

National surveys underline that children are major users of the Internet. Drawing on diverse research resources the report "One in Three: Internet Governance and Children's Rights" reveals that one in three of all Internet users worldwide are under 18 years of age. In the developing world, this rises to around one in two of all users.

Considering children's increasing access, agency and autonomy in using content and services, their human rights and protection as a vulnerable group needs to be coupled with their education as emerging citizens to ensure they develop a healthy and positive relationship regarding the Internet.

Their general well-being, participation in society, and prospects of employment greatly depend on Media and Information Literacy (MIL) as the new set of basic skills for the 21st century, where computational thinking interfaces with the rich and diverse 'cultures of information' (news, data, documents, codes, etc.).

For more information about this event, please visit: <http://sched.co/4b3U>

Internet Governance Forum 2015

Pre-event

Should education 3.0 and children be part of Internet governance?

9 November 2015

09:00-10:00

Venue: Room 7

Introductions and open dialogue with:

Divina Frau-Meigs, Professor, Sorbonne Nouvelle University, Paris, on “Education 3.0 and Internet Governance: A new global alliance for children and young people’s sustainable digital development” (paper published by GCIG)

John Carr, Expert Adviser, European NGO Alliance for Child Safety Online and to ECPAT International, on “One in Three: Internet Governance and Children's Rights” (paper published by GCIG)

Recommendations for discussion:

1. Make Media and Information Literacy (MIL) 21st Century basics of the school curricula.
2. Regulate data management for learning.
3. Foster the active appropriation by children of their human rights and shared values including Internet governance principles and processes.
4. Support Internet studies and Media and Information Literacy as a ‘frontier’ field in research and education.
5. Bring together multi-stakeholder governance actors, including children and young people, around the co-design of education 3.0.
6. Harness the potential of creative industries for learning and training.
7. Reboot the Corporate Social Responsibility (CSR) of the providers of Internet content and services to support education 3.0.
8. Engage children and young people in Internet Governance as a more effective stakeholder group within the ranks of civil society.
9. Invite public authorities to consider and collaborate in education 3.0, in particular to develop indicators and accountability mechanisms for next generation (age-sensitive) policies and social innovation.
10. Create the position of UN Special Rapporteur on education 3.0 for children and young people’s sustainable digital development.