UNESCO's Comprehensive Study on Internet Related Issues

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

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

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

Access to information and communication in the different national sign languages is essential as most ways to participate as an active citizen is found online (e.g. political participation, education, culture, leisure etc). There is thus a great need to assure the implementation of the UN Convention on the Rights of Persons with Disabilities (UNCRPD) is actually happening. This also includes rights for women and girls.

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

For a deaf person, the national sign language is their mother tongue. By not assuring access to information and communication in the different national sign languages, deaf persons are excluded from participating actively in society and to have rights, e.g. education, participation in public and private life, culture, leisure etc. By providing information in the different national sign languages, deaf persons can have equal and full access in society.

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

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

Access to information and communication in the different national sign languages.
7. How can legislation in a diverse range of fields which impacts on the Internet respect freedom of expression in line with international standards?

8. Is there a need for specific protections for freedom of expression for the Internet?

9. To what extent do laws protect digitally interfaced journalism and journalistic sources?

10. What are the optimum ways to deal with online hate speech? How can Media and Information Literacy empower users to understand and exercise freedom of expression on the Internet?

11. What are the optimum systems for independent self-regulation by journalistic actors and intermediaries in cyberspace?

12. What principles should ensure respect for the right to privacy?

13. What is the relationship between privacy, anonymity and encryption?

14. What is the importance of transparency around limitations of privacy?

15. What kinds of arrangements can help to safeguard the exercise of privacy in relation to other rights?

16. How can openness and transparency of data be reconciled with privacy?

17. What may be the impact of issues relating to big data on respect for privacy?

18. How can security of personal data be enhanced?

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

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

In regards to the UN Convention on the Rights of Persons with Disabilities (UNCRPD), it includes: accessibility (information and communication etc); freedom of expression and opinion and access to information; situations of risk and humanitarian emergencies; education; participation in political and public life; participation in cultural life, recreation, leisure and sports. All of these areas is an important part of human rights and are essential for an independent living and to achieve and provide for these areas there is this a need for full access on the Internet, e.g. information in the different national sign languages and the possibility to communicate online via sign language. It is crucial to highlight the lack of information in national sign languages in regard to emergencies and crises situations, both from a preventive perspective and from a response perspective. Most information, communications and alarms today are based solely on sound/audio, thus excluding and discriminating all persons with hearing impairment (deaf, hard of hearing), which at a time of a crises could be fatal.
21. What conceptual frameworks or processes of inquiry could serve to analyse, assess, and thereby inform the choices that confront stakeholders in the new social uses and applications of information and knowledge?

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

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

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

The UN Convention on the Rights of Persons with Disabilities (UNCRPD).

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

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

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

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

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

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