

FACT SHEET 8

RIGHTS AND RESPONSIBILITIES





ETHICAL CONSIDERATIONS AND RISKS

■ Fundamental digital rights may be wished for by all citizens in a community. However, not everyone has equal access to information. As such, those with less access may lose their autonomy of expression.

■ Those who must rely on others for access to information may inadvertently be harmed by restricted access.

■ Girls, women, ethnic minorities and those in other minority groups may not have the same access to internet technology, and as such may not have the same access to their rights. Organisations such as the International Telecommunications Union, which organises the International Girls in ICT Day, strive to create a global environment that empowers and encourages girls and young women to learn more about ICT.



IDEAS FOR CLASSROOM WORK

■ Ask students to make a list of all the European Union websites dealing with digital rights and responsibilities. Have them create a chart where they can compare and contrast the rights and responsibilities involved for each legal instrument.

■ Ask younger students to read the Passport to Your Rights produced by the Council of Europe: <https://edoc.coe.int/en/6-10-years/5549-passport-to-your-rights.html>. Then ask them to think about their digital rights and responsibilities. When they compare their rights and responsibilities in the world at large, can they identify similarities or differences with their digital rights and responsibilities?

■ Have your students search the internet for some examples of responsible use and acceptable use policies for guiding the use of technology in the classroom. Have them compare the two; what are the main similarities and differences? If your school does not have either type of policy, get them to choose which would be most relevant for your school. Together with your students, create a policy that can then be presented to the school administration.

■ Create a contest for a social media platform and have students design the terms and conditions for participating in the contest. What are the rights and responsibilities of the users?

■ Discuss rights and responsibilities as creators of online content. Have students work in small groups to research and discuss the following questions.

- ▶ What can you create online (words, images, music sampling, remixing, videos, etc.)?
- ▶ How can you protect your creations?
- ▶ How can you use others' creations without infringing their rights?

■ Have a full class discussion on the responses provided by the students.



GOOD PRACTICE/LIVING DIGITAL CITIZENSHIP

Personal data are protected by laws and regulations, which means that individuals or organisations are not free to use your data as they please and must comply with these rules (violations may lead to sanctions). For example, all citizens have the right to control their own personal data, which necessitates knowing what personal information has been gathered about them. The General Data Protection Regulation was introduced in the European Union in 2018 in part to help citizens exercise these and other fundamental rights related to privacy and data protection.

Read through the rights that are guaranteed (<https://bit.ly/3sLPyZg> or <http://bit.ly/2BRbYIH>). Consider how you can exercise the following rights or have them exercised on your behalf according to your age, by contacting the service in question in your country. If you cannot get the information you are seeking, contact the national Data Protection Authority.

- ▶ Research digital rights courses online and consider enrolment.
- ▶ Consider taking an online course in digital citizenship or digital rights. Ensure that the programme covers some of the issues noted in the 10 digital domains discussed in this handbook.
- ▶ Have all students examine the timing for the next International Girls in ICT Day (<http://bit.ly/2o2Gw08>), and ask the students to create their own agendas for the day.
- ▶ Read through the listings of rights and responsibilities from UNICEF (<https://uni.cf/2LhcrDi>). Then ask the students to consider what social media platforms or other forms of communication would be an effective platform for them to share their views.



FURTHER INFORMATION

The Council of Europe has materials relevant to this fact sheet in the Internet literacy handbook; please see ILH [Fact sheet 17](#), “Digital citizenship”; [Fact sheet 9](#), “Privacy and privacy settings”; and [Fact sheet 26](#), “Are you the product? Big data, data mining and privacy”.

- ▶ For information on the General Data Protection Regulation, see <https://gdpr-info.eu/>.
- ▶ For more information on the most specific rights to delisting (implemented in 2014) and portability, as introduced by the GDPR, see: www.cnil.fr/en/questions-right-delisting.
- ▶ For more information on European digital rights, see: <https://edri.org>.
- ▶ The European Commission has information on the EU Charter of Fundamental Rights: http://ec.europa.eu/justice/fundamental-rights/charter/index_en.htm.

- ▶ More information on children’s rights can be found in the [UN Convention on the Rights of the Child](#).
- ▶ Relevant Council of Europe documents include “Human rights for internet users”: www.coe.int/en/web/internet-users-rights/guide.
- ▶ The Code of EU Online Rights is the basic set of rights and principles enshrined in EU law that protect citizens when accessing and using online networks and services: <https://op.europa.eu/en/publication-detail/-/publication/50d06da2-18bb-40b2-9e97-7d19527f2c88/language-en/format-PDF>.
- ▶ European Parliament, “Empowering women on the Internet”, available at: [https://www.europarl.europa.eu/thinktank/fr/document.html?reference=IPL_IDA\(2015\)536473](https://www.europarl.europa.eu/thinktank/fr/document.html?reference=IPL_IDA(2015)536473).
- ▶ Rights and responsibilities for Global Citizenship, available at: www.theglobalcitizensinitiative.org/the-rights-and-responsibilities-of-global-citizenship/