proposed at the beginning of this chapter in mind, sustainable development or sustainable societies should be a prime reference point for how MIL can encourage and marshal critical and active global citizens to contemplate, make decisions and carry out actions in connection with privacy and trust in tandem with the transactional or commercial viewpoint.

At a project level, as opposed to a conceptual level, the National Association for Media Literacy Education (NAMLE) in the USA has launched the “Going Public with Privacy Initiative” (NAMLE, 2015). NAMLE underscores that the ever-changing media landscape has brought the discussion of privacy to the forefront. “Privacy should not be discussed in silos”, according to NAMLE. The association also recognizes that mainstreaming privacy enables a broader scope and effective implementation. It further requires the involvement of multiple stakeholders such as teachers, parents, school administration, students, media companies and educational software developers.

<sup>54</sup> *ibid*, p. 7.

## — Information literacy and privacy

The literature on information literacy has further signalled privacy issues in the twenty-first century. In a presentation entitled “Information Literacy, Privacy, & Risk: What are the Implications of Mass Surveillance for Libraries?”, Gossett et al. (2014) describe how library and information professionals should include privacy in their work on information literacy and make users “information aware”. This presentation details the collection, processing and storage of vast amounts of data on people. They examined tools used by experts and social media giants to store and mine big data such as Google Ngram Viewer based on the work of Erez Aiden and Jean-Baptiste Michael, who succeeded in developing a “telescope” which can chart trends in human history across generations, and Google Now which can predict users’ requests before they search. They conclude that librarians should advocate, educate and promote tools to enhance peoples’ information privacy such as:

- Tor Browser: a free and open source software for Windows, Macintosh, Linux/Unix and Android platforms, which can mask one’s location and browsing behaviour and can be used for web browsers, instant message clients, etc.<sup>55</sup>
- Ghostery: a tool that seeks to empower citizens or consumers and businesses to create safer, faster and more trusted digital experiences and to have more power over how they are tracked online.<sup>56</sup>
- <https://prism-break.org/en/>: a hub for tools to help users or citizens to exercise their right to privacy by encrypting their communications and developing less dependence on proprietary services.<sup>57</sup>

“  
*The Virtual Privacy Lab is  
 a real demonstration of  
 evolving and emerging  
 library spaces – combining  
 new technology and  
 traditional media.*”

Privacy issues were noted by the American Library Association when it developed information literacy competency standards for higher education in 2000. These standards recently transitioned to the *Framework for Information Literacy for Higher Education*.<sup>58</sup> Key learning outcomes from the original standards document are still worth noting.<sup>59</sup> Standard five, performance indicator one reads: “The information literate student understands many of the ethical, legal and socio-economic issues surrounding information and information technology. Key learning outcomes include the ability to: (1) recognize and discuss

privacy and security issues in digital or electronic environments as well as in traditional print formats, (2) recognize and debate issues surrounding free and fee-based access to information, (3) recognize and dialogue about privacy issues related to freedom of expression and censorship

55 <https://www.torproject.org/> (Accessed 21 August 2016).

56 <https://www.ghostery.com/> (Accessed 21 August 2016).

57 <https://prism-break.org/en/> (Accessed 21 August 2016).

58 See American Library Association, 2015. (Accessed 21 August 2016).

59 In: American Library Association, 2000.

and (4) demonstrate a basic understanding of how intellectual property, copyright in its different forms work.”<sup>60</sup>

Magnuson (2011) contextualizes privacy promotion in online reputation management as an information literacy skill. She points to the rise in social media networks and attendant privacy concerns as the waves behind the prioritization of online reputation management in discussions of privacy within libraries. Magnuson proposes that librarians are uniquely placed to mould and advance digital privacy norms, given that online reputation management encompasses skills that librarians already teach. She quips: “Library professionals have always been particularly aware of the privacy implications of digital information – the flipside of the cliché, ‘information wants to be free’, is that the information we’d most like to protect is often the most vulnerable to escape. Successful online reputation management requires an in-depth understanding of several skills that are essential for lifelong information literacy.”

In describing necessary learning outcomes of information literacy to achieve success, Wilson (2014) posits that “privacy rights are becoming increasingly important because the Internet makes a large amount of information available to anyone who wants to access it... Information-literate individuals are aware of this reality and take precautions accordingly. Running spyware software regularly to detect unwanted intrusions into your privacy is a ‘must’ in today’s electronic world”.<sup>61</sup> While Wilson points to skills such as being able to track one’s data footprint when using digital technology and understanding that a certain level of data permanence will exist even after deletion, as information literacy competencies, other authors reference these as digital competencies. This reinforces the fact that many experts use different labels or concepts to describe very similar competencies.

In a creative project of the San Jose Public Library in the USA, supported by the Knight Foundation,<sup>62</sup> the Virtual Privacy Lab is a real demonstration of evolving and emerging library spaces – combining new technology and traditional media. The project offers an interactive online tool to learn about privacy. Each module contains a dynamic tool for people to build their own toolkit simply by answering a series of questions. With this toolkit, they can tailor and personalize their applications of concepts learnt in the course.

## — Digital literacy and privacy

The digital literacy literature also reveals awareness of privacy issues. Lankshear and Knobel (2008), in a comprehensive discourse on concepts, policies and practices surrounding what they call digital literacies, argue that “moral/social literacy reflects the need for an understanding of sensible and correct behavior in the digital environment and may include issues of privacy and security”. Pointing to the federal constitution of the USA, they note a strong link between copyright and protecting commercial interests in publication. However, they draw a contrast to state level copyright law, which historically protected privacy interests as well. They argue that digital skills also involve being aware of the protection of privacy

60 In June 2016, the ALA rescinded the Information Literacy Competency Standards for Higher Education. A clear explanation was not given on the official website. However, the website indicated a series of related tools for reference.

61 See also J. Simpson and R. Hooper, 2015.

62 San Jose Public Library Virtual Privacy Lab. <https://www.sjpl.org/privacy>. (Accessed 1 July 2016).

“  
*... digital skills strategies  
 should be dynamic  
 and constantly revised  
 or reviewed to ensure  
 currency and relevance.*”

and intellectual property rights and applying and adhering to rules and norms for Internet-based communication.

Ala-Mutka et al. (2008), in a policy brief on digital competencies for lifelong learning for the European Commission Joint Research Centre, suggest that digital skills strategies should be dynamic and constantly revised or reviewed to ensure currency and relevance. They cite statistics from Pew (2005), which reveal that 79% of young Internet users do not take care when sharing private information

online. Also that 40% of users aged 50 and older would supply their real contact information online (OCLC, 2007, cited in *ibid*). They argue that “currently, the concept of digital competence is re-shaped by the emergence and use of new social computing tools, which give rise to new skills related to collaboration, sharing, openness, reflection, identity formation and also to challenges such as quality of information, trust, liability, privacy and security. However, as technologies and their usages evolve, new skills and competences arise with them”.

Dinev and Hart (2004) place privacy in the milieu of what they refer to as “Internet technical literacy (ITL)” coupled with “social awareness”. The authors relate ITL to computer literacy but posit that the former is a more complex construct. ITL includes basic computer skills plus other dimensions, skills and knowledge. ITL is needed to manage one’s computer, privacy and information that one does not wish to share. These skills include:

- orienting oneself efficiently on a web page;
- completing an Internet e-commerce transaction;
- connecting online;
- submitting personal information;
- choosing and using a search engine to process the search result in a fast and efficient way;
- using a variety of Internet applications readily available for enjoyment, entertainment, communication or for work-related tasks;
- handling offensive content retrieved by accident, handling spam email, handling spy applications and ActiveX controls, setting the browser’s privacy and security options, etc. (*ibid*, p.3).

These two writers undertook a study on Internet technical literacy and social awareness as precursors to protecting one’s privacy. They proposed two hypotheses: (1) There is a negative relationship between Internet technical literacy and Internet privacy concerns and (2) There is a positive relationship between social awareness and Internet privacy concerns. They found that “the hypothesized relationships are statistically significant – social awareness positively and Internet technical literacy negatively related to Internet privacy concerns”. This implies that the higher the Internet technical literacy of citizens online, the fewer the concerns they have about privacy threats because they are confident that they have the competency to handle these situations. The latter implies that people who used the Internet were more

engaged in social discourse, possessed a higher level of critical social awareness and “formed a stronger awareness about privacy and the importance of privacy in social life.”<sup>63</sup>

### Sample of MIL-related training programmes that include privacy

This section builds on several reports and research studies previously conducted.

UNESCO has previously generated reports and curricula that can help to clarify the issues and education needs relative to MIL and privacy. However, in these reports, there is not a specific focus on the competencies of users, nor on privacy issues. UNESCO’s composite concept of MIL enumerates a range of key competencies that global citizens need in the contemporary era (more details available at: <http://www.unesco.org/new/en/communication-and-information/media-development/media-literacy/mil-as-composite-concept/>).

Listed below are the related works that UNESCO has developed:

1. Media and Informational Literacy: Policy and Strategy Guidelines<sup>64</sup>
2. Media and Information Literacy Curriculum for Teachers<sup>65</sup>
3. Global Media and Information Literacy Curriculum Assessment Framework: Competencies and Country Readiness<sup>66</sup>
4. Guidelines for Broadcasters on Promoting User-Generated Content and MIL.<sup>67</sup>

In the UNESCO MIL Curriculum for Teachers, there is recognition that teachers need to understand and be able to teach people about the issue of balancing privacy and the right to know, with regard to what citizens should expect of media and information professionals. The curriculum further refers to MIL providers needing to protect “readers’ privacy and confidentiality in terms of content consulted on the premises or online.”<sup>68</sup> It further recognizes the issue of competency to evaluate how ethical principles are applied to new technology and issues such as privacy. The curriculum recommends coverage of how international standards deal with “infringements of other people’s rights (such as hate speech, defamation and privacy).”<sup>69</sup>

“Users, and in particular children and young people, are often unaware of the short- and long-term consequences of publishing texts and pictures they may not want to make available publicly later.”

63 See T. Dinev and P. Hart, 2004, p. 4.

64 A. Grizzle and M.-C. Torras Calvo, eds, 2013.

65 C. Wilson and A. Grizzle, eds, 2011.

66 UNESCO, 2013a.

67 M. Scott, 2009.

68 See C. Wilson and A. Grizzle, eds, 2011, p. 66.

69 Ibid, p.21.

Specific stated learning objectives for teachers include describing “general terms and conditions, codes of conduct and privacy regulations with respect to Internet use” and a developed ability to “help young people use the Internet responsibly – and make them aware of the related opportunities, challenges and risks.”<sup>70</sup> Also noted is the following:

Once published on the web, content can spread rapidly around the world and remain in existence indefinitely. Users, and in particular children and young people, are often unaware of the short- and long-term consequences of publishing texts and pictures they may not want to make available publicly later. Data stored on a server or a platform can be easily accessed by others and people may not be aware of how unprotected their personal data can be. It is important when using the Internet that people fully understand the environment they are working in. An exercise proposed is to “Select any social network website or software that you use. Experiment with the privacy settings. Search and read in the ‘terms of use’ for the terms ‘privacy and security’. Do you think that the privacy safeguards are sufficient to help you avoid some of the risks described in this section (see boxes on risks related to Internet content and contact)? What are some of the repercussions when you put the privacy settings to the maximum level?”<sup>71</sup>

These learning objectives and suggested activities therefore touch on privacy issues, yet only minimally.

In the Global MIL Assessment Framework, privacy is addressed as a subset of a broader competency<sup>72</sup> as noted below:

**Competency element 3:  
Create, utilize and monitor information and media content**

MIL matter	Competency	Performance criteria
Communication of information, media content and knowledge in an ethical and effective manner through the media and ICTs	Media and information literate person communicates information, media content and knowledge in an ethical, legal and effective manner, using appropriate channels and tools	17. Knows how to protect own work, personal data, civil liberties, privacy and intellectual rights

The Global MIL Assessment Framework puts privacy in MIL into context, stating “emerging literacies, particularly related to information, media and ICTs, have become even more important, as they help to minimize risks related to the reliability of information, privacy, security and ethical issues, and potential abuse by any individual, public or private entity.”<sup>73</sup>

<sup>70</sup> See C. Wilson and A. Grizzle, eds, 2011.

<sup>71</sup> Ibid, p. 135.

<sup>72</sup> See UNESCO. 2013a, p. 135.

<sup>73</sup> See C. Wilson and A. Grizzle, eds, 2011.

In the University of Maine (USA), a course<sup>74</sup> entitled “LBR 200: Information Literacy” incorporates privacy as a module. The course is designed for undergraduate students and provides theoretical foundations to the flow of information and necessary competencies that citizens should possess to navigate the many and varied information resources to which they have access. The course aims to develop critical thinking skills among students in relation to the production and organization of information. Topics relating to privacy include:

- Using information
- Privacy of information
- Intellectual property basics
- Public domain
- Transparency and access to information (especially government information)
- Privacy, accountability and anonymity

In Lingnan University in Hong Kong, China, privacy is taught within an introductory course on information literacy.<sup>75</sup> The course is offered by the Department of Computing and Decision Science. It was formulated to enable students “to select the best computing technology to identify, search, and use the information relevant to decision making and problem solving in their daily lives and professions ...”.<sup>76</sup> One of the learning outcomes is that at the end of the course students should be able to analyse data privacy and intellectual property issues. Relevant topics and content include:

- Understanding plagiarism and its serious consequences
- Privacy and security in all media (personal data privacy) ordinance
- Authorship, intellectual property, copyright and fair use of information
- Institutional policies on access to information resources
- Legal issues in information retrieval, dissemination and use
- Issues raised by detailed databases on individuals and data mining
- Information accuracy
- Professional codes of conduct
- IT-related liability<sup>77</sup>

In the Indiana University of Pennsylvania (USA), the Department of Computer Sciences offers a course entitled “Internet and Multimedia”, in which privacy competencies are considered.<sup>78</sup> The course focuses on the importance of students’ understanding of how electronic media enables the acquisition, structuring, analysis and synthesis of information. Students are guided to:

74 <http://www.slideserve.com/sibyl/lbr-200-information-literacy-course-overview> (Accessed 10 August 2016.) See also: [http://catalog.umaine.edu/preview\\_course\\_nopop.php?catoid=67&coid=193634](http://catalog.umaine.edu/preview_course_nopop.php?catoid=67&coid=193634)

75 <http://cptra.ln.edu.hk/pdf/teaching/BUS110-BUS1110.pdf> (Accessed 1 August 2016.) See also: <http://cptra.ln.edu.hk/pdf/teaching/>

76 *ibid.*, p.1

77 *Ibid.*, (p. 2)

78 <http://www.iup.edu/page.aspx?id=57329>. (Accessed 1 August 2016.)

- Investigate the culture of the Internet and the social and economic phenomenon that it represents. Issues include but are not limited to: freedom of access to information, the right to privacy, gender and equity issues, the ethics of information use and security.
- Analyse and use the tools and techniques for searching electronic resources effectively.
- Evaluate the validity of various information sources.

Course content relevant to the discussion here covers “questions of information privacy – how to protect confidential information vs. the right to know; security issues and the problem of viruses; freedom of speech vs. pornography and sexual harassment ...”.<sup>79</sup> Gender equality issues are paramount in this discussion given the socio-cultural realities of today’s world and their priority in the sustainable development goals and it is significant that these are linked to privacy issues here.

It is interesting to note the eclectic and converging nature of this course as well as others noted above, irrespective of their title. Additionally, the Indiana University of Pennsylvania course addresses gender equality issues, which again is appropriate in the discussion given the socio-cultural realities of today’s world and their priority in the sustainable development goals.

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<sup>79</sup> *ibid.*

### Box 1: Spain – Innovative programme at the schools in Barcelona on secure online activities

Mireia Pi works in media literacy education in Barcelona, Spain with the Autonomous University of Barcelona. Her educational projects focus on pre-service teachers and ways to help teachers develop digital and information literacy skills to bring into their classrooms. This is a particular challenge in Spain since the media curriculum is not under any one teacher's (or subject area) responsibility and, as Mireia states, "no one is particularly trained". Language teachers are responsible for digital literacy, but they have to adapt their skills in textual analysis and communication to teach digital literacy without any formal training. The inclusion of privacy-related topics is not clearly addressed in any one area. Despite this, Mireia feels that students and teachers are aware of the need to enhance their understanding of privacy and online security and have developed some innovative ways to do this.

One such example is an innovative programme at the schools in Barcelona. To help facilitate secure online activities, one grade 7 class created different roles for students to take responsibility for online engagement. The roles were digital legal advisor, helper and mediator. Mireia explains: "the legal advisor understands school policy and sets new rules, the

helpers assist other students to improve their privacy and the mediator resolves disputes or conflicts between students and speaks with the teachers". Eventually this programme was rolled out to the entire school and every class now has specific students working on privacy. In some ways, this programme shows a sophisticated knowledge of the levels of privacy. It effectively blends key roles for teachers and students but because the topic is not covered in any formalized, curriculum-based method, many privacy-related issues are not discussed.

In the schools, teacher training used a role-playing game. The teachers had to act out their own behaviour online, such as giving out personal data, but do it offline. The activity shocked the teachers, as they realized they take risks in their "digital life" that they would never take in "real" life. After the activity, the teachers were encouraged to audit their behaviour and write down errors in judgment they may have made in their own online actions. The teachers then had to translate this awareness into a classroom activity for students. According to Mireia, "this activity had much greater success in getting teachers to understand the need for privacy education than other tactics, such as online quizzes".

## Box 2: Japan – High school “Privacy and Social Media” module

Hiroyuki Okamoto is a teacher at Assumption High School in Japan. In his class, he teaches a module entitled “Privacy and Social Media” to help his students understand the risks associated with their online activities. Due to the spread of social media, Hiroyuki knows that most of his students are “senders” of information, not just receivers. His students use social network services for texting, but they believe the messages they send are private and anonymous, and personal data about who sent the text message or where the person lives cannot be found. To help them understand the limitations of that assumption, he has created an activity in which students use various methods to uncover such data.

Firstly, students are put into small groups of 3-4 and asked to write three points on a post-it note about how a person’s identity can be unintentionally revealed on social media.

Students point out how the combination of individual information, such as references to a location, images, profile photos and past comments/contributions yields specific information. This leads to students realizing that “the name of the school, the region and the age can be specified from the information of followers and friends”. For example, a student explained that “there were comments calling Hi Bob or Beth” and “there can be a person who was writing the school name and the region in his/her profile” or “included a reference to a location, information relating to a photograph, a nickname that may hint at the real name, and overlapping connections to their followers”, all of which could be used to determine the identity of the person. This realization lead to class discussions about “Internet lynching”, “specified groups” and overall online safety. Students began to realize “no matter how I am attentive to protect

my personal information, it could leak out through friend and follower’s comment or information like a chain”.<sup>1</sup>

At the beginning of the activity, Hiroyuki states “it was very difficult for students to believe this was possible”, but as the activity progressed, they realized how easily one’s identity could be determined. After the activity, students wrote a summary about how not to specify personal information when sending messages. Hiroyuki considers the class a success because of the comments he receives from students after the class. A common student comment is “I want to reconsider the ways I send messages”. The course provides an opportunity for practical skill development, as well as the opportunity to deepen student understanding about why privacy matters.

It should be noted that the illustration above describes positive actions that individuals can take to avoid voluntarily sharing personal information on-line. It does not address the trend of involuntary metadata that are automatically generated about an individual when they simply browse the Internet, search for information, watch movies, listen to music, shop on-line etc., as well as use of modern devices, communication and otherwise, that can send or receive information. Metadata are data about data. In other words they are higher level descriptive data about your information. They may not include your name but could include your location, frequency of use, time of use, length of messages sent, type of online content you prefer etc. They are also sources of privacy vulnerability. Experts agree that metadata when amalgamated can reveal more about individuals than the actual content of their communications online

<sup>1</sup> Quotes here and throughout other cases were provided by the people/teachers interviewed or who submitted testimonials of their work in relation to privacy

### Box 3: United States – Respecting people’s privacy in events held at school libraries

Renee Hobbs is a professor at the University of Rhode Island (URI) USA, and directs the Media Education Lab there. She has written extensively on media literacy. At URI, Renee teaches a graduate course in Library and Information Science with an experiential learning component, where, as part of their coursework, students must put on a film programme in a public library. Students encounter many challenges during this process, frequently related to privacy. Can they take pictures and videos of attendees? Will they need written permission from attendees if they intend to post the photos and videos online? What if the attendees are children? Is parental permission needed? Renee knows from experience that librarians often have a bias towards privacy and protecting patrons’ rights to select and read books without anyone knowing what they have selected or read. Does that extend to events held at the library? Some students faced their greatest challenges from library administrators rooted in a

vision of a library based on a twentieth-century vision. Renee encouraged her students to share with the library administrators what they were learning in her classroom and to come up with ways to mitigate any concerns about privacy.

For one student, a compromise with the Library Director yielded success. In advance of an event targeting children, the Library Director agreed to send home to parents, for the first time ever, a permission slip. The student compromised by agreeing not to reveal any child’s face in photos or videos through skillful media production techniques.

Although the course was not specifically about privacy, this organic development enabled Renee to bring these privacy topics into her classroom and help students understand the impact of privacy choices in the real world. This led to deeper learning and understanding by her students, as well as the library administrators with whom they worked.

### Box 4: West Indies – A high school librarian’s concern about privacy

Debbion Reader is a teacher and librarian at Calabar High School in Kingston, Jamaica. This is a fairly large school with approximately 1,700 students and 90 teachers. In addition to managing the library, Debbion teaches library skills, history of libraries, importance of school libraries and library rules, library organization, and information resources. Her duties include providing relevant and current information resources for students and staff, and assisting students in conducting research. She says “Privacy is very critical in my field of work, as I am dealing with students and teachers. I have

to be certain that each user of the library information as well as their request is kept confidential and not opened to the public”. For Debbion, privacy is mainly about this basic interpretation: keeping information confidential. She faces many challenges in trying to teach MIL and privacy since she feels the working environment is not conducive to learning. There is an absence of any form of technology, minimal facilities and even minimal furniture. Therefore, while Debbion recognizes the need for MIL and privacy topics to be discussed, she deals with the issue only in its most basic form.

### Box 5: Australia – Webinars on eSafety in schools by the Office of Children’s eSafety

Kellie Britnell is a Senior Education Advisor with eSafety in the Office of Children’s eSafety, Australia. Kellie and her colleagues conduct webinars in schools, where they work alongside teachers who guide student participation. Since the webinars began in early 2015, 47,000 students in elementary schools across Australia have been reached. In the elementary grades, the content focus is on cyberbullying, including “understanding the impact of their actions online and how to be a good bystander”. In the high school grades, the focus is on the Internet and the law. Through the use of scenarios, the high school webinars strive to help students understand the ways in which the Internet may be used in a “threatening, harassing or offensive way” and work with them to “make good choices online”. Discussions about privacy issues are embedded in all of these scenarios. Kellie remarks that

there are immediate results: “We work with kids in the day, teachers after school, and parents at night on the same day and get feedback that the kids have come home realizing that their stuff is very public and they’ve made immediate changes”.

Professional development for teachers is also offered with a focus on “digital rights and digital wrongs”. All the webinars are conducted using Virtual Classroom, an online shared learning platform. While the webinars are very successful, the team does face occasional challenges with Internet reliability, platform reliability and the general technology capacity of the teachers. However, the team has learned to work through these challenges for a high success rate.

Kellie concludes her thoughts on privacy by saying “Asking ‘how safe are you?’ really means ‘how good is your privacy?’”

## Box 6: Mexico – Workshops by the Mexican Institute for Community Development

Luis Fernando Arana has spent more than 30 years working at Instituto Mexicano para el Desarrollo Comunitario (IMDEC)/the Mexican Institute for Community Development, where he is in charge of the Communication Department and responsible for communication and community development. IMDEC prioritizes communication as a means of development and its workshops frequently include activities for media literacy. His work aims to “build up skills among participants for community dialogue and collective planning”. The guiding principle is “Educomunicación/Educommunication” and Luis states “We start up by the conviction that there is no education without communication, nor the other way around.”

Workshops help participants understand what is confidential information, personal information or collective information. Luis comments “We discuss here different types of info, and then analyse which of them

could be made public, and which type of info should remain private”.

Rather than relying on lectures and reading assignments, workshops use dialogue and hands-on activities and games.

In terms of privacy, Luis argues that the valuing of others and creating community is the principle by which one must live online, stating “We emphasize that every one of us has a life-story; however, not everything that is part of that story is a topic to be shared with others”. He strives to make people “conscious of diverse types of self-information and to be aware of possible consequences of making public [...] information”.

Luis stresses that we must always be aware of the human dimensions of online privacy. He comments that “there is always a need for more clarification about communication on the human rights we all have as citizens and audiences”.

## Sample of privacy-focused courses and their similarity to MIL

A review of several training courses focused exclusively on privacy reveals marked similarities with the kind of content covered in the various MIL courses described above. These courses calibrate privacy with the “outgrowth of our thriving modern culture and the ever-changing technology landscape, competing considerations for information”,<sup>80</sup> as well as economic and political realities of information. This is to be expected, given that privacy is about personal and institutional data and information. As mentioned in the above section on a proposed conceptual/development framework for privacy in MIL, recognizing and applying convergence requires an integrated curricula or course development approach. Convergence here refers to the merging of the fields of information, communication and technology as well as the convergence or crossing of related social policies. Courses that focus primarily on privacy are also needed for a deeper and fuller study of this social challenge. Below are some resources for privacy training:

<sup>80</sup> See J. Simpson and R. Hooper, 2015.

**Virtual Privacy Lab:** <https://www.sjpl.org/privacy>

**Youth Privacy:** [https://www.priv.gc.ca/youth-jeunes/index\\_e.asp](https://www.priv.gc.ca/youth-jeunes/index_e.asp)

**TeachPrivacy Privacy and Security Training Catalog:** <https://www.teachprivacy.com/wp-content/uploads/TeachPrivacy-PrivacySecurity-Training-Catalog-2016-05.pdf>

**Privacy Matters. Media Smarts Canada:**<http://mediasmarts.ca/game/privacy-pirates-interactive-unit-online-privacy-ages-7-9>

**Data Privacy and Security Training Course:**<https://risk.thomsonreuters.com/compliance-training-courses/data-privacy-and-security-training>

**Information Security and Privacy Training Courses:** <http://irtsectraining.nih.gov/publicUser.aspx>

### Privacy: the turn towards MIL for critical youth civic engagement

Positing privacy as a component of MIL assumes that where this is actualized, it will help to enrich current debates and mobilize more participation of those engaged in regard to public policy debates about personal and organizational day-to-day practices.

Gunby (2012) illustrates this point well in regard to participation in a particular policy decision.<sup>81</sup> As is frequently the case, Facebook made changes in 2012 to its privacy practices, which had implications for its users. Though users could still select most of the personal information

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*MIL, with privacy embedded, goes beyond protecting youth from risks in certain informal and electronic and virtual environments, which can curtail their creativity, expression and vitality, to put the emphasis on empowering them with critical competencies.* ”

they wished to make public, they could no longer choose to hide their Facebook profile from a general online search. After a relatively low participation in the voting consultation with its users, Facebook soon after moved to remove the voting apparatus completely.<sup>82</sup>

Without ignoring the other changes made to Facebook privacy policies at the time, the crux of the point here is how such decisions were made. Gunby noted that despite the 589,141 users who voted in opposition to the change, in comparison to 79,731 in favour, the vote was nullified because the minimum requirement of thirty- percent participation, 300 million users at the time, was not attained.

MIL can help to change potential apathy of citizens towards their critical engagement with information, media and technology. If citizens understand that privacy is not solely about personal violation, but rather how it is

<sup>81</sup> See M. Gunby, 2012.

<sup>82</sup> See also S. Gaudin, 2012.

intertwined with human rights, freedom of expression, Internet freedom, economic and social development etc., they might be more inclined to be more actively and critically involved.

Notwithstanding the potential for apathy regarding citizens' attention and actions in relation to their privacy, there is general consensus among researchers that, at least in some parts of the world, citizens, including youth, have put value on their privacy. "Nine out of ten Americans are concerned about the potential misuse of their personal information, and 77% say they are very concerned" (Westin 2001, cited in Dinev and Hart, 2004). "Non-Net-users", those who are very hesitant or decide not to become more active users online, cited privacy issues as their biggest concern (ibid). And 80% of citizens in the United States felt that they have lost control over the collection and use of their personal information by companies (IBM, 1999 as cited in ibid).

Perhaps it is a sense of helplessness that contributes to a lack of action on the part of some. This sense of a lack of control by citizens to hold the media, technological intermediaries, business and governments accountable merits more research. Yet research has also shown that youth are very active in social media, openly share large amounts of personal information online and have the largest digital footprint (Magnuson, 2011). There is a disconnect – how can this be explained? The sense of a lack of control might be symptomatic of a more systemic challenge for citizens, especially youth; where young people are kept on the margins of decision-making and discussion about serious social issues. Young people often do not recognize that they have agency or power in certain real life situations. Hartley (2009) in his illustration of the lack of agency that many teenagers experience in the schooling environment sums it up as follows: "it is therefore the environment from which many teenagers wish to escape, using their own untutored multimedia literacy to enjoy their own imaginative universe, where their private dreams can be elaborated with the aid of a corporate soundtrack [music streaming online] and stories with stories of wish-fulfilment, their fears expressed in songs... and peer-bonding advanced by means of various mobile devices from the Walkman to the iPhone."<sup>83</sup>

Privacy in MIL for youth can address "informal acculturation" of youth and more formal environments and social issues, concerns and opportunities. Here then MIL, with privacy embedded, goes beyond protecting youth from risks in certain informal and electronic and virtual environments, which can curtail their creativity, expression and vitality, to put the emphasis on empowering them with critical competencies. In this way, they are given agency potential to make informed decisions and taking constructive action over their interaction with technology, media and information.

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83 See J. Hartley, 2009, p. 29

## Conclusion

This chapter covered considerable grounds in proposing how privacy in MIL should be framed in the development context. It started out by suggesting that a rethinking of MIL training design is needed. One that focuses on not only individuals and the competencies that they need but also on groups as well as institutional policies and strategies. In so doing, privacy in MIL is addressed at multiple levels leading to greater impact and a more sustained approach over time. This more systemized method for the dissemination of MIL, encompassing privacy, has implications for sustainable development. The framework for the Sustainable Development Goals is used as a basis to delineate the social, economic and environmental relevancy of privacy in MIL. The political and gender equality perspectives of development are also highlighted. Emphasis is placed on the intersection of privacy and MIL from the standpoint of experts, practitioners, and relevant institutions involved in both areas. The sketches of MIL courses that include privacy could be the beginnings of a comprehensive listing/database of pragmatic actions to inform stakeholders who would like to undertake similar initiatives.

The next chapter examines what young people think about privacy and safety online.

# YOUTH POWER



## Chapter 2

Youth perspectives on privacy  
and safety online – findings



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Through a study carried out by Grizzle, (2015), UNESCO surveyed the perspectives of 1,735 young people aged between 14 and 25 on privacy and safety online. It is part of a larger study on citizens' response to MIL competencies, which started in 2015 and involves over 2,300 young women and men from over 100 countries.<sup>84</sup> Here, the value of MIL to underpin a critical civic engagement on privacy is illustrated. The research was equally concerned with youth self-reported behaviour online as well as their thinking on important social problems facing today's global society. A key research interest was:

Are citizens' attitudes towards participation/engagement in democratic discourses and governance processes, on such issues as freedom of expression, freedom of information, intercultural and interreligious dialogue, quality media, gender equality, privacy, and hate, radical/extremist content online, different consequent to obtaining MIL competencies?<sup>85</sup>

## Methodology

The research was designed as a quasi-experimental study consisting of a pre-course questionnaire for youth, exposure to a MIL Massively Open Online Course called MIL MOOC, (the learning intervention), which included discussion of the social issues mentioned above and a post-course questionnaire. Specifically, respondents were invited to complete a pre-course questionnaire. They then undertook a 10-week course on MIL, at the end of which they were asked to complete the post-course questionnaire. The MIL MOOC was designed by a group of experts. It was administered by the Athabasca University, Canada. Participants in the MIL MOOC who achieved a grade of 60% or higher received a certificate

84 See summary of overall research design, results from one other theme, youth response to radical and hate content online, etc. in J. Singh, P. Kerr and E. Hamburger, 2016.

85 This research involved both pre-course and post course questionnaires as described in the section titled Methodology. This report focused only on the response to the pre-course questionnaire to provide a baseline of youth perspectives on privacy. Readers with interest in the difference in youths attitude after exposure to MIL training should contact Alton Grizzle, a.grizzle@unesco.org.

of competency from the university. Those who received lower grades were issued with a certificate of participation.

Other methods and tools such as journaling, forum discussion, tutors' observations, focus groups and interviews were employed. Below is a summary of the results from the pre-course questionnaire on one of the seven themes investigated: youth attitudes to their privacy and security online. The response rate to the questionnaire was over 70%, representing 1,735 people in total, spread across various regions around the world. The sample was selected through a combination of intentional or purposive sampling and partly random sampling. In the recruitment process, institutional affiliation of respondents was explored by reaching out to organizations that are working with young people to recommend those who are likely to stay connected with the organization over the period of the study (intentional sampling). In addition, the survey and learning intervention was promoted to youth networks, organizations and MIL-related networks globally through online news, social media, etc. All those participants who registered for the course became the sample. The intervention was a MIL Massively Open Online Course (MOOC). It was administered in English, thus participants needed to have a certain level of fluency in English and necessary access to ICTs, including the Internet. More detail on the demographics of the sample is provided in the first set of graphs and charts below. The results provided are indicators of youth perspectives on privacy issues. The character of the sample limits the drawing of generalities of the findings to a wider population of youth, nevertheless its qualitative significance makes it of value.

## Extracts of the findings

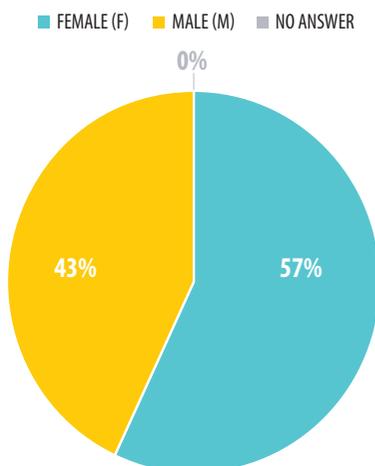
Below are description and partial discussion of the findings.

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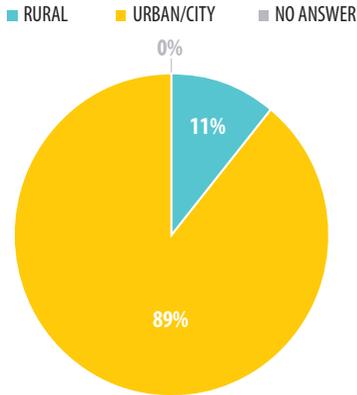
### DEMOGRAPHIC DATA

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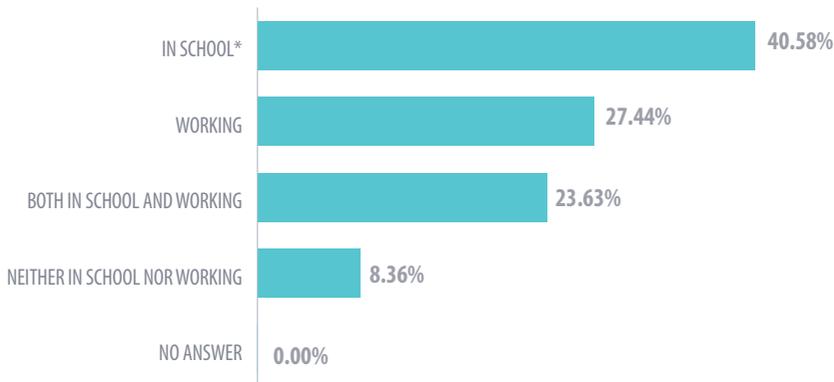
**CHART 1: WHAT IS YOUR GENDER?**



57% of the 1,735 respondents are female and 43% are male. This shows an almost equal level of interest between young girls and boys on the topic of MIL and its relevance to social and democratic discourses and critical civic engagement.

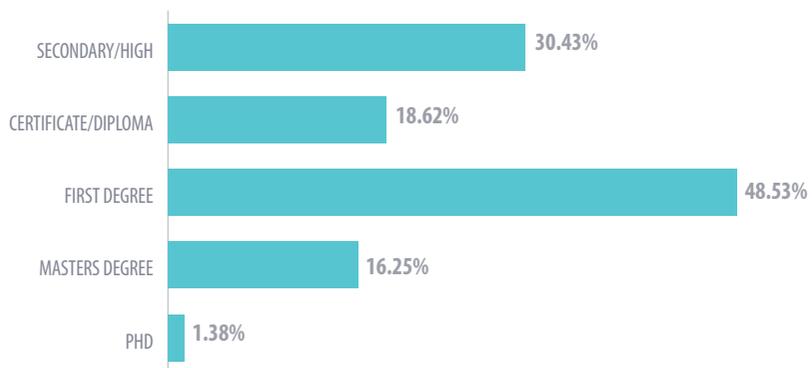
**CHART 2: DO YOU LIVE IN A CITY (URBAN) OR A RURAL AREA?**

The majority (89%) of the respondents live in urban areas. People living in rural areas usually have more limited access to Internet.

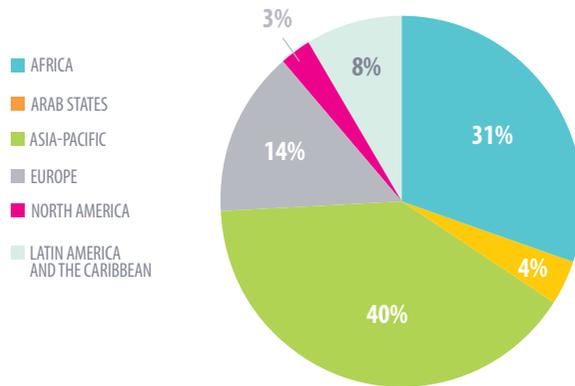
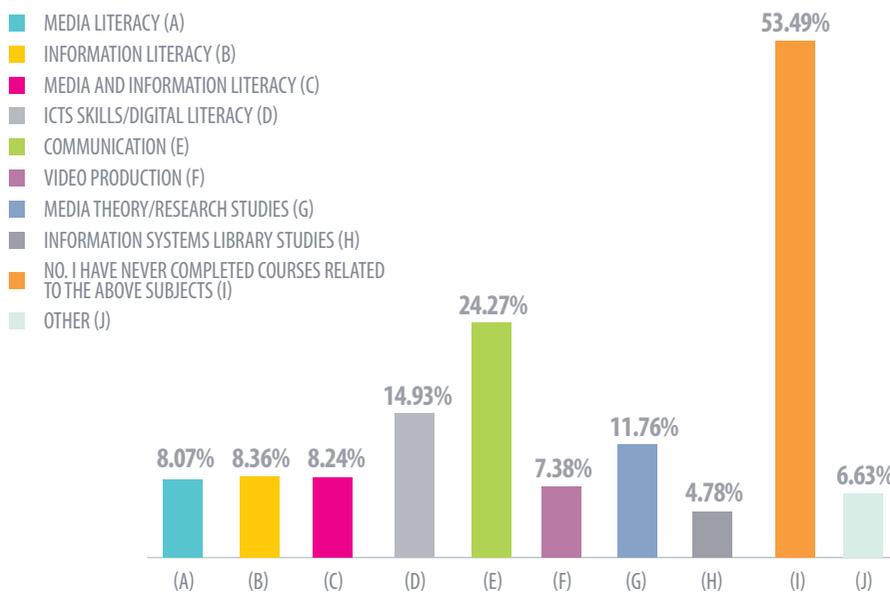
**CHART 3: WHAT IS YOUR STATUS?**

Of the respondents to the overall questionnaire, 41% are in school, 27% are working, 23% are both in school and working, while 9% are neither in school nor working. Young people in the sample are interacting with media and technology irrespective of their status and levels of education, although further analysis is required to confirm if there are nuances related to occupational status.

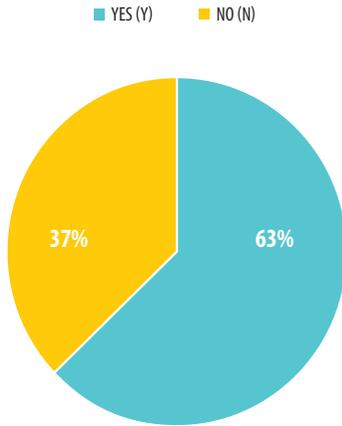
\*School means any educational institution.

**CHART 4: WHAT EDUCATION LEVEL DO YOU HAVE?**

Of the respondents, 31% were at or have completed a secondary level education, 49% had a first degree, 19% certificate/diploma, 16% a master's degree, while 1 had a PhD.

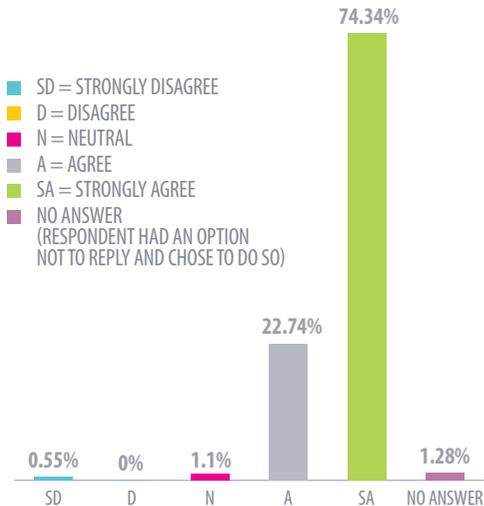
**CHART 5: REGIONAL BREAKDOWN OF RESPONDENTS****CHART 6: HAVE YOU PREVIOUSLY COMPLETED A COURSE RELATED TO MEDIA AND INFORMATION LITERACY?**

54% of respondents in this research had not completed a course related to MIL; 15% had previously done courses related to ICTs skills/digital literacy, while 25% had pursued a course in information literacy, media literacy or MIL. Two important inferences can be drawn here. Firstly, the young people surveyed are active and promising target groups for MIL training. And secondly, the fact that 40% of the young people surveyed have previously completed MIL-related training could indicate that once exposed, they are keen to undertake more or follow-up training in the area. It is also possible that there was the motivation of the incentive to receive a certificate from a recognized university that they might not have received for previous training undertaken.

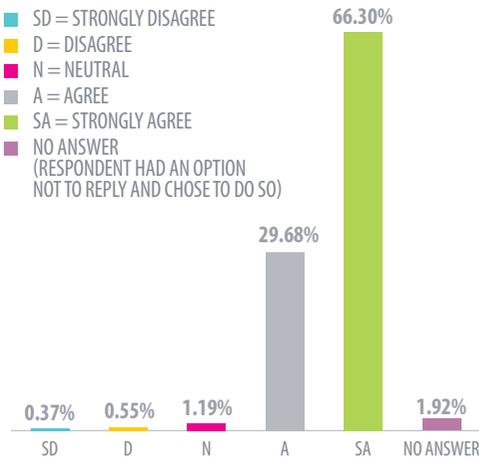
**CHART 7: THIS IS MY FIRST TIME TAKING AN ONLINE COURSE**

63% of respondents had never pursued an online course before. This is an indication of the potential reach of Massively Open Online Courses on MIL targeting youth, assuming the demographic has ongoing Internet access.

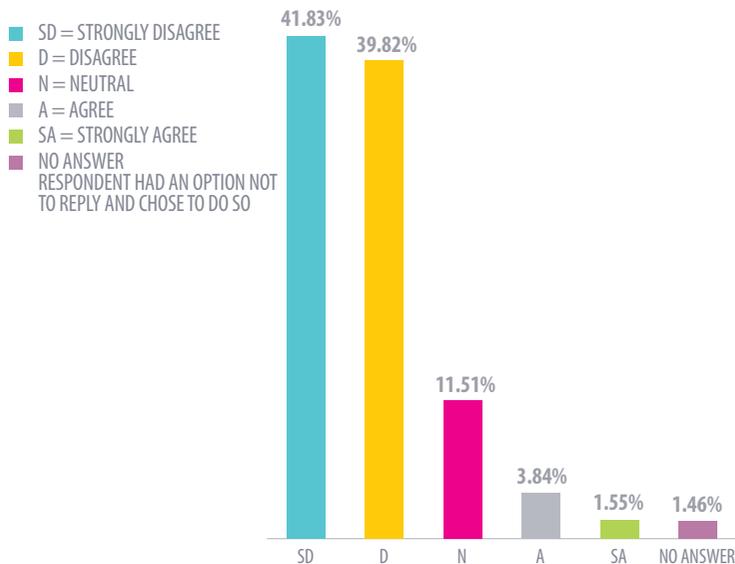
### Valuing personal privacy and that of others

**CHART 8: MY PRIVACY IS IMPORTANT TO ME**

The vast majority of the respondents indicate that personal privacy is important to them; 74% "strongly agree" and 23% "agree". In related research studies, youth show varying levels of concerns about their privacy.

**CHART 9: I VALUE THE PRIVACY OF OTHERS**

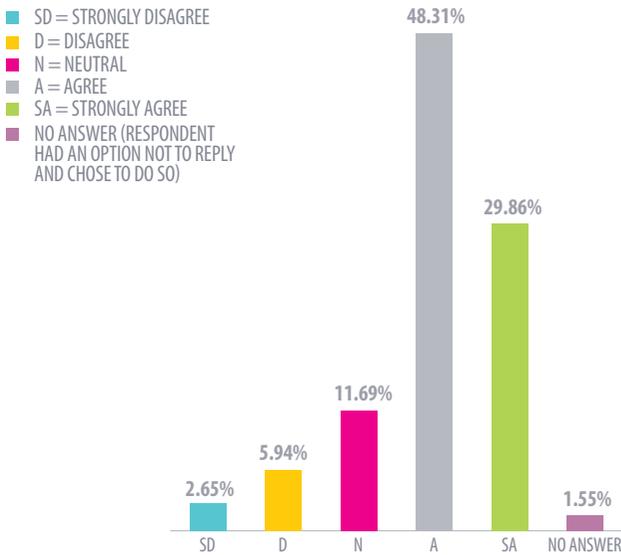
96% of youth surveyed note that they value the privacy of others. When set against the responses to the previous question, this has implications for young people's attitude towards their own privacy vis-à-vis that of others. From the data in **Chart 8** and **Chart 9**, one can infer that young people claim to value their privacy equally to how they value the privacy of others.

**CHART 10: I HAVE THE RIGHT TO PUBLISH PRIVATE INFORMATION ABOUT OTHER PEOPLE**

Youth attitudes concerning valuing the privacy of others is relatively consistent with whether they think they have the right to publish private information about others. In **Chart 10**, 82% of respondents indicate that they do not have the right to publish private information about others. This is 14% lower than the 96%, in **Chart 9**, who value the privacy of others. This may suggest that some of the young people surveyed felt that they have right to publish certain private information about others even though they respect their privacy.

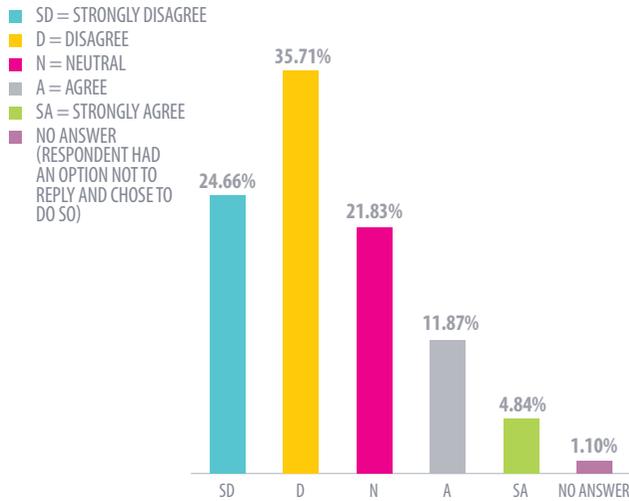
## Personal privacy in connection with government and business

**CHART 11: GOVERNMENT OFFICIALS AND CELEBRITIES  
HAVE A RIGHT TO PRIVACY**



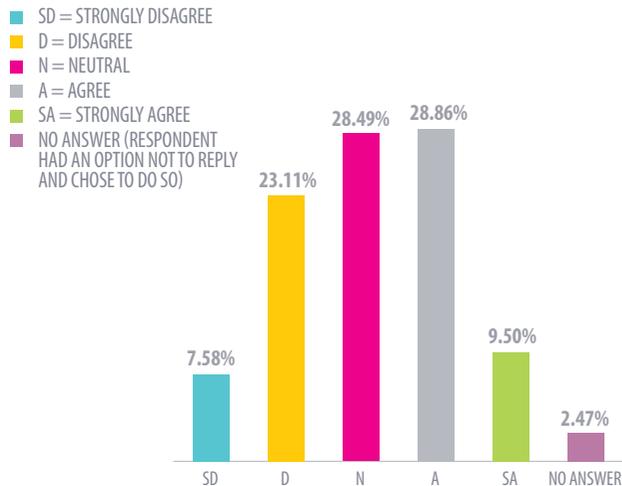
In a related question about the privacy of others, in this instance the privacy of government officials and celebrities, consistency was once again reflected. Of the young people surveyed, 78% believe that privacy should be afforded to government officials and celebrities. A question that could be asked here is whether the youth have a more nuanced understanding of what levels of privacy public servants, for instance, should have. A relevant example is whether government officials or public servants should publicly disclose their income and the sources of this income. It should be acknowledged that agreement to a right to privacy is not necessarily in contradiction to transparency about public officials, though the survey did not examine this issue.

**CHART 12: MY GOVERNMENT HAS THE RIGHT TO KNOW ALL PERSONAL INFORMATION ABOUT ME**



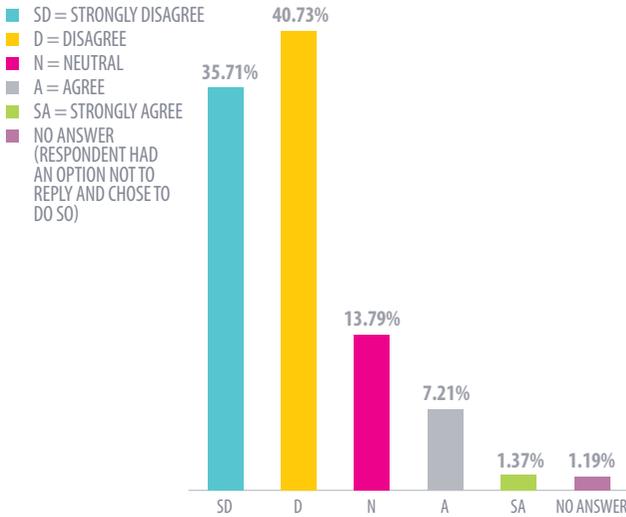
In this chart, 60% of respondents strongly disagree or disagree that their government has the right to know all personal information about them. However, a significant percentage – 37% – state that they are indifferent to, agree with or strongly agree with the idea of government access to all their personal information. One way to interpret these results is that some young people clearly see degrees of privacy. They may believe that governments should not collect certain personal information, while accepting at the same time that it is necessary for governments to access certain other personal information.

**CHART 13: MY GOVERNMENT HAS THE RIGHT TO KNOW ALL PERSONAL INFORMATION ABOUT ME IF THIS WILL KEEP ME SAFE ONLINE**



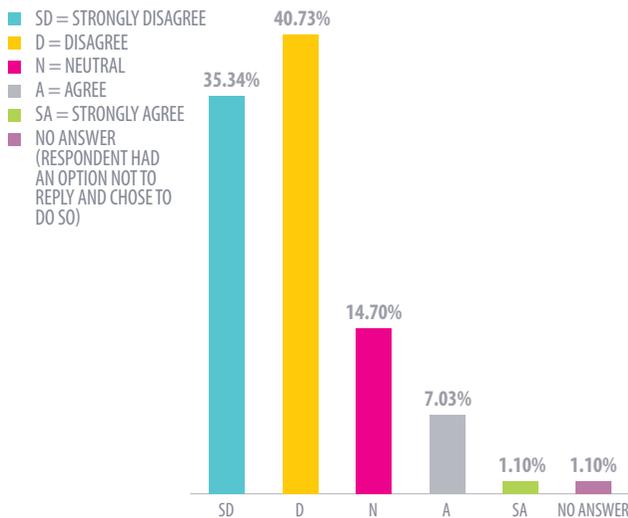
In relation to the statistics in **Chart 12**, there is evidence here that the respondents' attitude surrounding governments accessing their personal information shifts when their security or safety comes into the equation. When asked whether government has the right to know information about them if this will keep them safe online, 38% strongly agree or agree, 31% disagree or strongly disagree and 28% are neutral. In this survey question, the means by which government would know or collect information was not specified (See **Chart 21** for an observation of a further shift in attitude when a suggestion is about how governments should collect information is made).

**CHART 14: ALL WEBSITES THAT I USE HAVE THE RIGHT TO COLLECT PERSONAL INFORMATION ABOUT ME**



Young people feel more negatively about the rights of websites collecting their personal information during use, than they do in regard to governments collecting their personal information – 76% strongly disagree or disagree with websites collecting their personal information. A significant proportion – 21% of respondents – say they are neutral or strongly agree with this practice of organizations through their websites.

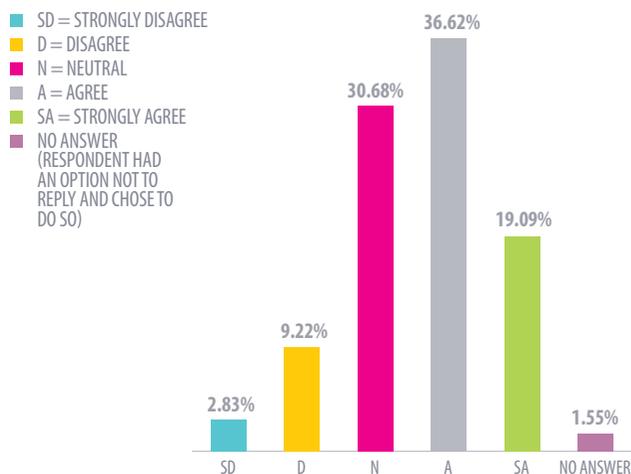
**CHART 15: ALL COMPUTER SOFTWARE PROGRAMS THAT I USE HAVE THE RIGHT TO COLLECT PERSONAL INFORMATION ABOUT ME**



The attitude of the youth surveyed in connection with their privacy while using websites is congruent with how they feel about computer programs collecting their personal information during use. One could deduce that they view websites (which are remotely and publicly hosted) as just as intrusive as computer programs, such as are frequently resident on the digital devices they use.

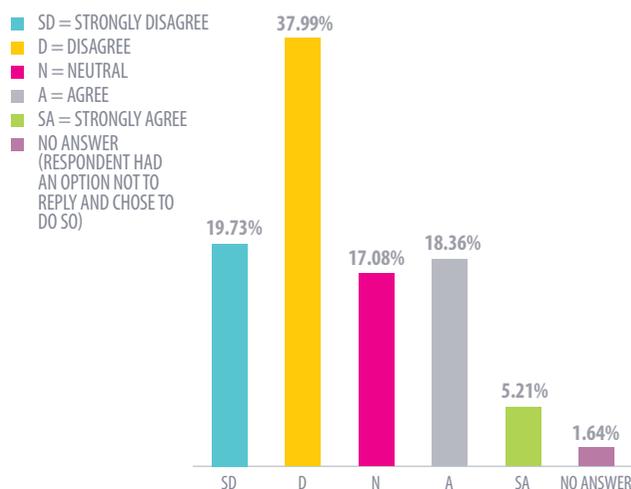
## Privacy vis-à-vis individual security and safety

**CHART 16: MY SECURITY IS MORE IMPORTANT THAN MY PRIVACY**



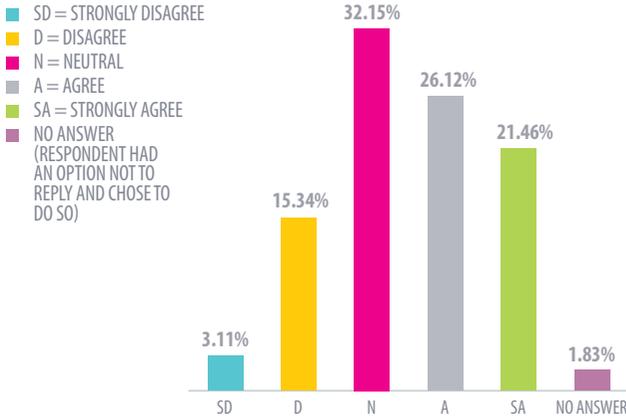
Recalling the findings about governments holding personal information about young citizens, it is clear that young people make the link between their privacy and security. Just over half of the youth surveyed – 55% – place a higher priority on their security than their privacy. An important figure – 31% of youth surveyed – are either not sure whether privacy or security is more valuable to them, or view them as being equally salient. Further research is needed to investigate how youth understand “security” – as referring to their information security, or to their physical security that should be ensured as part of the state’s protection of rights (e.g. to individual life, to property, to not be bullied, to anonymity) and the state’s responsibility to protect national security (which is not the same per se as individual physical safety and security).

**CHART 17: THE PERSONAL/PRIVATE INFORMATION THAT I SHARE ABOUT MYSELF ON THE INTERNET OR THROUGH SOCIAL NETWORKS CANNOT AFFECT ME**



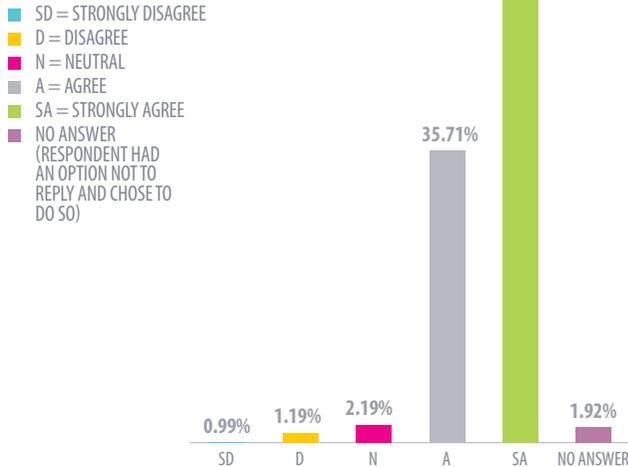
Of the young people surveyed, 58% report that they think the personal information they share on the Internet can affect them; 24% reported that the information they share on the Internet cannot affect them. The latter percentage indicates that a significant proportion of the sample are not cognizant of the potential risks in sharing certain personal information online. Despite the 58% of youth reporting awareness of such risk in **Chart 17**, **Chart 18** shows many of them are still sharing personal information online.

**CHART 18: I PUBLISH PRIVATE INFORMATION ABOUT MYSELF ON THE INTERNET OR THROUGH SOCIAL NETWORKS**



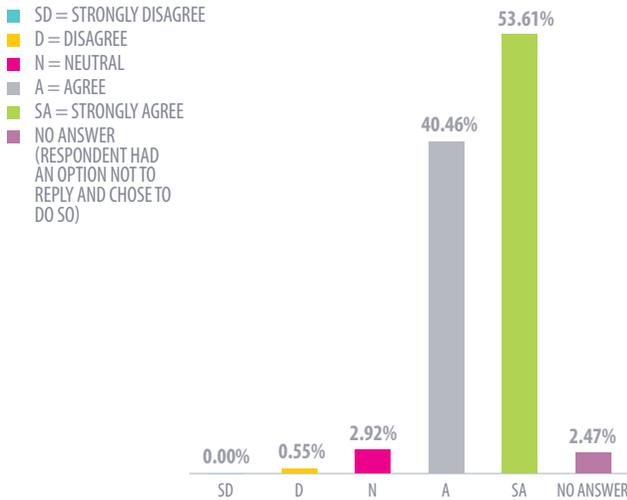
Of the youth surveyed, 22% say they never share personal information online, 50% say they do so very frequently to sometimes/seldom and 26% say they do so very seldom.

**CHART 19: MY SAFETY ONLINE IS IMPORTANT TO ME**



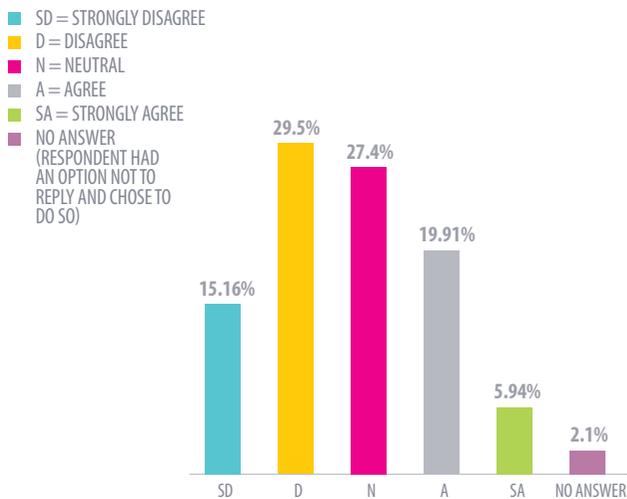
A significant percentage of the youth surveyed – 36% – only agree (as opposed to strongly agree) that their safety online is important to them. Further research is needed as to whether the third who do not feel strongly on this are basing their response on a belief that there is not a risk as such.

## CHART 20: I VALUE THE SAFETY OF OTHERS ONLINE



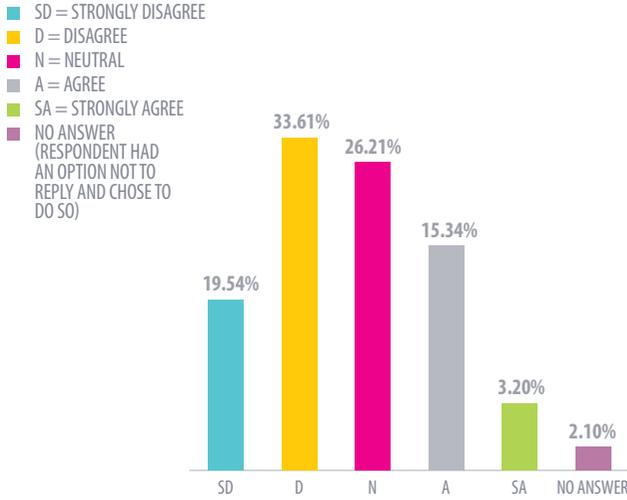
In **Chart 19** and **Chart 20**, respondents reported that they place similar value on their safety and that of others online – 95% place high value on their safety online and 94% report that they value the safety of others online. It should be noted, however, that when it comes to the safety of others, the youth surveyed placed a slightly lower value on this, which is evident in the 5% difference in those that strongly agree. Here again, it should be acknowledged that the answers here depend entirely on how respondents understand the concept of safety. Further research is recommended to get a more granular view.

## CHART 21: MY GOVERNMENT HAS THE RIGHT TO KNOW ALL PERSONAL INFORMATION ABOUT ME IF THIS WILL KEEP ME SAFE ONLINE



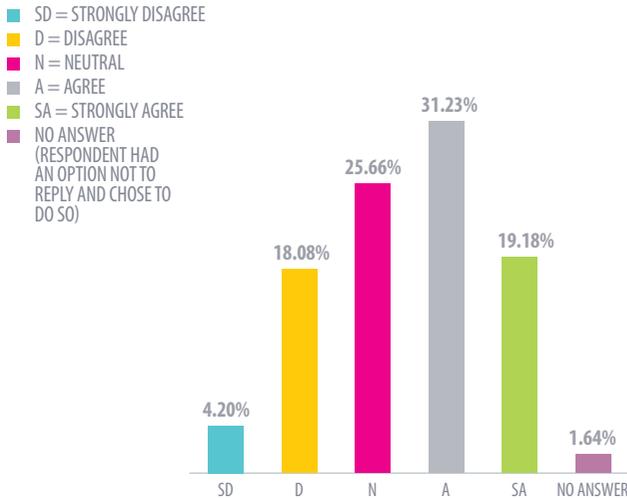
Under half of youth surveyed – 45% – strongly disagree or disagree with their safety online being a justification for government watching what they are doing online; 27% are neutral to this proposition, while 20% agree and 6% strongly agree. In this survey question, the means by which government would know or collect information was not specified. In comparison to **Chart 12**, there is an observed further attitude shift in the young people surveyed when it was suggested that government has the right to **watch what they do online** if this will keep them safe. This suggests that attitudes towards privacy vary depending on the context (see also **Chart 22** for further observations when the situation shifts from online to offline).

### CHART 22: MY GOVERNMENT HAS THE RIGHT TO WATCH WHAT I AM DOING OFFLINE IF THIS WILL KEEP ME SAFE



Of the youth surveyed, 53% of youth disagree or strongly disagree with their government watching what they do offline – even if this will keep them safe; 26% are neutral to this proposition. Further research is needed to see whether young people doubt that government surveillance is in fact with good intentions, and the possibility that this could colour their response. In comparison to **Chart 21**, there is an even greater attitude shift (increase in disagreements) in the young people surveyed when it was suggested that their government has the right to watch what they do offline if this will keep them safe.

### CHART 23: THE INTERNET SHOULD BE AN OPEN SPACE FREE FROM CONTROL BY GOVERNMENT OR BIG BUSINESS

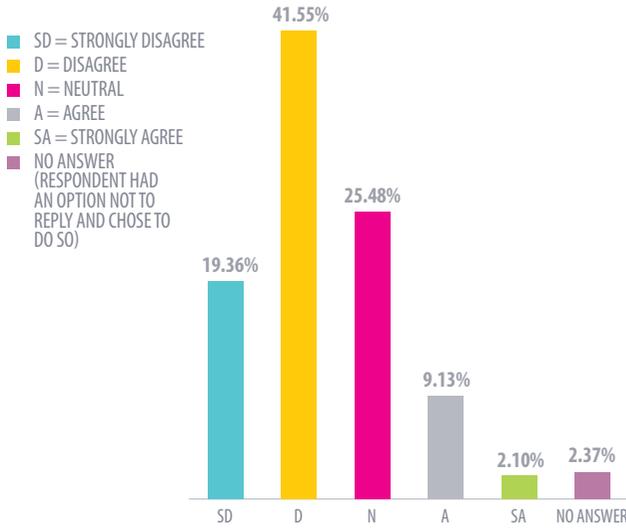


Close to half of those surveyed – 48% – are neutral, disagree or strongly disagree with a free and open Internet, while 50% strongly agree or agree that the Internet should be an open space free from governments' and big businesses' control. Several inferences could be drawn from this information. Firstly, some may see the necessity for some levels of regulation and self-regulation online. It is suggested that some others are cognizant of the inevitable role of government and commercial Internet and technological intermediaries in this process. Secondly, some youth may be of the opinion that there are freedom of expression, democratic and privacy risks if the Internet is controlled.

Thirdly, most may not be aware of their role, and that of civil society in general, in pursuing a multistakeholder governance of the Internet, centred on democratized communication and information platforms. The complexity of these considerations highlights the indispensability of a holistic approach in articulating privacy in MIL. Privacy in MIL makes it clear that freedom and

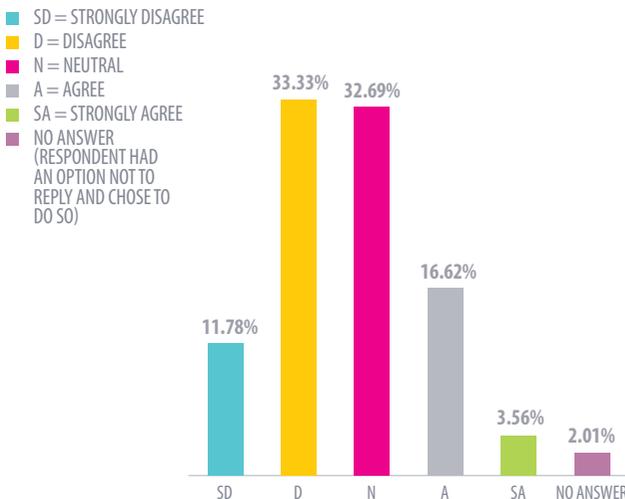
openness are not incompatible with some regulation and self-regulation. These controls can in fact exist to protect and promote freedom and openness, as opposed to a “wild west” of bullies, spies, censors, slander, etc. This shows the complexity of understanding the range of issues and debates about privacy in MIL.

**CHART 24: THE BEST WAY FOR ME TO STAY SAFE ONLINE IS TO BE PROTECTED BY MY PARENTS**



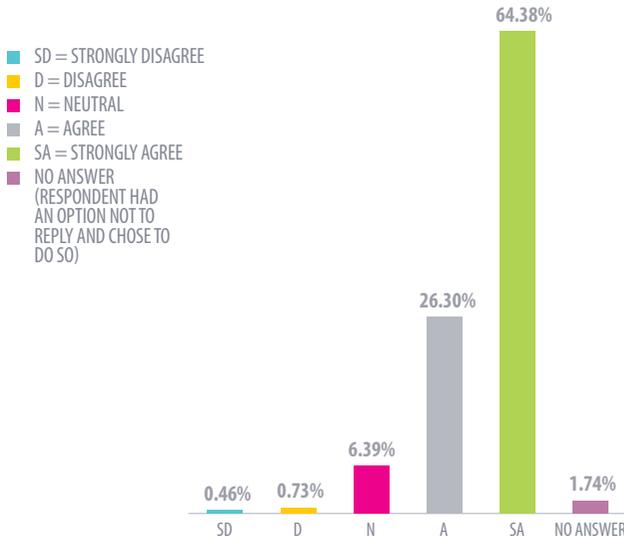
Based on **Chart 24**, **Chart 25** and **Chart 26**, a majority of young people surveyed do not subscribe to family protection as the most effective means to stay safe online, with a notable level of indecision (25% neutral) on this proposition. Indecision is higher with regard to governments as the best source of protection online (33% neutral). A heavy emphasis – 90% – is placed by the youth surveyed on self-empowerment through the acquisition of information, media and technological competencies.

**CHART 25: THE BEST WAY FOR ME TO STAY SAFE ONLINE IS TO BE PROTECTED BY MY GOVERNMENT**



Based on **Chart 24**, **Chart 25** and **Chart 26**, a majority of young people surveyed do not subscribe to family protection as the most effective means to stay safe online, with a notable level of indecision (25% neutral) on this proposition. Indecision is higher with regard to governments as the best source of protection online (33% neutral). A heavy emphasis – 90% – is placed by the youth surveyed on self-empowerment through the acquisition of information, media and technological competencies.

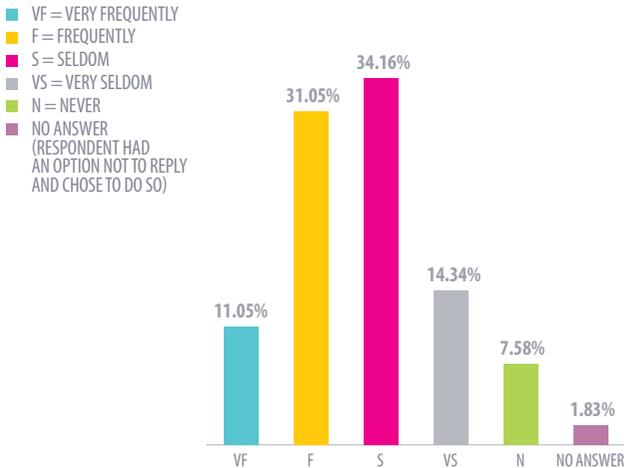
### CHART 26: THE BEST WAY FOR ME TO STAY SAFE ONLINE IS TO ACQUIRE THE KNOWLEDGE, SKILLS AND ATTITUDE ABOUT HOW TO PROTECT MYSELF



Based on **Chart 24**, **Chart 25** and **Chart 26**, a majority of young people surveyed do not subscribe to family protection as the most effective means to stay safe online, with a notable level of indecision (25% neutral) on this proposition. Indecision is higher with regard to governments as the best source of protection online (33% neutral). A heavy emphasis – 90% – is placed by the youth surveyed on self-empowerment through the acquisition of information, media and technological competencies.

### CHART 27: I SEARCH FOR AND READ INFORMATION ABOUT HOW TO STAY SAFE ONLINE

ACTIONS TO STAY SAFE, PROTECT PRIVACY AND ADVOCATE FOR PRIVACY ONLINE

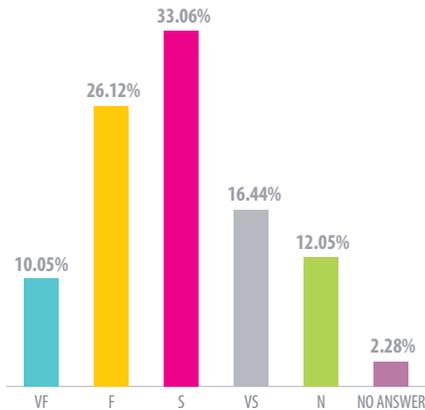


Of youth surveyed, 42% report that they very frequently or frequently search and read about how to stay safe online (**Chart 27**); 36% say that they share related information with their family members and friends (see **Chart 28**); 56% of youth are neutral or very seldom or seldom search for and read safety related information. This finding requires additional exploration into how different respondents may understand safety and how these different understandings may impact on their understanding of the nexus with privacy and other rights.

**CHART 28: I SHARE INFORMATION ABOUT HOW TO STAY SAFE ONLINE WITH MY FRIENDS AND FAMILY MEMBERS**

ACTIONS TO STAY SAFE, PROTECT PRIVACY AND ADVOCATE FOR PRIVACY ONLINE

- VF = VERY FREQUENTLY
- F = FREQUENTLY
- S = SELDOM
- VS = VERY SELDOM
- N = NEVER
- NO ANSWER (RESPONDENT HAD AN OPTION NOT TO REPLY AND CHOSE TO DO SO)

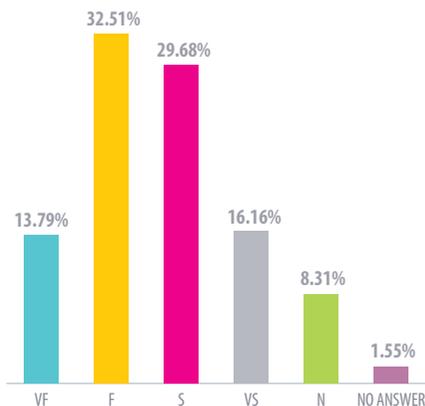


Of youth surveyed, 42% report that they very frequently or frequently search and read about how to stay safe online (**Chart 27**); 36% say that they share related information with their family members and friends (see **Chart 28**); 56% of youth are neutral or very seldom or seldom search for and read safety related information. This finding requires additional exploration into how different respondents may understand safety and how these different understandings may impact on their understanding of the nexus with privacy and other rights.

**CHART 29: I READ PARTS OF THE PRIVACY POLICIES OF THE SOCIAL NETWORKS AND COMPUTER SOFTWARE THAT I USE**

ACTIONS TO STAY SAFE, PROTECT PRIVACY AND ADVOCATE FOR PRIVACY ONLINE

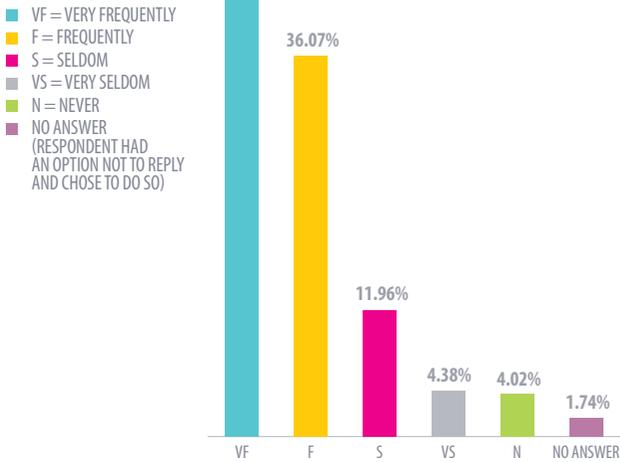
- VF = VERY FREQUENTLY
- F = FREQUENTLY
- S = SELDOM
- VS = VERY SELDOM
- N = NEVER
- NO ANSWER (RESPONDENT HAD AN OPTION NOT TO REPLY AND CHOSE TO DO SO)



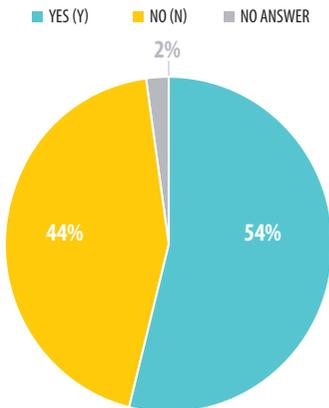
When asked about their practice in reading privacy policies of social networks and computer software, less than half of youth surveyed – 46% – reported that they frequently or very frequently read parts of these policy documents. Further research could further investigate whether even this 46% decide to stop using the given network or software after reading the policy and whether this has any relation to privacy. For instance, PokemonGo has intrusive privacy provisions, yet these are not disincentives for many users.

**CHART 30: I ADJUST MY PRIVACY SETTINGS ON THE SOCIAL NETWORK PLATFORMS THAT I USE**

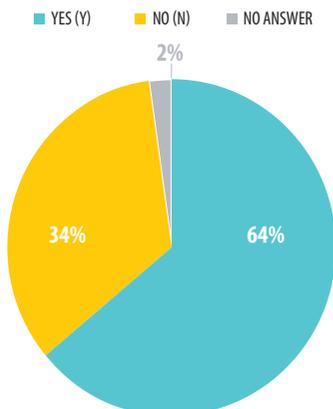
ACTIONS TO STAY SAFE, PROTECT PRIVACY AND ADVOCATE FOR PRIVACY ONLINE

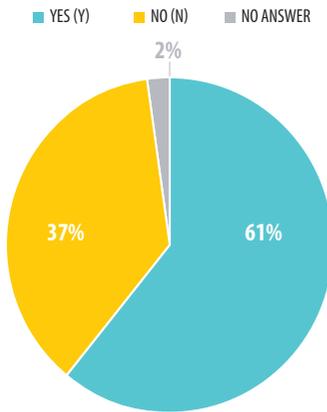


A large percentage of respondents – 78% – indicate that they very frequently or frequently adjust their privacy settings online.

**Actions to stay safe, protect privacy and advocate for privacy online****CHART 31: HAVE YOU EVER HAD AN EXPERIENCE WHERE YOU FELT THAT YOUR SAFETY ONLINE WAS THREATENED?**

More than half of the youth surveyed state that they have had experiences where they felt their safety online was threatened; this is despite the fact that 78% of them indicated that they very frequently or frequently adjust their privacy setting online (See **Chart 30** above). Clearly, safety online goes beyond privacy. In other words, one's safety could still be threatened despite taking certain privacy precautions. One example is that people can be bullied online or offline irrespective of their privacy level.

**CHART 32: DO YOU PAY ATTENTION TO DEBATES ABOUT SAFETY ONLINE IN YOUR COUNTRY?**

**CHART 33: DO YOU ADVOCATE FOR SAFETY ONLINE?**

From **Chart 32** and **Chart 33** above, 64% of youth surveyed are attentive to debates about safety online and 61% state that they advocate for Internet safety.

## Conclusion

A few general observations are worth emphasis at the end of this chapter. First, online surveys such of the ones carried out for this report poses some limitations. Those who have ready access to the Internet are likely the ones to participate. It appears easier to reach those young people who are in school or working. Further research must ensure offline administration of questionnaires to reach those who use the Internet but perhaps do not have frequent or everyday access. Privacy issues concern all. They are no respecter of the educated or those with no formal education. The young people surveyed value their privacy as well as that of others. A considerable proportion, 17%, are not sure if they have or agree that they have the right to publish certain personal information of other. Privacy in connection with government and business is of concern to young people but it is not clear that they have a full grasp of the implications. This area requires additional and ongoing research over time intervals. Young people appeared prepared to trade some of their privacy to ensure individual security and safety online. It is clear however that they do not subscribe to fearmongering about online risks but favour empowerment through training to self-protect while capitalizing on the benefits that the Internet brings. The online practices of the young people surveyed in respect to their privacy do not always line-up with their thinking. Further analysis and research is needed into the correlation of youth knowledge of privacy and MIL with their attitude and practices. A larger sample should be ensured which would lend to data disaggregated according to gender, socio-economical backgrounds, culture, beliefs, age, etc. Please see Chapter 4 for further discussions about and implications of the findings presented in this Chapter.





# Chapter 3

Methodology, Detailed findings  
and discussion – privacy in  
media and information  
literacy programmes



Brazilian representatives at the Global MIL Week 2016 feature conference

This part of the research methodology was designed to ensure that all education levels (kindergarten to higher education) and education environments would be represented. The research team recognized that one of the strengths of MIL is its inclusion in a variety of education environments due to the increasingly pervasive nature of media and ICT use globally. MIL is taught in formal and informal classrooms, afterschool programmes and through NGOs. It was determined that the analysis and outcome of the study would be strengthened by ensuring the inclusion of a variety of environments in which MIL is taught and discussed.

## Research design

### — Data collection techniques

To assure a globally participative basis for this study, as well as input from a range of educators and practitioners, research was conducted utilizing a team of researchers affiliated with the Global Alliance on Partnerships for Media and Information Literacy (GAPMIL) and the University Twinning and Networking Programme (UNITWIN). The study team was led by Temple University (USA) and the Center for Media and Information Literacy in collaboration with the MILID University Network.

The research design aimed to gather both quantitative and qualitative data. Quantitative data were gathered using an online survey platform. Qualitative data were gathered through personal interviews.

The research design relied on a team of experienced MIL educators, each affiliated with a university recognized for its leadership in MIL. The university research team contributed to the overall design of the research methodology as well as the content and issues addressed by the specific survey questions. Each researcher conducted interviews and gathered data from their respective region. Each researcher also provided qualitative analysis through

personal interviews conducted with survey participants, as well as their first-hand knowledge of the region and its current education environment. The research was conducted in 2015.

The research team included the following universities:

- Temple University, USA
- Autonomous University of Barcelona, Spain
- Western University, Canada
- Hosei University, Japan
- University of the South Pacific, Fiji
- University of the West Indies, Jamaica
- Queensland University of Technology, Australia
- Lagos State University, Nigeria
- Cairo University, Egypt

### — Data gathering technique and summary breakdown of responses

The study utilized an online survey platform with international accessibility. Online survey access was granted only to the designated research team; a link to the online survey was not made available directly to survey participants. A member of the research team interviewed each participant in the survey on a one-to-one basis and responses to the survey questions were input directly by the researcher. The research team determined this method as necessary since data would be gathered from multiple countries with participants speaking many different languages. This method also made it possible for the researcher to convey a consistent understanding of the questions, provide definitions of specific terminology as needed and answer any questions.

A total of 231 surveys were completed.

- 24% of the respondents taught a university or college-level course (56)
- 20% of the respondents taught in primary/elementary school (46)
- 17% were from civil society, including NGOs and nonprofits (39)
- 14% were high school educators (33)
- 10% were middle school educators (23)
- 9% were instructors in out-of-school or afterschool programmes (20)
- 6% of the respondents are in situations that they felt did not fit the other options such as a middle and high school combined (14)

**TABLE 4: REGIONAL BREAKDOWN OF RESPONDENTS**

Region	Responses	% of total
Australia	55	23.8%
Europe	49	21.2%
South and Central America	46	19.9%
North America	39	16.8%
Africa	20	8.7%
Asia	12	5.2%
Caribbean	10	4.3%

**TABLE 5: BREAKDOWN OF COUNTRIES REPRESENTED**

Country	Responses	% of total
Argentina	9	3.9%
Australia	55	23.8%
Austria	1	0.4%
Belgium	2	0.9%
Bulgaria	1	0.4%
Burkina Faso	1	0.4%
Canada	4	1.7%
Chile	3	1.3%
Costa Rica	3	1.3%
Finland	4	1.7%
France	1	0.4%
Germany	2	0.9%
Honduras	1	0.4%
Iceland	1	0.4%
Italy	16	6.9%
Jamaica	9	3.9%
Japan	12	5.2%
Mexico	23	10.0%
Nigeria	19	8.2%

Country	Responses	% of total
Panama	1	0.4%
Paraguay	1	0.4%
Peru	3	1.3%
Portugal	3	1.3%
Romania	2	0.9%
Slovenia	1	0.4%
Spain	6	2.6%
St. Vincent	1	0.4%
Sweden	2	0.9%
Switzerland	2	0.9%
Turkey	1	0.4%
United Kingdom	4	1.7%
Uruguay	2	0.9%
USA	35	15.2%

### — Research questions

The online survey form contained the 12 questions listed below. The full survey which formed the basis for inputting responses into the online forms may be found in Appendix V.

- What is the primary role of this education environment?
- What type of MIL curriculum is used by this organization or course?
- Which of these privacy-related topics are covered within this MIL course or programme?
- Which of these privacy-related competencies and skills are goals of this MIL course or programme?
- What is the duration of the full course or programme?
- How much time in this course or programme is spent on the topic of MIL?
- How much time in this course or programme is spent specifically on issues relating to privacy?
- How is privacy covered within the course or programme?
- What types of learning modes are used in this course or programme?
- What is the level of training for the teacher or instructor of this MIL course or programme?
- Which approach is most often used in this course or programme; empowerment, protectionist, participatory, critical literacy?
- Is there any other information you feel would be important to add about this course or programme?

The data gathered for this study were analysed without supplementary data being introduced. Preliminary analysis did not cross-reference other research studies or data gathered from other studies. The possibility for such cross-analysis could be explored in future research.

### Limitations of the findings

Several challenges were evident throughout the period of data collection for this study. It is unclear whether any of these issues substantively affected the analysis of the data.

- There is no universal agreement on a definition for MIL and for privacy. For this reason, the study provided definitions and those definitions were read to respondents before responses were selected. Using the UNESCO MIL definition as a base, specific regions refer to some or all of this set of skills and issues as media literacy, media education, digital literacy, new media literacies, information literacy, news literacy and other terms.
- Collecting global data within a short time-frame is challenging due to unique elements within regions, including holiday and school closings; time differences across individual regions; language differences within individual regions (except in rare cases where the survey was translated).
- The online survey was only available in English. A few researchers did translate the survey questions in administering the interviews, but this was limited by time.
- It was determined at the outset that survey responses should be gathered through individual interviews and not merely by sharing a list of questions or an online link directly with survey participants. This limited the number of interviews that could be conducted to the availability of individual researchers.
- There is a wide disparity of understanding about privacy as a topic between primary and secondary teachers and university lecturers.
- There is a lack of understanding by educators about the concept of privacy and the many ways in which it may be understood, such as privacy as protection of personal data and in relation to freedom of expression, copyright, etc.
- The data reflect the specific categories of educators the researchers were able to access. For example, Australia and Europe interviewed teachers who were already registered for teacher-education courses, including online courses and programmes. Other researchers sought new contacts with individual teachers from a variety of schools and neighbourhoods. North America surveyed the most diverse group, including educators connected to an NGO, elementary school teachers, middle school teachers, high school teachers, university lecturers and instructors of afterschool programmes.
- Regional representation varies greatly from continent to continent. Africa is reflected through participants in Nigeria only, Asia through participants in Japan only. Europe covered a variety of countries and North America includes data from both the United States and Canada.
- All the above signals that the data is primarily of qualitative interest, pointing to issues rather than establishing trends.

# Methodology and Presentation of findings

## Findings by survey question

### — Privacy in the MIL Curriculum

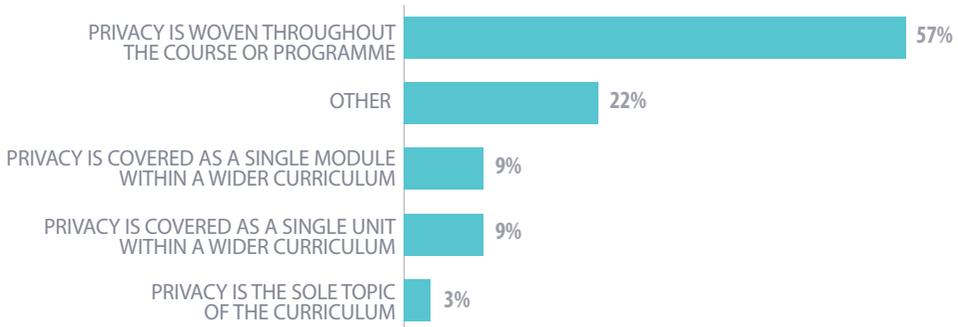
**Key Finding #1: Privacy is minimally addressed in the MIL courses surveyed; 56% of the 231 educators surveyed address privacy for one hour or less over an entire course, semester or academic year. When privacy is addressed, it is most often covered as a minor topic woven throughout other MIL topics (57%) and not as an intentional singular topic or module (30%). But 56% of the 231 educators surveyed address privacy for one hour or less over an entire course, semester or academic year.**

Almost 57% of the respondents state that privacy is woven throughout their course and not addressed as a single module or individual subject area. Additionally, responses provided in the “other” category (22%) raises the 70% data point even higher as many of those responses actually reflect this same “woven” or “as needed” technique. Sample responses from the “other” category include “maybe at the beginning of a project,” “as a component of a single unit” and “if the issue came up”. This is true even when filtering only for civil society participants, of whom 66% state “privacy is woven throughout the course or programme” on how privacy is covered in their course.

Within the 22% that selected “other”, the most common response given is “none” (74%), meaning that privacy-related topics are not addressed at all.

Specifically, 62% of respondents teaching from kindergarten to high school state that privacy-related issues are woven throughout their course or programme and 62% of civil society respondents state the same.

**CHART 34: PRIVACY AS STANDALONE MODULE VS. INTEGRATED TOPIC IN AN MIL COURSE OR PROGRAMME**



### — Type of MIL curriculum used

**Key Finding #2: There is no consistent curriculum model used by those surveyed to teach MIL and privacy. Educators use a mix of informal curriculum (36%), such as curriculum developed by an individual teacher for his/her individual classroom and formal curriculum (44%), such as curriculum provided by a country (24%), region (13%), or local entity (5%). Some educators rely on the occasional activity and discussion, without any specific informal or formal curriculum (20%).**

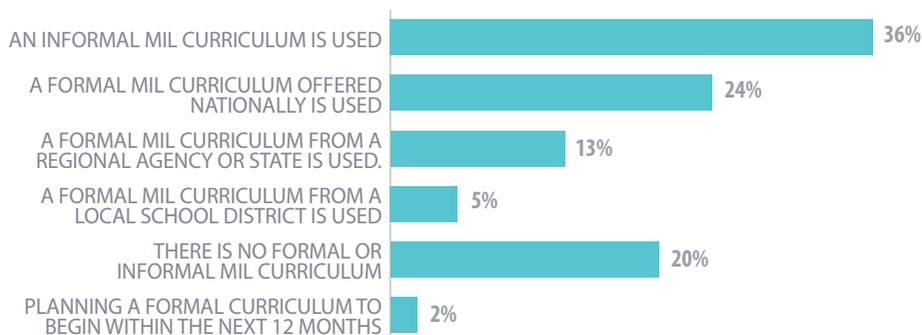
In the data chart below, 37% of the respondents state that privacy is covered as an informal topic within a MIL curriculum and another 20% of respondents state they use neither a formal nor informal curriculum. This 20% could also be interpreted as “informal” since this means that the individual teacher decided when and how privacy would be addressed. Adding these two percentages together is a clearer reflection of the “informal” curriculum response. The percentage using an informal curriculum increases to approximately 60%, when the responses from Australia are omitted. A high percentage of the Australian respondents were using a formal online course and since roughly 24% of the overall respondents for the study were from Australia, this skews the aggregated responses. In both views, the respondents select a version of “informal curriculum” most frequently.

Among those respondents stating their use of a formal curriculum, 58% state that privacy is woven throughout the course, while only 20% state that privacy is covered as a single unit or module. One can infer from this that most formal curricula do not include a module or unit on privacy.

For the purposes of this study, “informal curriculum” was defined as one in which the individual teacher or instructor determines content and assessment connected to the topics of media literacy, information literacy, digital literacy, and/or news literacy. A formal MIL curriculum is one that has some accreditation attached to it; an official body or management mechanism

involved in determining the curriculum; or an official body involved in assessment for the topics, with a focus on media literacy, information literacy, digital literacy and/or news literacy.

**CHART 35: TYPE OF MIL CURRICULUM USED**



### — Privacy-related topics covered within MIL curriculum

**Key Finding #3: There is a lack of understanding among surveyed educators as to which topics constitute “privacy-related topics” and how they apply to MIL competencies.**

When provided with a list of 17 privacy-related topics, the most common response selected from the list (53%) is also the most vague: “general topic of privacy”. Of those surveyed, 12% answer “none” when asked which topics they cover and 28% answer “other”, listing topics not specifically related to privacy, such as cyberbullying, peer pressure, excessive gaming and digital citizenship.

Across regions, many researchers needed to explain to the educators interviewed what was meant by “privacy-related issues” and provide detailed explanations. Often, however, as privacy-related issues were explained and survey questions subsequently asked about those topics, a majority of respondents noted the importance of the topic(s) and the necessity to address these topics in their education spaces, while also stating they would need assistance in being prepared to do so. “Assistance” was elaborated as needing curriculum, professional development and/or resources.

The only topic to be addressed by a majority of educators using either formal curriculum or informal curriculum was the “general concept of privacy”, with 56% and 57% respectively. This is not surprising since the topic would allow for the most flexibility in focus.

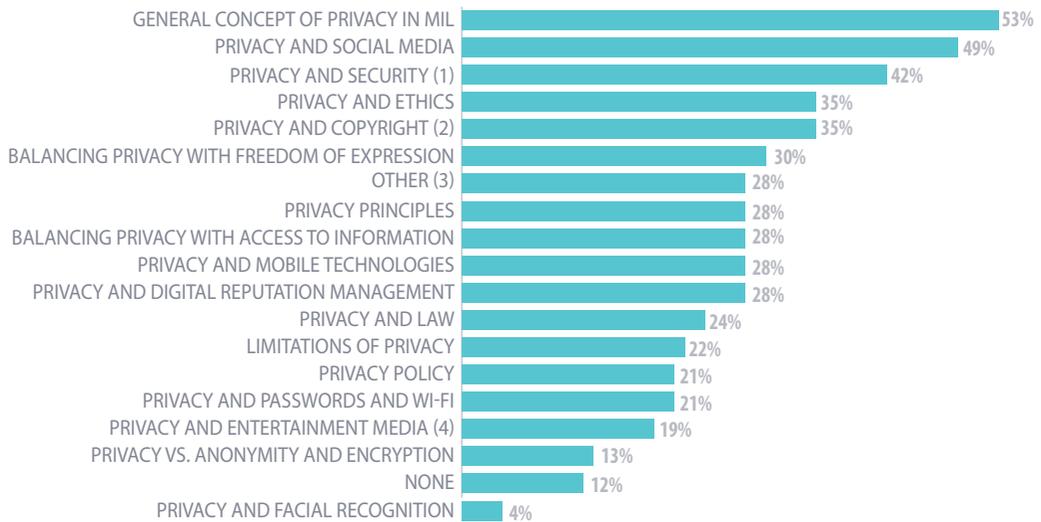
The two other highly rated topics by both educators using formal curriculum and informal curriculum were “privacy and social media” and “privacy and ethics”. Respondents using a formal curriculum also rank “privacy and copyright” in their top four, while respondents using informal curriculum rank “privacy and security” in their top four. When filtering the data just

for educators teaching from elementary to high school, “privacy and social media” is the topic most frequently addressed.

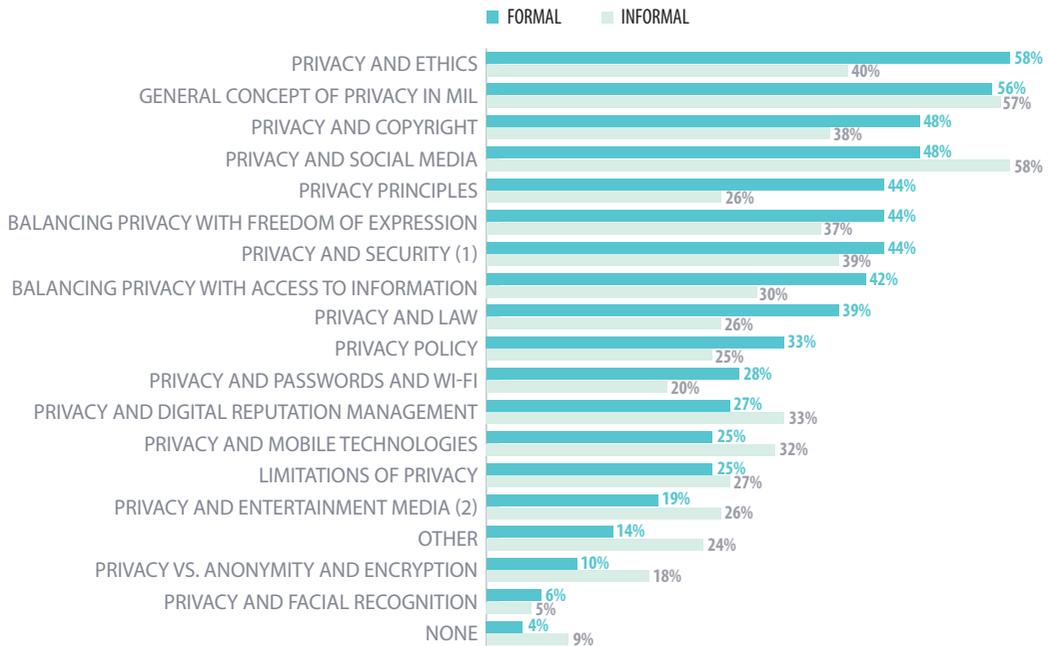
It is worth noting that the most highly-ranked topics are fairly common concerns of privacy. Since most teachers are using an informal curriculum, one could infer that the data reflect the topics that are most relevant to students or those most easily addressed by educators, as opposed to enlightening students on emerging, critical issues.

### CHART 36: PRIVACY TOPICS ADDRESSED (ACROSS ALL ENVIRONMENTS)

(RESPONDENTS WERE PERMITTED TO SELECT MULTIPLE TOPICS ADDRESSED)



- (1) Privacy and security: national data protection, personal data protection (personal data includes birth date, email address, tel. number, gender, shopping history, browsing history, credit history, etc.)
- (2) Privacy and copyright: personal data and intellectual property (respect and recognition of authors, fair use [for example for educational purposes] rights of users versus rights of owners, sharing, distribution, stealing, rights free, creative commons/open resources and other forms of licensing)
- (3) Other (e.g. peer pressure, augmented reality, cyberbullying, piracy, cybercrime)
- (4) Privacy and entertainment media: apps and video games

**CHART 37: TOPICS ADDRESSED WHEN USING A FORMAL VS. INFORMAL CURRICULUM**

(1) Privacy and security: national data protection, personal data protection (personal data includes birth date, email address, telephone number, gender, shopping history, browsing history, credit history, etc.)

(2) Privacy and entertainment media: apps and video games

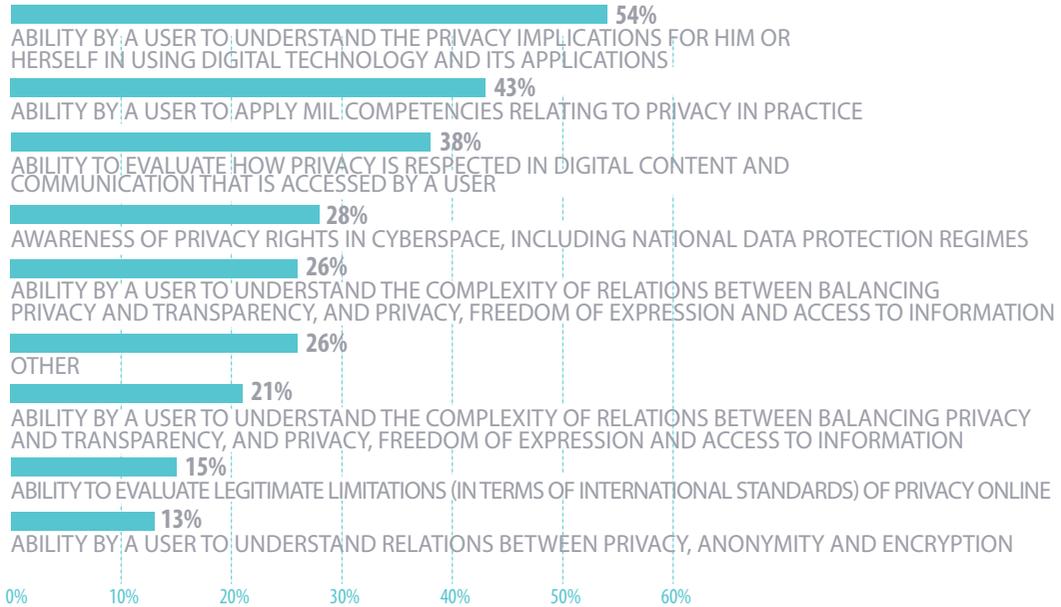
### — Privacy-related competencies and skills

**Key Finding #4:** The two most important educational goals for privacy according to the surveyed educators in MIL are for a student to understand the personal privacy implications in using digital technology and its applications (54%) and the ability for a user to apply MIL privacy competencies in practice (43%).

Over half of the respondents (54%) state that the “ability by a user to understand the privacy implications for him or herself in using digital technology” is their highest goal for the young people in their classrooms and/or programmes. Over 40% select the “ability to apply MIL competencies relating to privacy in practice” as their second-highest goal. Both goals relate to an individual’s need to understand privacy in cyberspace and their ability to navigate those privacy issues effectively. Developing these skills correlates with participatory and empowerment approaches to teaching MIL, as a student could not develop these skills without engaging in hands-on, mentored activities (see **Key Finding #6** below).

### CHART 38: PRIVACY-RELATED COMPETENCIES AND SKILLS STATED AS GOALS WITHIN AN MIL COURSE OR PROGRAMME

(RESPONDENTS WERE PERMITTED TO SELECT MULTIPLE TOPICS ADDRESSED)

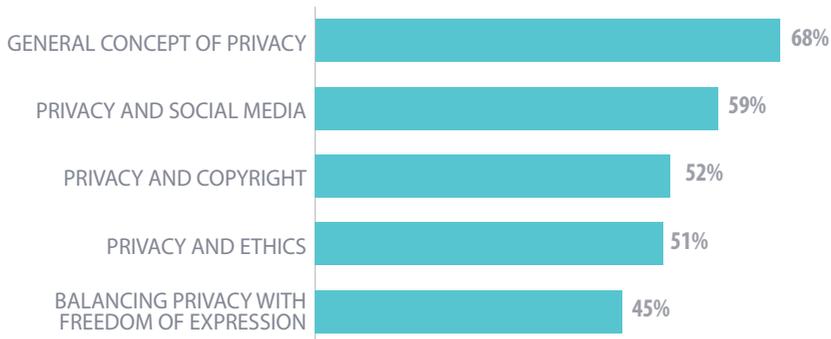
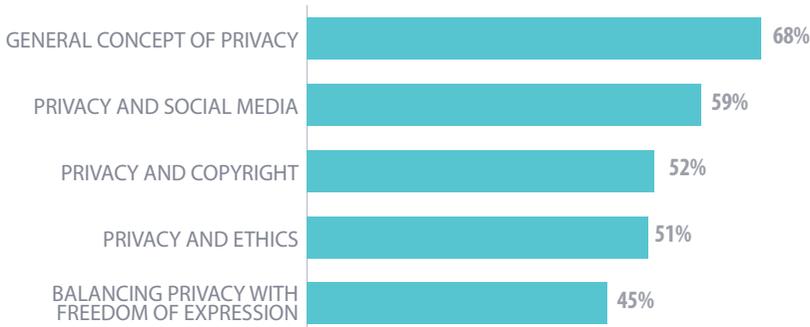


#### — Training for MIL educators

**Key Finding #5: There is no consistent training or degree for the surveyed MIL educators integrate privacy. Those educators with a MIL-related degree (48%) discuss privacy-related issues more frequently than those with non-MIL related degrees (36%).**

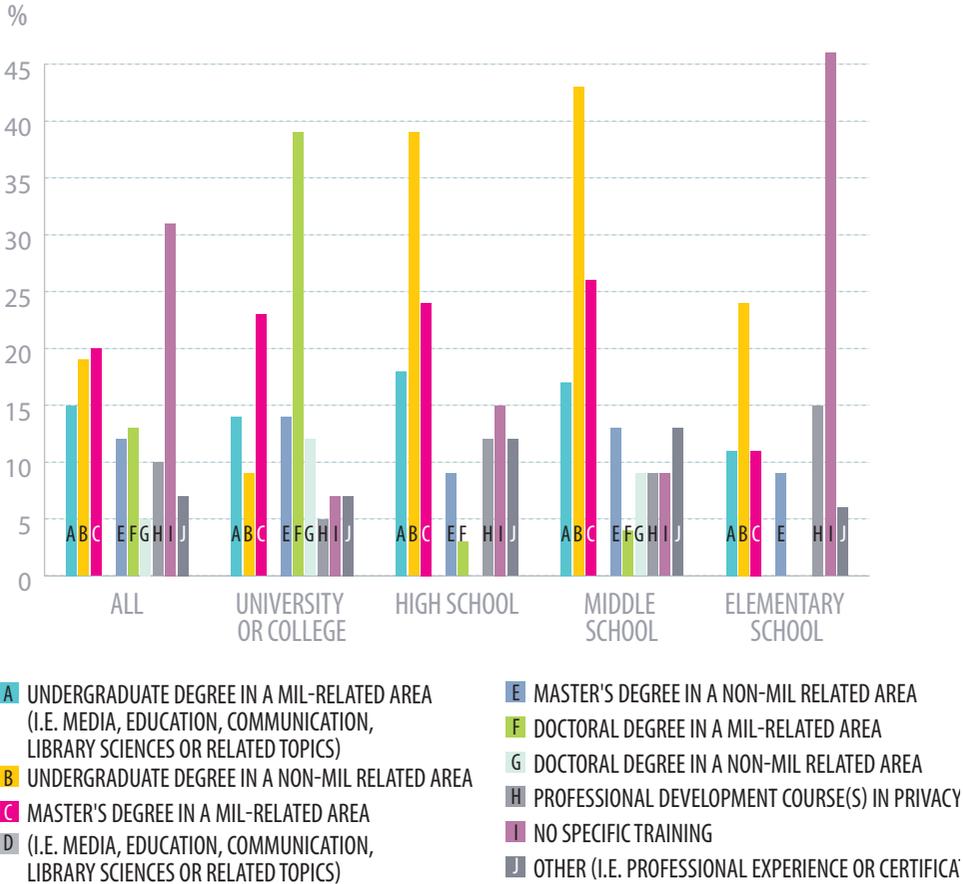
In many regions, those teaching a MIL-related course or programme are not required to have a degree or certification in MIL. MIL-related degrees are defined as those in communication, media, library sciences, education or related areas. Generally, instructors have a degree relating to the field of communication, media or library sciences. When the instructor does possess a degree in a MIL-related area, that instructor is more likely to include discussions of privacy-related topics in their education environment. For example, 68% of those with MIL-related degrees discuss the general concept of privacy in MIL, while only 51% of those with non-MIL related degrees discuss the same topic.

Australia, Europe, Japan and North America have the highest levels of instructor accreditation. South America/Central America reflected some of the lowest instructor accreditation and therefore least frequent discussions on privacy in MIL courses or programmes.

**CHART 39: TOP FIVE PRIVACY TOPICS COVERED BY THOSE WITH AN MIL-RELATED DEGREE****CHART 40: TOP FIVE PRIVACY TOPICS COVERED BY THOSE WITH NON-MIL RELATED DEGREES**

This difference in degree is also aligned to grade levels taught. Among the respondents, educators teaching at elementary school most frequently select “no specific training” as their most frequent level of training (46%), while middle school and high school educators select “undergraduate degree in non-MIL related field” and university or college educators select “doctoral degree in MIL related area” as their most frequent response. Taking into account the data regarding degree level and topics covered, from the prior paragraph, one can posit that privacy-related issues are addressed most frequently in higher education.

CHART 41: LEVEL OF MIL TRAINING OF EDUCATORS



### — Approach: Participatory, critical literacy, empowerment or protectionist

**Key Finding #6:** University MIL courses in the survey tend to teach with a “critical literacy approach” (39%); elementary school, middle school and high school with a “participatory” approach (28%, 22%, 33% respectively); and civil society/NGO programmes with an “empowerment” approach (26%).

MIL courses and programmes utilize many different approaches and methods. Some courses and programmes rely on lectures, others on discussions; some are conducted online and others face-to-face; some rely on hands-on activities and games, while others rely on media deconstruction assignments. Although many educators use a range of approaches and methods depending on a particular lesson or goal, their choice often reflects an overarching philosophy or point of view.

Respondents were asked to select the approach they “most often” use in their course or programme.

Below are the definitions used in the survey. We acknowledge that the explanations of these terms reflect a much-simplified version of definitions provided by scholars in prior books and articles, including Renee Hobbs, Paul Mihailidis, Belinha S. De Abreu, John Potter, David Buckingham, Jeff Share, and Henry Jenkins, just to name a few. For the purpose of the survey, our goal was to provide a brief description that would allow survey participants to quickly, and with ease, affirm their primary method of teaching media and information literacy.

At this time, the definitions read as follows:

**“Participatory”** was defined as an approach that aims to provide students with the ability to successfully participate in digital culture, meaning students are actively engaged through production activities, hands-on media creation, or other interactive assignments.

**“Critical literacy”** was defined as an approach that aims to help students think critically about their participation in media culture as they produce and consume media and information. In this context “critical” means adopting evaluative, inquiring methods for analysis.

**“Empowerment”** was defined as an approach that introduces media topics and media tools with a focus on critical thinking, but whose central aim is for the student to be better equipped to make his or her own effective MIL or privacy decisions.

**“Protectionist”** was defined as an approach that introduces media topics and media tools with a focus on creating a safe, protected (out of harm’s way) space for students when engaging with media or to restrict their access.

**“Critical literacy”** is the approach used most frequently by 39% of university professors. Of the educators teaching from kindergarten to elementary school, 28% select “participatory” as the approach they use most often. “Participatory” is also joint-highest for middle school educators (22%) and high school educators (33%); 26% of civil society selected “empowerment” as the approach they use most frequently.

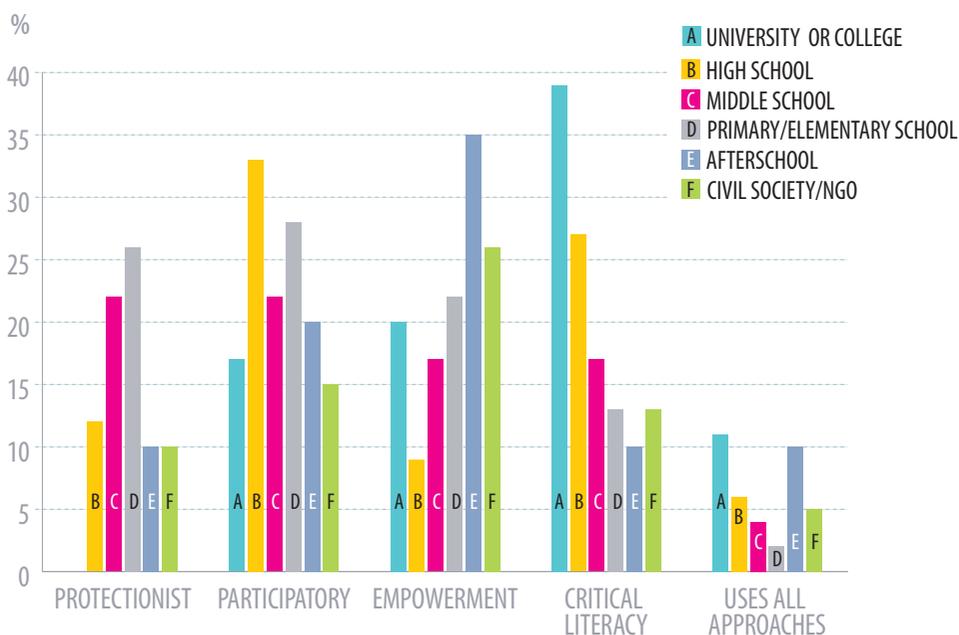
University professors’ reliance on “critical literacy” aligns with a common approach in higher education. At this stage, students are encouraged to apply critical thinking skills to most of their subjects, as they transition from learners to scholars and professionals. Professors often encourage their students to analyse commonly held assumptions and consider alternate viewpoints.

“*The preference for “participatory” selected by educators teaching from kindergarten to high school reflects a pedagogical approach in which younger students are more deeply engaged in learning.*”

The preference for “participatory” selected by educators teaching from kindergarten to high school reflects a pedagogical approach in which younger students are more deeply engaged in learning through activities that embody whole language learning. Learning is more deeply embodied through hands-on creation of media texts.

Civil society’s preference for “empowerment” reflects the range of programmes offered by this category.

**CHART 42: APPROACHES USED IN MIL EDUCATION ENVIRONMENTS**

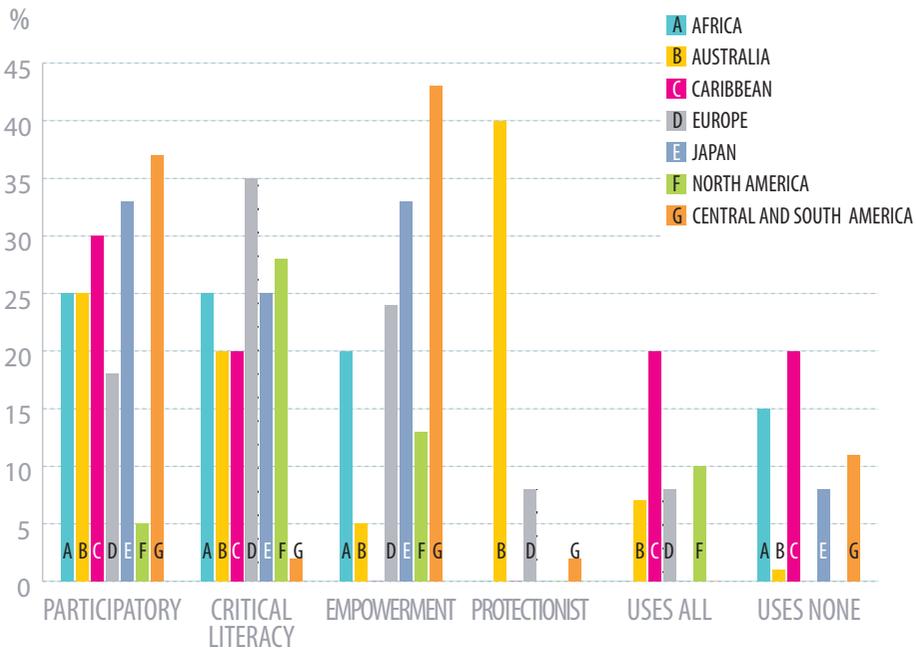


### Findings by region

It is interesting to note how the preferences for one approach or another change depending on the region or continent, although as noted earlier, one should be aware of uneven responses from the different regions and that these findings are of qualitative rather than quantitative significance. With this important caveat, it is of interest to note possible patterns that could be tested in further and more representative research. Thus, in the current study, a “critical literacy” approach is favoured by Europe (35%), whereas an “empowerment” approach is favoured by South/Central America (43%) and Japan (33%, along with “participatory”, also at 33%). Australia is the only region to favour “protectionist” (40%), whereas the Caribbean favours “participatory” (30%); North America uses each of the approaches, except “protectionist” (46% vs 0%). Africa also favours a multi-approach method, with almost equal percentages for “participatory” (25%), “critical literacy” (25%) and “empowerment” (20%).

How do these approaches compare with the least favoured, again keeping in mind the uneven responses to this survey according to region and the need to avoid generalizing from these small samples? For each region or continent where responses were received, one approach is used substantially less than the others. A majority of the surveyed educators select “protectionist” as the approach least often used, including Africa (0%), North America (0%), Japan (0%), the Caribbean (0%), South/Central America (2%) and Europe (8%). The Caribbean respondents select both “empowerment” (0%) and “protectionist” (0%) as approaches never used. In Australia, the approach used least often by respondents there is “empowerment” (5%).

**CHART 43: APPROACH USED BY EACH REGION OR CONTINENT\***



\* Rows do not total 100% because the respondents could indicate more than one modality.

Perhaps this data reflects different individual understandings of the role media plays in students’ and citizens’ lives and the role media plays in education. The “protectionist” approach often focuses on the dangers and threats media poses. It can put the focus on the “do not ...” and on restrictions, rather than focusing on gaining the analytical skills and critical thinking skills necessary to be media-literate and learning to make appropriate choices based on one’s age, developmental stage, education needs, access to adult guidance and comprehension level.

## — Privacy-related topics covered most often by region or continent

**Key Finding #7: Privacy-related topics are addressed most frequently by those surveyed in countries with fully developed MIL programmes (Europe, North America and Australia) and offering full MIL courses of 5 weeks to 20 weeks (35%). These are also countries where wealth and privilege are highest.**

A topic covered frequently was the “general topic of privacy”. This is rated as first or second most likely to be discussed by North America (87%), Europe (76%), Central/South America (50%), Japan (42%) and Africa (35%). Again, the uneven and small size of samples between regions means that comparisons between the response rates here should be understood more as indicators of the need for further research rather than as being statistically significant.

Privacy and social media is rated as the first or second topic most likely to be discussed by Europe (80%), North America (75%), Australia (53%) and the Caribbean (50%).

Although survey participants were provided with a lengthy list of privacy related topics, 12 percent of those surveyed answer “none” when asked which of those topics he or she discusses in their MIL environment, meaning that they are not discussing privacy related topics at all. Of those surveyed in Central and South America, 37% respond “none”; 22% in Africa respond “none”.

**TABLE 6: PRIVACY TOPICS COVERED MOST OFTEN BY REGION OR CONTINENT BY THE RESPONDENTS TO THIS SURVEY**

Region or continent	General concept of privacy	Privacy and freedom of expression	Privacy and social media	Privacy and ethics	Privacy and copyright	Privacy and security	None
Africa	35%	35%	20%	50%	25%	20%	22%
Australia	24%	2%	53%	13%	13%	76%	0%
Caribbean	40%	20%	50%	40%	60%	50%	10%
Europe	76%	57%	80%	69%	59%	45%	0%
Japan	42%	33%	33%	33%	58%	33%	17%
North America	87%	59%	75%	56%	64%	45%	2%
Central and South America	50%	9%	7%	2%	4%	2%	37%

## — Privacy topics covered most often by grade level or educational environment

Analysing the data by grade level and environment yields different trends.

Amongst those in the survey, university-based participants are likely to be discussing the general concept of privacy (75%), as is civil society (64%). But it is privacy and social media that is most often discussed by middle school teachers (74%) and high school teachers (60%).

Primary school teachers are focused on privacy and security (37%), such as personal passwords, and the general concept of privacy (41%).

It is worth noting that almost 50% of participants in the afterschool realm state that they do not cover privacy-related topics at all, but when they do discuss privacy they are focused on the general concept of privacy (30%) and privacy and social media (30%). “Afterschool” refers to programmes that take place outside of the school day or normal school hours.

**TABLE 7: PRIVACY TOPICS COVERED MOST OFTEN BY GRADE LEVEL OR EDUCATION ENVIRONMENT**

Education environment	General concept of privacy	Privacy and freedom of expression	Privacy and social media	Privacy and ethics	Privacy and copyright	Privacy and security	None
University	75%	57%	52%	53%	50%	39%	5%
High school	33%	21%	60%	21%	39%	36%	9%
Middle school	48%	22%	74%	52%	43%	65%	0%
Primary school	41%	13%	30%	26%	11%	37%	15%
Afterschool	30%	15%	30%	5%	10%	25%	45%
Civil society	64%	28%	51%	31%	38%	46%	10%

## Conclusion

The seven Key Findings detailed in this chapter point to an overwhelming lack of focus on the topic of privacy in education environments addressing media and information literacy. The Key Findings paint a picture in which educators have a diversity of understanding of what constitutes privacy; the issues connected to privacy; and how to best convey the elements of privacy to their students. The study shows that those educators with higher degrees and degrees in related subject areas are more likely to bring the topic into their classroom, but not by a noteworthy majority. The lack of inclusion of privacy in MIL was affirmed through conversations with educators and reflected in the consistently low percentages in the survey data.

On the one hand, it is perhaps not surprising that educators are ill equipped to bring the topic of privacy into their classrooms, since many of the technologies bringing about privacy concerns were not invented when the educators were obtaining their own degrees. Educators are also concerned that deeper discussions about privacy may veer into discussions about more sensitive topics, or be interpreted as an alert to overly cautious parents. On the other hand, throughout the survey process educators affirmed the need for the topic to be addressed, due to the abundance of time youth spend online and the importance for youth to understand that once private information is released, the action can rarely be undone.

How are educators to address this topic, one that influences their students and youth so directly, without sufficient knowledge on the subject, curriculum to facilitate the topic's inclusion, or professional development to increase their competency? The current answer is, they avoid it. Most of the educators interviewed for the MIL study have simply backed away from teaching or addressing this important topic. If maintaining one's privacy requires active and engaged understanding of the issue, then the education provided to youth on this topic sets them up to make poor decisions in the future.

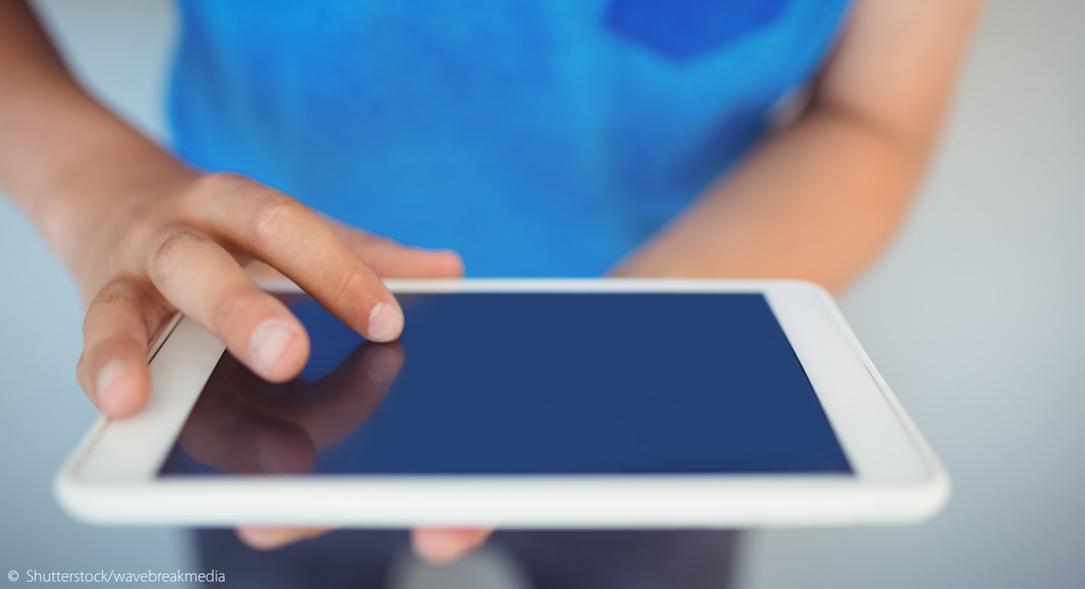
The next chapter (Chapter 4) expounds on this discouraging scenario and explores the deeper implications of how this affects youth. However, opportunities for improvement abound and therefore, the chapter also includes specific recommendations for action.



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# Chapter 4

Implications and  
recommendations



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Each month seems to bring another study showing the increasing amount of time young people and adults are spending online. Due to this increase in online activity and online content production, each of these individuals' interactions with privacy issues are proliferating. Yet, the challenge is to see a corresponding shift in the vast number of MIL education environments globally. It is in the MIL education space that these discussions should appropriately take place. The MIL classroom or other programme is where discussions about information, media, privacy, expression, data influence, content creation, copyright, distribution models and development models need to receive more attention.

This report began with a goal of exploring research questions:

### **1. In connection with youth perspectives on privacy and security online:**

- Do young people value their personal privacy and that of others?
- What are the attitudes of young people towards their personal privacy in connection with government and businesses?
- Do young people vary their attitude towards their privacy as it relates to their personal security and safety?
- Do young people take steps to protect their privacy online, stay safe and advocate for privacy online?

### **2. In connection with privacy in MIL programmes:**

- How are privacy-related issues discussed in education environments?
- Where do gaps exist that may require amendment?

In a nutshell, this book covers issues about privacy literacy at the demand side (learners) and supply side (teachers). It highlights views and needs on both sides and points to issues requiring change if societies are to become media and information literate in a comprehensive way, including on informational privacy. In relation to the findings about youth perspectives on their privacy and security online, some implications and recommendations are highlighted below.

## MIL training for people as privacy, security and safety defence

The findings from this component of the research, were unambiguous about the value that the surveyed young respondents place on their privacy. The vast majority value their privacy, and despite the noticeable dissonance, they value the privacy of others as well. Young people should not be seen as merely part of the problem with privacy online, but rather as equal stakeholders in discussions about solutions, privacy policies and the design and implementation of related MIL training.

Involving youth is vital given two findings. Firstly, despite the importance of privacy to the young respondents, they report that they do share private information online and, as shall be reiterated later, many do favour an open Internet. Secondly, the young people surveyed note self-empowerment, by acquiring MIL-related competencies, as the most potent means to be more critical and discriminatory online. Therefore, a logical response to the growth of privacy challenges online should be an equal and even stronger proliferation of MIL training for youth. The MIL MOOC that formed part of this research included elements of online privacy, security and safety issues. While most of the young persons surveyed reside in urban areas, the Internet is slowly penetrating rural and remote communities. Purposeful and creative multimedia strategies, online and offline, should be developed to reach young people in rural and remote communities with interventions like MIL MOOCs. This should be pursued before universal access to the Internet is reached.

The youth surveyed do not portray passivity or obliviousness in their online activities. Over half say that they have had experiences where they felt that their safety and privacy online were threatened. More research is required to unearth the engagement level of youth, and

people in general, with privacy issues including privacy policies online. One implication here for stakeholders, be they educators, policy makers or technological intermediaries, is what steps should be taken, within and outside of training, to make information about privacy, or even online privacy policies of websites, for example, more accessible and understandable.

The fact that so many of the young respondents claim to have experienced threats to privacy and safety online could have other implications that should not be ignored. As was pointed out in the summary of findings, youths' attitude towards governments accessing their personal

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*Purposeful and creative multimedia strategies, online and offline, should be developed to reach young people in rural and remote communities with interventions like MIL MOOCs.*  
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*The fact that so many of the young respondents experienced threats to privacy and safety online could have other implications that should not be ignored.*  
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*MIL can provide a more nuanced understanding for youth about what levels of privacy public servants, for instance, should have.*  
 ”

information changes to the affirmative when they contemplate their security or safety (See **Chart 12** and **Chart 13** in Chapter 2). This suggests that attitudes towards privacy depend on the context. Privacy in MIL should address both mutually dependent realities, including probing how individuals understand the terms. Privacy can protect people's security against illegitimate intrusions that would threaten various aspects of their rights. Privacy can weaken security if it prevents legitimate law enforcement from investigation or monitoring of threats. Such MIL curricula design is crucial given that over half of young respondents think

their security is more important than their privacy.

On the point of having a free and open Internet, close to half of the youth respondents are not convinced that the Internet should be an open space free of control from governments and big businesses. This perhaps communicates a lack of understanding of the implications of not having a free and open Internet. Several inferences could be drawn from this information. Firstly, some may see the necessity for some degree of regulation and self-regulation online. It is suggested that others are cognizant of the inevitable role of government and commercial Internet and technological intermediaries in this process. Secondly, some youth may be of the opinion that there are risks to freedom of expression, democracy and privacy if the Internet is controlled. Thirdly, most may not be aware of their role, and that of civil society in general, in pursuing a multistakeholder governance of the Internet making use of democratized communication and information platforms. The complexity of these considerations sheds light on the indispensability of a holistic approach in articulating privacy in MIL. Privacy in MIL makes clear that freedom and openness are not incompatible with some regulation and self-regulation. The necessity of these controls can be demonstrated through protected and enhanced freedom and openness, while bullies, spies, censors, slander are commonplace. Hence, privacy in MIL relates to a complex range of issues and debates.

The young respondents in this study are more open to government accessing the personal information about them than commercial entities, online websites etc. Research in more authoritarian societies may yield different results. Either way, more transparency is needed from both government and business on how they access and use people's personal information. In the context of economic development, stakeholders could explore innovative partnerships around personal data with young people, which can accrue direct and agreed benefits. Initiatives to develop greater awareness of the indirect benefits derived from the use of people's personal information could be developed and pursued. However, this should always been done with openness and transparency while protecting people's rights.

Another point considered here is the privacy of public officials. The youth respondents do not embrace the idea of public officials having the same level of privacy as private individuals. A consideration here is how privacy in MIL can provide a more nuanced understanding for youth about what levels of privacy public servants, for instance, should have. A relevant

example is whether government officials or public servants should publicly disclose their income and the sources of this income.

A final issue that should be highlighted is that a significant percentage of the respondents do not believe or are not fully aware that harm could come to them because of personal information they share online. This has major implications for awareness-raising programmes at all levels of society, including in the family. However, generating fear about the use of the Internet or strategies that block people's use of the Internet is neither sustainable nor effective. The findings and discussion throughout this report underscore the overwhelming effectiveness of self-empowerment and self-determination through addressing privacy in MIL training.

These implications and recommendations correlate with related findings in the privacy in MIL programme survey for MIL educators.

### **The teaching of privacy within MIL**

The research findings of the study on privacy in MIL programmes suggest that a number of privacy-related topics are, at best, infrequently addressed in MIL education environments, and frequently not addressed at all. The reasons why even the surveyed educators fail to address the topic fully are likely to be many, including a lack of training, funding, curriculum and sometimes a lack of understanding about the importance of the topic. Although privacy-related issues are occasionally integrated into MIL courses and programmes at least among the survey respondents of this study, this appears to be only infrequently and inconsistently put forth as a topic worthy of specific and ongoing instruction or discussion by educators. According to the surveyed educators themselves, even when the issue is addressed, it is most often discussed superficially or through a modest connection to a student's direct experience. Educators may touch on privacy before they let a student access a particular online space, or bring up the topic when discussions about social media arise. Yet privacy will only be fully addressed when well-informed educators and specialized civil society groups (NGOs) stress the importance of privacy in all mediated communication, or when privacy is covered as a unit or module within a wider education curriculum.

The interview discussions with the 231 MIL educators for this report highlight that MIL courses and programmes should address the multifaceted topic of privacy. For this to happen, a *policy shift* is needed, in addition to the work of concerned private and public actors. The private and public sectors, as well as civil society and the professional community, can and should take action, although it is ultimately through public policies that sustainable institutional change will take place.

It is necessary for all stakeholders to facilitate privacy competencies at large through MIL. This should be done through more transparency from government and business on how they access and use peoples' personal information. Purposeful action should be taken to encourage a culture or practice that ensure more understandable and easily accessible information of websites' Terms and Condition of Use as well as that of applications and technological devices. This would help users to have greater understanding of informational privacy.

Stakeholders should be careful about the framing of “safety” discourses. Framing that prioritizes fear-mongering can be used to shift privacy values. It is crucial to teach real risk assessment along with issues of necessity and proportionality in balancing rights to privacy and security of persons. Necessity refers to whether or not any interference with persons’ rights in a democracy, on the basis of a real or perceived risk, constitutes a “pressing social need”, and is the necessary action proportionate to the legitimate aim pursued?<sup>86</sup>

## Overarching recommendations

Addressing the issue of MIL and privacy is critical for personal growth, global citizenship in the digital age and sustainable development. The recommendations detailed below integrate five areas of need suggested by the data points in this report:

- Youth empowerment
- Research
- Curriculum
- Professional development
- Resources

## Public policies

### — National ICTs policy strategy

National ICTs policies and strategies with their inclusion of technological infrastructure and technological skills should ensure the inclusion of “softer” MIL competencies, including privacy. Resources should be made available for the review of national ICTs policies and strategies in this context.

### — National information policies

Countries’ national information policies are in the main concerned with access to public information and right-to-information policies, regulations and laws. To an extent, countries also often have policies on data protection, copyright and security issues which impact on privacy. Empowering citizens with the necessary MIL competencies, including privacy considerations, is a serious need. Countries should review their policies and strategies accordingly.

### — National MIL policies and strategies

National MIL policies and strategies are the exception and not the rule. Public policy stakeholders should recognize this gap and consider the circular link between MIL policies and national media, information, ICTs, youth, culture and education policies. Integrated

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<sup>86</sup> See Article 19, 2014, p. 20.

policy development is required. Stronger lobbying is needed for MIL at the national, regional and international level so that public officials gain a deeper understanding of the need for the integration of MIL, including privacy-related issues, in education. Internet and media companies in particular can also contribute by developing their own policies around MIL.

In line with UNESCO's Internet Universality concept which advocates for a multistakeholder approach, policy development is best done on a participatory basis.

## Other actors

### — Educators, networking and cooperation: the Global Alliance for Partnerships on MIL (GAPMIL)

Networking and cooperation are key. Actors involved in teaching MIL should link up through GAPMIL as a way to share experience in regard to privacy literacy and to build their understanding and capacity.

### — Information, media and technology professionals

There is a need to create, adapt and disseminate “toolkits” for educators, designed based on evidence, users’ needs and requirements, as well as media and technology professionals and learners. These toolkits should contain basic information about what elements of privacy are most important for MIL competencies, how to integrate these in teaching and learning, and annotated resources that could be used in the process.

It is also important that “Terms and Conditions” for websites adopt clear and transparent policies and operating procedures (such as the standardizing of the nutrition labels used in the United States), to enable users to understand the privacy implications of those websites, specifically those websites whose target audience is young people under the age of 21.

### — Teacher training institutions and civil society actors

Support is needed for the professional development in MIL of educators at all levels, from kindergarten to high schools, universities and civil society, by utilizing existing regional and global associations, conferences and meetings. This should include attention to teaching privacy competency and awareness of different approaches (participatory, critical literacy, empowerment and protectionist).

### — Donors and funders

Funding and support are required for advocacy and awareness-raising, as well as for development of materials and curriculum that can be customized for formal and informal education settings, in multiple languages, with strong global dissemination. Research also needs funding, including for innovation and the monitoring and evaluation of related MIL initiatives.

## — Researchers

Further research should be conducted across all regions, covering all grade levels from kindergarten to high school, plus university and civil society respondents within each region, for more comprehensive analysis. The ways in which privacy-related discussions aid understanding and the ways in which their omission exacerbates the privacy challenge, are other areas that require research.

In connection with GAPMIL and the MILID University Network, at the time of writing in 2017, a separate proposal is circulating recommending a Global Media and Information Literacy Observatory, in which various research institutions could serve as catalysts for more extensive MIL research and practices. In addition, a feasibility study on an “International MIL Institute” is also being undertaken, through the support of UNESCO and the Nordic Centre for Information and Communication Research. Such an observatory and institute would be organized around research, training and policy advocacy nuclei, with stakeholders from each region, grouping all the stakeholders active in the field in order to strengthen an evidence-based approach to MIL policy and practice. Privacy within MIL should receive appropriate attention within these initiatives.

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\* Chapter 1 and 2 as well as other related content in this report was prepared by Alton Grizzle for UNESCO and in connection with research being carried out at the Autonomous University of Barcelona.

# APPENDICES

## APPENDIX I USEFUL RESOURCES

### — MEDIA LITERACY

Center for Media Literacy. *The Five Key Questions of Media Literacy*. CML, USA. <http://www.medialit.org/reading-room/five-key-questions-form-foundation-media-inquiry> (Accessed 31 March 2017.)

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### — INFORMATION LITERACY

European Association for Viewers Interests (EAVI). Infographic on privacy and tracking. <http://www.eavi.eu/infographic-the-eavi-guide-to-privacy-and-tracking/> (Accessed on 31 March 2017.)

## APPENDIX II CURRICULUM EXAMPLES

### UNIVERSITY AND COLLEGE (Links provided by survey participants)

- University of Canberra: Cyber Law and Policy Certificate course info (Australia, in English)  
[http://www.canberra.edu.au/coursesandunits/course?course\\_cd=269JA&version\\_number=1&location\\_cd=BRUCE](http://www.canberra.edu.au/coursesandunits/course?course_cd=269JA&version_number=1&location_cd=BRUCE) (Accessed 31 March 2017.)
- The Communication Initiative Network  
<http://www.comminit.com/global/spaces-frontpage> (Accessed 31 March 2017.)
- Cukurova University: Media Literacy course info (Turkey, in English)  
[http://eobs.cu.edu.tr/dersizl\\_en.aspx?dersid=23622](http://eobs.cu.edu.tr/dersizl_en.aspx?dersid=23622) (Accessed 31 March 2017.)
- Curtin University: Graduate Diploma in Cyber Security course info (Australia, in English)  
<http://handbook.curtin.edu.au/courses/31/319577.html> (Accessed 31 March 2017.)
- Guadalajara University: Intellectual Property in Distance Education\* course info (Mexico, in Spanish)  
<http://www.udgvirtual.udg.mx/propiedad-intelectual-en-educaci-n-distancia> (Accessed 31 March 2017.)
- High Council for Media Education (France, in French)  
<http://www.educationauxmedias.eu/> (Accessed 31 March 2017.)
- High Council for Media Education Digital Identities course info (France, in French)  
[http://www.educationauxmedias.eu/outils/identites\\_numeriques](http://www.educationauxmedias.eu/outils/identites_numeriques) (Accessed 31 March 2017.)
- High Council for Media Education: Media Literacy Skills brochure (France, in French)  
[http://www.educationauxmedias.eu/outils/brochures/csem/competences\\_media\\_education](http://www.educationauxmedias.eu/outils/brochures/csem/competences_media_education) (Accessed 31 March 2017.)
- Institut Vorschulstufe and Primarstufe curriculum (Germany, in German)  
<http://www.ivp-nms.ch/studium-lehrerin/rahmenbedingungen/studienplaene> (Accessed 31 March 2017.)
- Luiss University: Maurizio Mensi Biography (Italy, in Italian and English)  
<http://didattica.scienzepolitiche.luiss.it/faculty/cv/80011> (Accessed 31 March 2017.)
- Media Literacy Bulgaria (Bulgaria, in Bulgarian and translations)  
<https://bg-bg.facebook.com/MediaLiteracyBG> (Accessed 31 March 2017.)
- Ministry of Public Education (Costa Rica, in Spanish)  
<http://www.mep.go.cr/educacion-de-personas-jovenes-y-adultas> (Accessed 31 March 2017.)
- Open Universities: Internet and Everyday Life course info (Australia, in English)  
<http://www.open.edu.au/courses/arts/curtin-university-Internet-and-everyday-life--net102-2015#overview> (Accessed 31 March 2017.)
- Queensland University of Technology: Cyber Law and Policy course info (Australia, in English)  
<https://www.qut.edu.au/study/unit-search/unit?code=LWN117&idunit=46403&unitSynopsisSelection=2%7C10%7CSEM-1%7C2014> (Accessed 31 March 2017.)

- University of Queensland: Securing the Commercial Internet curriculum (Australia, in English) [http://www.courses.uq.edu.au/student\\_section\\_loader.php?section=1&profileid=68088](http://www.courses.uq.edu.au/student_section_loader.php?section=1&profileid=68088) (Accessed 31 March 2017.)
- RMIT University: Web Servers and Web Technology course info (Australia, in English) <http://www1.rmit.edu.au/courses/004318> (Accessed 31 March 2017.)
- University of Sydney: Internet Governance curriculum (Australia, in English) <http://sydney.edu.au/courses/uos/ARIN6902> (Accessed 31 March 2017.)
- University of Sydney: Cybersecurity curriculum (Australia, in English) <http://sydney.edu.au/courses/uos/CISS6022> (Accessed 31 March 2017.)
- University Of Sydney: Cyberworlds course info (Australia, in English) <http://sydney.edu.au/courses/uos/ARIN2620> (Accessed 31 March 2017.)
- University of Sydney: Cybersecurity course info (Australia, in English) <http://sydney.edu.au/courses/uos/CISS6022> (Accessed 31 March 2017.)
- University of Sydney: Internet Governance course info (Australia, in English) <http://sydney.edu.au/courses/uos/ARIN6902> (Accessed 31 March 2017.)
- University of Tampere: Media Education master's course info (Finland, in English) <http://www.uta.fi/cmt/me/index.html> (Accessed 31 March 2017.)
- University of Tampere: Master's degree in Media Education curriculum (Finland, in English) <http://www.uta.fi/cmt/me/schedule.html> (Accessed 31 March 2017.)
- Waseda University (Japan, in Japanese) <http://www.f.waseda.jp/kyt/> (Accessed 31 March 2017.)
- Western Institute of Technology and Higher Education (Mexico, in Spanish) <http://qmedios.iteso.mx/> (Accessed 31 March 2017.)

## **HIGH SCHOOL** (Links provided by survey participants)

- BBC: The Virtual Revolution series (UK, in English) <http://www.bbc.co.uk/virtualrevolution/about.shtml> (Accessed 31 March 2017.)
- Broadcasting Commission (Jamaica, in English) [http://www.broadcastingcommission.org/photo\\_digest.php?do=show\\_folder\\_contents&fid=174](http://www.broadcastingcommission.org/photo_digest.php?do=show_folder_contents&fid=174) (Accessed 31 March 2017.)
- Constable Care: safety and crime prevention (Australia, in English) <http://www.cccsf.org.au/programs/constable-care/> (Accessed 31 March 2017.)
- Cybersmart Access.The Office of Children's eSafety Commissioner's Cybersmart Program (Australia, in English) <http://www.cybersmart.gov.au/Schools/Teacher%20resources/Cybersmart%20Access.aspx> (Accessed 31 March 2017.)
- Cybersmart #GameOn study guide: for Lower Secondary School (Formerly Australian Communications and Media Authority Cybersmart Program) (Australia, in English) [http://www.cybersmart.gov.au/Kids/Watch%20Videos/~/\\_media/Cybersmart/Kids/GameOn\\_LowerSecondary\\_StudyGuide.pdf](http://www.cybersmart.gov.au/Kids/Watch%20Videos/~/_media/Cybersmart/Kids/GameOn_LowerSecondary_StudyGuide.pdf) (Accessed 31 March 2017.)
- Digital Family Project (Mexico, in Spanish) [http://red.ilce.edu.mx/sitios/familia\\_digital/index.html](http://red.ilce.edu.mx/sitios/familia_digital/index.html) (Accessed 31 March 2017.)

- European Safer Internet Day (Italy, in Italian) <http://www.liceoeuclide.it/progetti/european-safer-internet-day/#more-3457> (Accessed 31 March 2017.)
- Fuse Education: Teacher Resources (Australia, in English) <https://fuse.education.vic.gov.au/pages/Teacher.aspx> (Accessed 31 March 2017.)
- The Images Cross Program (Europe, in Italian and French) <http://www.lic-project.eu/international/les-images-crois%C3%A9es> (Accessed 31 March 2017.)
- New South Wales Digital Citizenship Resource (Australia, in English) [http://www.digitalcitizenship.nsw.edu.au/Sec\\_Splash/index.htm](http://www.digitalcitizenship.nsw.edu.au/Sec_Splash/index.htm) (Accessed 31 March 2017.)
- Hiroyuki Okamoto. Teacher of Information Course (Japan, in Japanese) <http://www.okamon.jp/> (Accessed 31 March 2017.)
- Sanoma: *It's Just Googling* textbook (Sweden, in Swedish) <http://sanomautbildning.se/Laromedel/Grundskolan-6-9/Svenska/Informationssokning-kallkritik/Det-ar-bara-att-googla/> (Accessed 31 March 2017.)
- Tagged Series*, teacher guide (formerly Australian Communications and Media Authority's Cybersmart Program). (Australia, in English) [http://www.cybersmart.gov.au/Schools/Teacher%20resources/Middle%20secondary/~/\\_media/Cybersmart/Schools/Documents/1\\_Tagged\\_Teacher\\_StartHere.pdf](http://www.cybersmart.gov.au/Schools/Teacher%20resources/Middle%20secondary/~/_media/Cybersmart/Schools/Documents/1_Tagged_Teacher_StartHere.pdf) (Accessed 31 March 2017.)
- College of Tröllaskagi plagiarism policy (Iceland, in Icelandic, English and Spanish) <http://www.mtr.is/is/skolinn/skolareglur/reglur-um-medferd-heimilda> (Accessed 31 March 2017.)
- Tröllaskagi Upper-Secondary School online course info (Iceland, in Icelandic, English and Spanish) <http://www.mtr.is/is/moya/page/upplýsingataekni-dreifmentar-utd2x05/> (Accessed 31 March 2017.)
- Victoria State Government: Cyberteach. Year 7 to 8 programme (Australia, in English) <http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/cyberteach7to8.aspx> (Accessed 31 March 2017.)
- Victoria State Government: Cyberteach. Year 5 to 6 programme (Australia, in English) <http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/cyberteach5to6.aspx> (Accessed 31 March 2017.)
- Victoria State Government: Raising Cyber Security (Australia, in English) <http://www.education.vic.gov.au/about/news/archive/Pages/cyberweek.aspx> (Accessed 31 March 2017.)
- Victoria State Government: *Activity Guide for Teachers of Secondary School Students Module: Social Media* (Australia, in English) <http://www.education.vic.gov.au/Documents/about/programs/bullystoppers/teacherguideseccsm.pdf> (Accessed 31 March 2017.)

## MIDDLE SCHOOL (links provided by survey participants)

- Australian Curriculum, Assessment and Reporting Authority (ACARA). 2012. *The Shape of the Australian Curriculum: Technologies* (Australia, in English) [http://www.acara.edu.au/verve/resources/Shape\\_of\\_the\\_Australian\\_Curriculum\\_-\\_Technologies\\_-\\_August\\_2012.pdf#search=cyber safety](http://www.acara.edu.au/verve/resources/Shape_of_the_Australian_Curriculum_-_Technologies_-_August_2012.pdf#search=cyber%20safety) (Accessed 31 March 2017.)

- Cybersmart: *#GameOn* study guide: for upper secondary school (Formerly Australian Communications and Media Authority Cybersmart Program)
- Cybersmart: *Positive Online Communication* unit: for upper primary school (Australia)
- Cybersmart: *Cybersafety* unit for upper primary school (Australia) <https://esafety.gov.au/>
- iiNet: Cyber safety learning resource (Australia, in English) <http://www.iinet.net.au/about/community/learn/resources/index.html> (Accessed 31 March 2017.)
- Jacob Burns Film Center (USA, in English) <https://burnsfilmcenter.org/> (Accessed 31 March 2017.)
- Klicksafe: online privacy resource page (Germany, in German, English, Russian, Turkish and Arabic) <http://www.klicksafe.de/themen/datenschutz/privatsphaere/> (Accessed 31 March 2017.)
- Klicksafe: *Privacy Tips For Teenagers* course (Germany, in German, English, Russian, Turkish and Arabic) <http://www.klicksafe.de/service/materialien/broschueren-ratgeber/datenschutz-tipps-fuer-jugendliche-so-sind-deine-daten-im-Internet-sicher/> (Accessed 31 March 2017.)
- Media Manual: *Media Literacy* workbook (Austria, in German) <http://www.mediamanual.at/pa/> (Accessed 31 March 2017.)
- Posti Network: Digital educational resource on cyber environments for upper primary students (Australia, in English) <http://posti.artscentremelbourne.com.au/for-teachers> (Accessed 31 March 2017.)
- Safer Internet: Austrian awareness centre (Austria, in German and English) <http://www.saferInternet.at> (Accessed 31 March 2017.)

## **ELEMENTARY/PRIMARY SCHOOL** **(Links provided by participants)**

- ACMA: *Hector's World™ Limited* programme (Australia, in English) <https://esafety.gov.au/> (Accessed 3 April 2017.)
- Ceibal: English resources page (Uruguay, in Spanish) <http://www.ceibal.edu.uy/> (Accessed 3 April 2017.)
- Cybersmart: Zippep's Astro Circus lesson plan. Prep – Grade 2 students (Australia, in English) [http://www.cybersmart.gov.au/Schools/Teacher%20resources/Lower%20primary/~media/Cybersmart/Schools/Documents/Zippep/All\\_Zippep\\_Lesson\\_Plans.pdf](http://www.cybersmart.gov.au/Schools/Teacher%20resources/Lower%20primary/~media/Cybersmart/Schools/Documents/Zippep/All_Zippep_Lesson_Plans.pdf) (Accessed 3 April 2017.)
- Cybersmart: *Personal Sharing* unit. Lower primary (Australia, in English) [http://www.cybersmart.gov.au/Schools/Teacher%20resources/~media/Cybersmart/Schools/Documents/Lesson\\_plan\\_Lower\\_Primary\\_Sharing\\_Personal\\_Information\\_PDF](http://www.cybersmart.gov.au/Schools/Teacher%20resources/~media/Cybersmart/Schools/Documents/Lesson_plan_Lower_Primary_Sharing_Personal_Information_PDF) (Accessed 3 April 2017.)
- Educar Chile (Chile, in Spanish) <http://www.educarchile.cl/ech/pro/app/home> (Accessed 3 April 2017.)
- Media literacy learning by the practice of video production in elementary school (Japan) <http://ci.nii.ac.jp/naid/40020258213>

- Life Education: bCyberwise programme (Australia, in English)  
<http://www.lifeeducation.org.au/teachers/item/22-bcyberwise> (Accessed 3 April 2017.)
- National Digital Strategy (Mexico, in Spanish)  
<http://www.presidencia.gob.mx/edn/> (Accessed 3 April 2017.)
- NH For School: Fashion magazine production episode (Japan, in Japanese)  
<http://www.nhk.or.jp/sougou/media/> (Accessed 3 April 2017.)
- NSW Department of Education: Digital citizenship programme (Australia, in English)  
[http://www.digitalcitizenship.nsw.edu.au/Sec\\_Splash/documents/DC\\_implementation.pdf](http://www.digitalcitizenship.nsw.edu.au/Sec_Splash/documents/DC_implementation.pdf) (Accessed 3 April 2017.)
- NSW Department of Education: Digital Citizenship programme (Australia, in English) [http://www.digitalcitizenship.nsw.edu.au/Prim\\_Splash/documents/DC\\_implementation.pdf](http://www.digitalcitizenship.nsw.edu.au/Prim_Splash/documents/DC_implementation.pdf)  
 (Accessed 3 April 2017.)
- Our Lady of Fatima Catholic School K-8 (USA, in English)  
[www.ourladyoffatimaschool.com](http://www.ourladyoffatimaschool.com) (Accessed 3 April 2017.)
- PakaPaka: Programming website for children aged 2-12 (Argentina, in Spanish)  
<http://www.pakapaka.gob.ar/> (Accessed 3 April 2017.)
- Panasonic Education Foundation: Learning support and information handbook (Japan, in Japanese)  
[http://www.pef.or.jp/05\\_oyakudachi/02\\_information\\_literacy.html](http://www.pef.or.jp/05_oyakudachi/02_information_literacy.html)  
 (Accessed 3 April 2017.)
- PeruEduca School (Peru, in Spanish)  
<http://www.perueduca.pe/web/visitante/sistemadigital/perueduca-escuela>  
 (Accessed 3 April 2017.)
- Secretary of Public Education: Digital Skills programme (Mexico)  
<http://www.gob.mx/sep/acciones-y-programas/evaluacion-externa-de-programas-federales> (Accessed 3 April 2017.)
- Secretary of Education Tamaulipas: Fun Computing programme (Mexico, in Spanish)  
<http://diverticomputo.tamaulipas.gob.mx/divercomputo.html> (Accessed 3 April 2017.)
- Skooville: Children's protected social network (Australia, New Zealand, UK, in English)  
<http://www.skooville.com/> (Accessed 3 April 2017.)
- Telematic Educational Network of Catalonia: Primary education curriculum (Spain, in Spanish)  
<http://www.xtec.cat/web/curriculum/primaria/curriculum> (Accessed 3 April 2017.)
- Uruguay Educa (Uruguay, in Spanish)  
<http://www.uruguayeduca.edu.uy/Portal.Base/Web/VerContenido.aspx?GUID=5c45b932-ce64-4a17-ab2b-3047e50c0149&ID=136599> (Accessed 3 April 2017.)
- Victoria State Government: Raising Cyber Awareness bulletin (Australia, in English.)  
<http://www.education.vic.gov.au/about/news/archive/Pages/cyberweek.aspx>  
 (Accessed 3 April 2017)
- Victoria State Government: Cybersafety programme, Years 3 and 4 (Australia, in English.)  
<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/cyberteach3to4.aspx> (Accessed 3 April 2017)

Victoria State Government: CyberSafety programme, Years 1 and 2 (Australia, in English) <http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/cyberteach1to2.aspx> (Accessed 3 April 2017.)

Victoria State Government: *Activity Guide for Teachers of Primary School Students. Module: Social Media* (Australia, in English.) <http://www.education.vic.gov.au/Documents/about/programs/bullystoppers/teacherguideprimarysm.pdf> (Accessed 3 April 2017.)

## AFTERSCHOOL

### (Links provided by participants)

Club Digital LinkedIn: Presentation (Mexico, in Spanish)

<http://es.slideshare.net/RobertoGarcia1/club-digital> (Accessed 3 April 2017.)

Community Connection: *Shielded TV* programme (Mexico, in Spanish)

<http://www.comunicacioncomunitaria.com.mx/> (Accessed 3 April 2017.)

Coordination of Information Society and Knowledge: *Connected* programme (Mexico, in Spanish) <http://www.mexicoconectado.gob.mx/> (Accessed 3 April 2017)

Cyber Safety Solutions: *Caring for Kids in an online world: Understanding Cyberbullying and Cybersafety* (Australia, in English.)

<http://www.cybersafetysolutions.com.au/training-teacher.shtml>

Educarchile: Design Thinking for Educators resources (Chile, in Spanish)

<http://www.educarchile.cl/ech/pro/app/detalle?id=226127> (Accessed 3 April 2017.)

Ministry of Education Argentina: Encounter TV Channel (Argentina, in Spanish)

<http://www.encuentro.gob.ar/> (Accessed 3 April 2017.)

Ministry of Education: National Programme for Literacy and Basic Education for Youth and Adults (Argentina, in Spanish)

<http://www.me.gov.ar/alfabetizacion/> (Accessed 3 April 2017.)

Ministry of Public Education: Education of Young People and Adults programme (Costa Rica, in Spanish) <http://www.mep.go.cr/educacion-de-personas-jovenes-y-adultas>

(Accessed 3 April 2017.)

Ministry of Public Education: FAQ (Costa Rica, in Spanish)

<http://www.mep.go.cr/faq/%C2%BFque-ofrece-mep-movil> (Accessed 3 April 2017.)

Panama Ministry of Education: Meduca (Panama, in Spanish)

<http://www.meduca.gob.pa/> (Accessed 3 April 2017.)

Paraguay Government: Information portal (Paraguay, in Spanish)

<http://www.paraguay.gov.py/ministerio-de-educacion>

Queensland Government: *Creep Quiz* (Australia, in English)

<http://creepquiz.eq.edu.au/> (Accessed 3 April 2017.)

ThinkUKnow Youth website (Australia, in English)

<http://www.thinkuknow.org.au/kids/> (Accessed 3 April 2017.)

Victoria State Government: *Social Media* learning module for teachers and school employees (Australia, in English) <http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/bullystoptmodules.aspx> (Accessed 3 April 2017.)

WHYY Public Media: Youth Courses in Video, Audio & Journalism Registration (USA, in English) <http://www.whyy.org/hamiltoncommons/youth.php> (Accessed 3 April 2017.)

## CIVIL SOCIETY

### (Links provided by participants)

- Connect: Programme resources (Argentina, in Spanish)  
<http://www.conectate.gob.ar/> (Accessed 4 April 2017.)
- Consumer Agency: Introduction to Advertising, programme page (Sweden, in English)  
<http://eko.kov.se/Reklamfilmens-fantastiska-varld/In-English/Introduction/> (Accessed 4 April 2017.)
- Cyber Safety Solutions: Caring for kids in an online world, presentation information (Australia, in English) <http://www.cybersafetysolutions.com.au/training-child-safe.shtml> (Accessed 4 April 2017.)
- Cyber Safe Solutions: Navigating the Cyber Highway, business presentation information (Australia, in English) <http://www.cybersafetysolutions.com.au/training-corporate.shtml> (Accessed 4 April 2017.)
- Cybersmart: Safety information (Australia, in English)  
<http://www.cybersmart.gov.au/Parents/Resources/Educate%20yourself/Parents%20guide%20to%20online%20safety.aspx> (Accessed 4 April 2017.)
- Cybersmart Office of the Children's eSafety Commissioner (Australia, in English)  
<http://www.cybersmart.gov.au/About%20Cybersmart/What%20is%20Cybersmart/Program%20principles.aspx> (Accessed 4 April 2017.)
- Educatrachos: Learning resources, Grades 1-6 (Honduras, in Spanish) <https://educatrachoshn.wordpress.com/edusitio-educatrachos/> (Accessed 4 April 2017.)
- eSmart Libraries (Australia, in English) <http://www.esmartlibraries.org.au/Pages/HowDoesSmartLibrariesWork.aspx> (Accessed 4 April 2017.)
- Firma HåkanKällqvist: Film and Media Workshop (Sweden, in Swedish)  
<http://www.hakankallqvist.se/indexwebbproduktion.html> (Accessed 4 April 2017.)
- For the Best: Media literacy (Mexico, in Spanish)  
<http://www.afavordelomejor.org/> (Accessed 4 April 2017.)
- For the Best: MIRE programme, primary and secondary level. (Mexico, in Spanish)  
<http://www.afavordelomejor.org/assets/uploads/2013/05/QUE-ES-EL-MIRE.jpg> (Accessed 4 April 2017.)
- iiNet: Internet workshops and resources (Australia, in English) <http://www.iinet.net.au/about/community/learn/workshops/index.html> (Accessed 4 April 2017.)
- Instituto Mexicanopara el Desarrolla Comunitario A.C. (Mexico, in Spanish)  
<http://www.imdec.net/>
- ITESO: Critical analysis of media (Mexico, in Spanish)  
<http://qmedios.iteso.mx/> (Accessed 4 April 2017.)
- Ithaca College: Project Look Sharp (USA, in English)  
<http://www.projectlooksharp.org/?action=main> (Accessed 4 April 2017.)
- The LAMP: Media Breaker programme, YouTube channel (USA, in English)  
<https://www.youtube.com/c/mediabreaker> (Accessed 3 April 2017.)

- Learn:line: NRW media pass, skills programme for teachers (Germany, in German)  
[www.learnline.schulministerium.nrw.de/content/medienkompetenzen](http://www.learnline.schulministerium.nrw.de/content/medienkompetenzen) (Accessed 4 April 2017.)
- Media and Information Literacy Forum of Latin America and Caribbean (Latin America and Caribbean, in Spanish) <http://www.foroamilac.org/> (Accessed 4 April 2017.)
- Media Literacy Practice: Learning resources (Germany, in German)  
[www.medienpaedagogik-praxis.de](http://www.medienpaedagogik-praxis.de) (Accessed 4 April 2017.)
- National Association of Media Literacy Education (NAMLE) (USA, in English)  
[www.namle.net](http://www.namle.net) (Accessed 4 April 2017.)
- News-O-Matic: Online newspaper for children, YouTube channel (USA, in English) <https://www.youtube.com/channel/UC5ZS00SAD5KDvtTYbYys7jQ> (Accessed 4 April 2017.)
- No Education without media: Programme (Germany, in German and English)  
[www.keine-bildung-ohne-medien.de](http://www.keine-bildung-ohne-medien.de) (Accessed 4 April 2017.)
- PBS: Ruff Ruffman, Humble Media Genius (USA, in English)  
<http://pbskids.org/fetch/ruff/> (Accessed 4 April 2017.)
- Press4Kids: News-O-Matic (USA, in English) [www.press4kids.com](http://www.press4kids.com) (Accessed 4 April 2017.)
- ProDato: Implementing the Federal Law on Protection of Personal Data Held in Private Company, workshop programme (Mexico, in Spanish) <http://www.protecciondedatospersonales.org/taller-practico-para-implementar-la-ley-de-proteccion-de-datos-en-mi-organizacion/> (Accessed 4 April 2017.)
- Real Chi: Youth media (USA, in English) <http://realchiyouth.com> (Accessed 4 April 2017.)
- Society for Media Education and Communication Culture in the Federal Republic of Germany (Germany, in German and English)  
[www.gmk-net.de](http://www.gmk-net.de) (Accessed 4 April 2017.)
- Supreme Court Justice of the Nation: Rights of the Audience seminar information (Mexico, in Spanish) <http://www.sitios.scjn.gob.mx/codhap/sites/default/files/derechosaudiencias/index.html> (Accessed 4 April 2017.)
- Victoria Government: Cyberbullying modules for parents (Australia, in English)  
<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/parentmodules.aspx> (Accessed 4 April 2017.)

## UNESCO Series on Internet Freedom

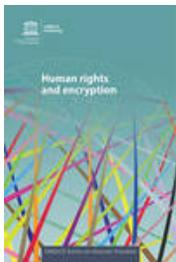
UNESCO has started in 2009 to commission this flagship series publications of Internet Freedom, aiming to explore the changing legal and policy issues of Internet and provide its Member States and other stakeholders with policy recommendations aiming to foster a conducive environment to freedom of expression on the net.

This is the 10<sup>th</sup> edition of the series, with previous editions presented as below:



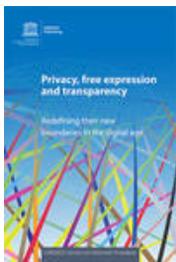
### Protecting Journalism Sources in the Digital Age

This research provides a comprehensive review of developments that can impact on the legal frameworks that support protection of journalistic sources. Interviews, panel discussions, thematic studies and a review panel ensured the input of legal and media experts, journalists and scholars. This in-depth study thus seeks to assess the evolution of protective legal frameworks over the eight years from 2007-2015, and provides recommendations for the future of journalistic source protection.



### Human rights and encryption

The study provides an overview of encryption technologies and their impact on human rights. It analyzes in-depth the role of encryption in the media and communications landscape, and the impact on different services, entities and end users. It highlights good practices and examines the legal environment surrounding encryption as well as various case studies of encryption policies. Built on this exploration and analysis, the research provides recommendations on encryption policy that are useful for various stakeholders.



### Privacy, free expression and transparency: redefining their new boundaries in the digital age

This study analyzes the interactions between the right to freedom of expression, the right to privacy and the value of transparency in the Internet environment. It covers the legal frameworks and current mechanisms for balancing rights, and presents specific issues, cases and trends. The interplays between multiple players – State actors, Internet users, ICT companies, civil society organizations, the judiciary, security services — are envisaged and recommendations for stakeholders are provided.



### Principles for governing the Internet: a comparative analysis

As the sixth edition in the UNESCO Internet Freedom series, this study encompasses both quantitative and qualitative assessments of more than 50 declarations, guidelines, and frameworks. The issues contained in these documents are assessed in the context of UNESCO's interested areas such as access, freedom of expression, privacy, ethics, Priority Gender Equality, and Priority Africa, and sustainable development, etc.



## Countering online hate speech

The study provides a global overview of the dynamics characterizing hate speech online and some of the measures that have been adopted to counteract and mitigate it, highlighting good practices that have emerged at the local and global levels. The publication offers a comprehensive analysis of the international, regional and national normative frameworks, with a particular emphasis on social and non-regulatory mechanisms that can help to counter the production, dissemination and impact of hateful messages online.



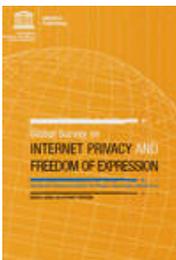
## Building digital safety for journalism: a survey of selected issues

As technologies develop, so do opportunities as well as threats to journalism. This research explains some of the emerging threats to journalism safety in the digital era, and proposes a framework to help build digital safety for journalists. Examining 12 key digital threats to journalism, ranging from hacking of journalistic communications, through to denial-of-service attacks on media websites, it assesses preventive, protective and pre-emptive measures to avoid them. It shows too that digital security for journalism encompasses, but also goes beyond, the technical dimension.



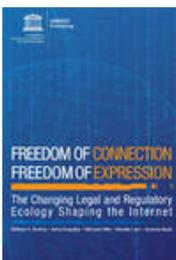
## Fostering freedom online: the role of Internet intermediaries

With the rise of Internet intermediaries that play a mediating role between authors of content and audiences on the internet, this UNESCO publication provides in-depth case studies and analysis on how internet intermediaries impact on freedom of expression and associated fundamental rights such as privacy. It also offers policy recommendations on how intermediaries and states can improve respect for internet users' right to freedom of expression.



## Global survey on internet privacy and freedom of expression

This publication seeks to identify the relationship between freedom of expression and Internet privacy, assessing where they support or compete with each other in different circumstances. The book maps out the issues in the current regulatory landscape of Internet privacy from the viewpoint of freedom of expression. It provides an overview of legal protection, self-regulatory guidelines, normative challenges, and case studies relating to the topic.



## Freedom of connection, freedom of expression: the changing legal and regulatory ecology shaping the Internet

This report provides a new perspective on the social and political dynamics behind the threats to expression. It develops a conceptual framework on the 'ecology of freedom of expression' for discussing the broad context of policy and practice that should be taken into consideration in discussions of this issue.

# Survey on Privacy in Media and Information Literacy with Youth Perspectives

Media and information literate individuals are more empowered to make informed decisions about their privacy online and offline, among other things. Accordingly, governments and policy-makers who are committed to ensuring that the privacy of citizens is respected should also be committed to media and information literacy (MIL) for all. If they are not, then their efforts will be less sustainable. Equally, private and public enterprises that genuinely want to respect the privacy of citizens should purposefully contribute to MIL awareness among users qua citizens.

Two research surveys are referenced in this report. The first investigated youth attitudes towards MIL and social and democratic discourses. One of the seven themes addressed in the context of social and democratic discourses was privacy. The research was carried out by UNESCO.

The second survey studied privacy in MIL courses globally and was conducted for UNESCO by the UNESCO-UNAOC University Network on Media and Information Literacy and Intercultural dialogue (MILID Network), and members of the Global Alliance for Partnerships in Media and Information Literacy (GAPMIL).

The report responds to UNESCO's efforts to stimulate global research into privacy in MIL. Ultimately, this report aims to provide conceptual, development and policy recommendations to foster privacy in MIL, while enabling the critical engagement of people, including young women and men, in an environment conducive to sustainable development and to freedom of expression online and offline. It seeks to provide clarity on the complex issue of how MIL and privacy intersect.



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