

# UNESCO's Comprehensive Study on Internet Related Issues

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## **Submitted by :**

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

1. Increase teaching and training for information literacy.
2. End filters and blocks.
3. Reduce government surveillance.
4. Encourage citizens to produce and share open content.

## **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?**

Build upon what the open movement has achieved, acknowledging the growth of open access scholarship and the open Web's persistence.

Then hold two international conferences, one to start the process, the other to celebrate its conclusion. Use internet-based technologies to keep the work going - i.e., videoconferencing, social media, etc.

Continually crowdsource feedback.

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

Focus on education, especially for minors.

Then approach seniors, who may be the strongest repository for anti-inclusive feelings.

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

Rely on major tech companies' work - i.e., Google.

Then add citizen contributions.

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

I don't know what MIL means.

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

Governmental censorship and surveillance, primarily. Secondly, popular attitudes.

**7. How can legislation in a diverse range of fields which impacts on the Internet respect freedom of expression in line with international standards?**

By expanding freedom of expression and resisting censorship.

I know that I'm saying this in a very American way, but it's the only way for the human race to progress.

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

Yes, insofar as they target technological restrictions: filters, firewalls a la China, and surveillance.

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

Not very well at present, especially at the transnational level.

**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?**

With more speech. Prosecutions for hate speech ultimately lead to politicized outcomes.

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

Discussing challenges openly, through social media.

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

The right to individual self-determination.

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

Encryption protects privacy.

Anonymity does so as well, but in a far weaker way.

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

Huge!

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

Policies and laws that seek to protect individual autonomy.

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

That's one of our century's great questions!

For now, I think that the more power a person has, the less privacy they should expect.

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

Some, if big data is not anonymized.

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

Through literacy and encryption.

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

By being taught throughout education systems.

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

If we recognize that digital rights *are* international human rights.

**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?**

Openness and distributed inquiry.

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

By considering women's rights as human rights.

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

By respecting individual autonomy.

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

There aren't many truly international frameworks for digital rights. Some non-digital frameworks address those rights, such as security alliances and economic partnerships.

Activist NGOs are probably your best bet right now: EFF, etc.

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

Sometimes with a bias towards greater restrictions.

**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?**

All kinds! This question is really too broad.

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

There are \*plenty\*. This is really too broad a question.

**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?**