Third report, by Member States to the General Conference, on measures taken to implement the Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace - Sweden

Country: Sweden

Organization(s) or Entities responsible for the preparation of the report:
The Swedish National Commission for UNESCO has coordinated the report in collaboration with experts in different parts of the Government Offices of Sweden (Ministry of Foreign Affairs, Ministry of Culture, Ministry of Commerce, Energy and Communication, Ministry of Education, Ministry of Justice and Ministry of Employment).

Name(s) of designated official(s) certifying the report:
Mats Djurberg, Secretary General, Swedish National Commission for UNESCO,

Brief description of the consultation process established for the preparation of the report: The preparation has followed the regular procedure with in the Government Offices of Sweden when producing a national response, hence including the responsible officers for different parts in the report in collecting, compiling and verifying information, and in some cases also consulted with concerned agencies.

1. Development of multilingual content and systems

1.1 Please furnish detailed information explaining what measures have been taken to alleviate language barriers.

According to their licensing conditions, the public service broadcasting companies SVT, SR and UR offer programming in national minority languages and other minority languages in terrestrial broadcasts. A large part of this minority language content is offered on the internet through on-demand services, which provide some content exclusively for viewers and listeners on the web as well.

The Government considers it important that health and medical care providers increase the pace of their work on translating information into Sweden's official minority languages. In June 2012, the Government decided to allocate funds for the development of information in the national minority languages on the www.1177.se and www.umo.se.websites. The website www.1177.se contains health and medical care information and www.umo.se provides information, support and advice on issues related to health, sex and relations, to young people between the ages of 13-25.

In 2011, the National Police Board published information on its external website (www.polisen.se), in the national minority languages on how to conduct different issues such as reporting a crime, how to contact the police and applying for a passport, what rules that apply to traffic as well as possible support for victims of crime. In addition, over the period 2010–2012, the National Police Board has written to the 21 police authorities,

requesting their submission of reports regarding their efforts within minority policy. The police authorities state that, when requested, they use interpreters in contacts with people belonging to one of the national minorities. Some of the police authorities also state that they have produced information specific to their own authority, in addition to information that has been made available on the Swedish Police's external website.

1.2 Please provide information on support given to capacity-building for the production of local and indigenous content on the Internet.

Lantmäteriet (the Swedish mapping, cadastral and land registration authority), in its role as the national place-names authority, is tasked with coordinating central government place-name activities. The Place-Names Advisory Board is a cooperation body for authorities and organisations that monitor interests within place name management. Lantmäteriet has ongoing cooperation with the Swedish Institute for Language and Folklore, the Sami Parliament and the Swedish association of Tornedalers (STR-T) in the work of reporting place-names in northern Sweden. At Lantmäteriet's Internet service 'Kartsök och ortsnamn'*(Mapsearch and Place-names),* the national place-name register can be accessed. Place-names are searchable via different alternatives and are presented in an interactive map function. All place-names are presented with a language code, which identifies the minority language place-names. In 2012, 117 022 individual users visited this web service. Lantmäteriet's website (www.lantmateriet.se) has been revised and it is now possible to read information in all the minority languages.

The Government provides funding to the website www.minoritet.se, which aims at spreading knowledge and information on Sweden's national minorities, minority languages and minority rights. This is done by increasing the knowledge of the majority population, decision-makers, civil servants and the national minorities themselves about Sweden's international minority commitments and minority and discrimination legislation. The Sami Parliament is responsible for the website. In order to get the national minorities involved in the development of the website, a council is set up with representatives of all the national minorities.

For one of the varieties of Sami that is most under threat, South Sami, a new teaching aid was launched in 2011. OAHPA Åarjel! is a teaching aid that provides options that are adaptable to the user's linguistic level. The programme is available on the Internet. This teaching aid has been written in cooperation between the Aajege - Samisk språk och kompetens senter i Röros (the Aajege–Sami Language and Skills Centre in Röros), the Centre for Language Technology at Tromsö University and the Sami Language Centre at the Sami Parliament.

1.3 Please describe the measures taken for formulating appropriate national policies on the issues of language survival, revitalization, development and promotion in cyberspace. Please include information about main legislation and/or policy measures, if any, and date of their introduction/adoption.

Utbildningsradion (UR), the Swedish Educational Broadcasting Company, is one of the programme companies within the Swedish public service sector. Among its services, UR offers TV programmes in the national minority languages through the on-line service *UR Play*. The UR broadcasting licence states that the company has special responsibility for producing material for the national minorities and much of this is available via this open portal on Internet. Schools have access to more material at UR than the general public. As part of its work of making available previously broadcast material, the UR Open Archive was launched on 16 April 2013. The Open Archive contains entire programmes and series of programmes in the national minority languages and others. Since the Archive is free and open to all, the material can be used by teachers as a supplement to their teaching in the national minority languages.

1.4 Please provide information, including references, on major events, projects, publications and examples of best practices identified during the reporting period that contributed to the promotion of and use of multilingualism and universal access to cyberspace.

See above

2. Facilitating access to networks and services

2.1. Please report on national efforts to recognize and support universal access to the Internet as well as to promote access to the Internet as a service of public interest.

The Government and the national regulatory authority have made several efforts over the last years to strengthen competition in the market and to further consumer benefits in a number of ways. The government and the Parliament have objectives regarding access to Internet. Today there are only a few hundred households that lack access supporting 1 Mbit/second. Spectrum policy is important. Already in 2007 the government made a decision to open up the so called 800 MHz–band which was later licensed for wireless and mobile broadband services. As for coverage in sparsely populated areas, a certain block of frequencies in this band has been earmarked to provide basic broadband to households and businesses that would not otherwise be covered by any other service provisions in the near future. Via this broadband connection Internet services are well distributed. For the majority of households broadband via VDSL, cable, fiber and 3G(UMTS)/4G(LTE) are well deployed. 4G surpassed 3G coverage during 2014. Furthermore, in 2014 the Government decided to re-assign the so called 700 MHz-band to other services than broadcasting, including wireless broadband services. This re-assignment is to be effective in 2017. The purpose of the re-assignment is, inter alia, to make better mobile indoor coverage and the provision of high capacity broadband services in remote areas.

The majority of Sweden's population regularly uses the internet in order to run errands and buy goods and services. Men are using it to a slightly greater extent than women. The

percentage of people who never have used the internet has fallen steadily to about 5 per cent, 4 per cent for men and 7 per cent for women. Those who remain as non-users are, inter alia, in the oldest groups in society. The Swedish government is promoting the use of the Internet in several ways. For example is an operating grant given to a network called Digidel, consisting of several actors like stakeholder groups for elderly people, libraries, different agencies on local, regional and central level. Digidel is working to get more people to use the internet. The Government is also making efforts to ensure that people with disabilities can use the internet. The Swedish Post and Telecom Authority (PTS) (http://www.pts.se/en-GB/) is playing a central role. Twice a year PTS organizes an innovation competition where businesses and other organizations apply for funding of service and product or studies in electronic communications. Furthermore, PTS is procuring services in the field of electronic communications and is working with several government mandates aimed, inter alia, at making the various media accessible to people with disabilities.

The Swedish University Network (SUNET) is dedicated to support the needs of the research and higher education communities within Sweden. SUNET's aim is to provide access to well-developed. high-capacity and effective national and international data communication whatever their geographical location.

Organizations connected to SUNET are for example universities, university colleges and research funding organizations, but SUNET also offer services to other government agencies and cultural institutions such as museums and archives.

2.2. Please also describe what mechanisms have been established at the local and national levels to facilitate universal access to the Internet through affordable and accessible telecommunications, and internet costs.

See above

2.3. Please indicate the measures taken for encouraging the development of information strategies and models that facilitate community access and support cooperation on information and communication technologies (ICT) among public service institutions, including community telecentres, libraries, Internet access units, and others.

See above. The Swedish Government launched its ICT strategy, the Digital Agenda, in late 2012. The strategy is very broad where many stakeholders where engaged in its development. On local and regional level there are regional Digital Agendas.

The digital agenda in English:
http://www.government.se/download/70f489cb.pdf?major=1&minor=181914&cn=attachmentPublDuplicator_0_attachment

2.4. What efforts have been made in order to encourage Internet service providers to consider provision of concessionary rates for Internet access in public service institutions?

No information given.

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3. Development of public domain content

3.1. Please explain the legal and administrative measures adopted to give effect to the provisions of this part of the Recommendation:
(a) recognizing and enacting the right of universal online access to public and government-held records,
(b) identifying and promoting repositories of information and knowledge in the public domain and making them accessible by all, in particular persons with disabilities, linguistic minorities, women and girls and,
(c) promoting and facilitating ICT literacy, as well as information and media literacy, including popularizing and building trust in ICT implementation and use.

Regarding making repositories of information and knowledge in the public domain accessible by all, the Swedish Post and Telecom Authority (PTS) (http://www.pts.se/en-gb/) is playing a central role. Twice a year PTS organizes an innovation competition where businesses and other organizations apply for funding of service and product or studies in electronic communications. Furthermore, PTS is procuring services in the field of electronic communications and is working with several government mandates, inter alia, aimed at making the various media accessible to people with disabilities.

The Swedish Government has established a forum for Accessible ICT. Sweden has been working with ICT accessibility issues for 10 years and recommendations on how to make webpages accessible are made by the Swedish E-Delegation (http://arkiv.edelegationen.se/verva/upload/english/swedish-guidelines-public-sector-websites.pdf). Within the EU the member states are currently discussing a proposal for a directive on harmonized accessibility criteria for public webpages.

Regarding media and information literacy of minors, The Swedish Media Council (http://www.statensmedierad.se/Om-Statens-medierad/In-English/) plays an important role. The Swedish Media Council is a government agency whose primary task is to promote the empowering of minors as conscious media users and to protect them from harmful media influences. Media and information literacy is therefore the central part of the Council's work.

In 2013 the Council published a study about how the internet is used to radicalize youngsters and attract them to extremist/anti-democratic movements. The study showed that the Internet is a very important way - if not the most important way - of radicalizing and recruiting youngsters to anti-democratic/extremist movements. The study concluded that the most effective way of empowering youngsters against such influences is to teach them to be conscious media users, to critically evaluate and analyse what they read online and to question and compare different sources of information. If youngsters are equipped with Media and Information Literacy they will be more resilient towards anti-democratic and violent movements. The study which is called "Pro-violence and anti-democratic messages on the Internet" can be downloaded in English here:
http://www.statensmedierad.se/Publikationer/Produkter/Pro-violence-and-anti-democratic-messages-on-the-Internet/

Based on the results of the above-mentioned study the Council was commissioned by the Government in 2013 to produce a digital teaching material to be used by teachers, students and librarians with the aim to increase youngsters' Media and Information Literacy. The teaching material called "MIK för mig" (Media and Information Literacy for Me) was produced in 2014 and the Council now has the assignment to distribute it nationally to teachers teaching the 7th – 9th grade (compulsory schooling), as well as teachers teaching Social Studies and History in upper secondary schools and upper secondary schools for children with learning disabilities. The material can also be distributed to civil society organisations. The material is available on the Swedish Media Council's website: http://mik.statensmedierad.se/utbildning

In February 2014 The Swedish Media Council launched "MIK-rummet" (Media and Information Literacy room) on its website. This contains exercises and educational materials about Media and Information Literacy for parents, teachers and librarians so that they, in turn, can educate children about Media and Information Literacy: http://mik.statensmedierad.se/guide-till-sajten

In 2014 the Media Council published a report called "Duckface/Stoneface" which studies fundamental online activities among 10 and 13-year-olds from a gender perspective. The report (Swedish version) contains educational material for use in the classroom. The report can be downloaded in English here: http://www.statensmedierad.se/Om-Statens-medierad/In-English/Publications-in-English/
In Swedish here: http://www.statensmedierad.se/Kunskap/Medie-informationskunnighet/Ny-lararhandledning-for-hogstadiet-om-bilder-sociala-medier-och-genusskillnader-/

Every other year the Council publishes the report "kids and media" which studies the media usage of youngsters in Sweden. These reports alongside other similar ones can be downloaded in English here: http://www.statensmedierad.se/Om-Statens-medierad/In-English/Publications-in-English/

Apart from the above-mentioned measures, the Council has had the assignment, during 2013 and 2014, to implement the Council of Europe's No Hate Speech campaign. The objectives of this campaign have been to raise awareness about online hate speech and to give support to those who have been subjected to hate speech online. The Swedish Media Council has launched a website www.nohate.se The website contains podcasts where youngsters who have been subjected to online hate speech talk about their own experiences and what they think is the best way to deal with hate speech. There are also podcasts which contain legal information, where a professor of law talks about the legal consequences of our actions online. The Swedish Media Council has held conferences with other actors involved with youngsters to raise awareness about online hate speech. In December 2014 the Swedish Media Council produced "No Hate in the School" (No Hate i Skolan): this is an educational material directed at students and teachers and

contains exercises for the classroom. The material can be accessed on the No Hate website: http://nohate.se/

In its work with Media and Information Literacy the Media Council works closely with the Swedish Libraries Association (Svensk biblioteksförening) which has resulted in 4 000 libraries throughout Sweden becoming "Media and Information Literacy Centres" (MIK-centraler). The Media Council cooperates closely with the Swedish Educational Broadcasting Company (UR). The latter's website is a huge resource of videos and short films on the subject of finding information online and critical thinking when reading news on the Internet. These videos (some of which are in English) can be found here: http://www.ur.se/Produkter?ur_subject_tree=information+och+media%2Finformation ss%C3%B6kning+och+k%C3%A4llkritik

The Swedish National Agency for Education work on these issues
It is stated in chapter 10, 10 § Education Act (2010:800) that pupils should without any cost have access to books and other learning materials needed for contemporary education.

In the curriculum for primary, pre-school and recreation centre 2011, Lgr 11, there are general goals: pupils should after primary school be able to use modern technology as a tool for searching knowledge, communication, creativity and learning. In the curriculum there are also specifications regarding e.g. information search and source criticism for different grades. The Swedish National Agency for Education also works actively with information dissemination on ICT-literacy and skills.

The education providers are responsible for developing ICT-literacy within the framework of their mission.

Pupils with disabilities
Chapter 3 Education Act states that all children and pupils should be given the guidance and encouragement they need in their learning and personal development in order to develop as far as possible and to the best of their ability in accordance with the aims of the education. Pupils who due to disability have difficulties complying with the various knowledge requirements are to be given assistance in order to counteract the consequences of the disability as far as possible. There are also provisions regarding for example support in the form of additional customizations.

The National Agency for Special Needs Education and Schools (SPSM) offers education providers special education on ICT and learning, skills development, appropriate teaching material and state subsidies for investments in increased access.
National minorities

The Swedish National Agency for Education is presenting on their web page e.g. information and knowledge on the five national minority languages in Sweden. There are information on educational resources and material for teaching in the national minority

languages. The Swedish National Agency for Education also provides support for mother tongue education in the form of teaching material and support to different projects of educational materials.

3.2. Please also provide information on whether open access solutions and web accessibility of public domain information were advanced and how, including supporting data, reference to best practices, examples and solutions.

See above, e.g. the Digital Agenda and the process within the EU where member states are currently discussing a proposal for a directive on harmonized accessibility criteria for public webpages. The agency Vinnova has a specific mandate to work with open access solutions and web accessibility of public domain information http://www.vinnova.se/sv/Var-verksamhet/Strategiskt-viktiga-kunskapsomraden/Tjanster-och-IKT/Oppen-innovation/Oppna-data

Open access to research information

In Sweden researchers financed by the Swedish Research Council and other major funding bodies must publish with open access, which means that anyone using the Internet can freely read and download the research results. Recent studies show that open access publications are disseminated more quickly and cited more frequently. This is one reason why increasingly more research funding bodies are requiring open access. Researchers receiving grants as of 2017 must publish with a so-called CC-BY-licence, which enables the re-use and new use of the materials that the research findings were based on, as well as so-called text and data mining. Currently, the open access rules apply only to peer reviewed manuscripts in journals and conference reports, not to monographs and book chapters.

National guidelines for open access to research findings to be developed

Based on the work carried out by the European Union (EU) and the Commission's recommendations to Member States regarding open access, the Swedish Government has commissioned the Swedish Research Council and the National Library to develop national guidelines for open access to research findings (Open Access). The Swedish Research Council will collaborate with the National Library of Sweden and other relevant partners accordingly.

The Swedish Research Council has developed a proposal for guidelines in 2014 together with an impact assessment which will be presented to the Government together with the proposal by the end of 2014. The proposal will contain guidelines for both research findings (publications) and research data.

4. Reaffirming the equitable balance between the interests of rights-holders and the public interest

4.1. Please indicate what action your Government has taken in order to update the national copyright legislation and its adaptation to cyberspace. Please indicate also what consideration was given to the possibility of encouraging rights-holders and the lawful beneficiaries of limitations and exceptions to copyright and related rights protection to ensure that such limitations and exceptions are applied. Please provide information on open access policies adapted conditions to access open scientific data and any favorable conditions applied for marginalized groups, such as persons with disabilities.

No major changes have been made to the national copyright legislation in order to adapt it to cyberspace, as the legislation is essentially technologically neutral. The legislation, however, contains provisions on extended collective licenses which enable for example libraries and archives to various forms of digital use of works. It is mainly in this area that adaption of legislation to cyberspace has taken place. Swedish legislation is largely based on the EU directive on copyright and has a good balance between rights holders and public interests. Regarding the issue of marginalized groups, there is an exception in the copyright law that enables the making of copies that are adapted for people with disabilities.

4.2. Please also indicate what are the actions planned to give consideration to the development of technological innovations, including Free and Open Source Software (FOSS), and to their potential impact on access to information.

No information provided.

5. Final comments

5.1. What efforts has your Government made to establish a system of continuing monitoring of the implementation of the decisions taken at the World Summit on the Information Society and other internationally agreed development goals and commitments and what time-related goals and benchmarks has your Government set in this respect?

5.2. What are, according to your Government, the main issues, new challenges and actions that need to be further addressed for promoting multilingualism and universal access to cyberspace, including the evolution of the Internet and its governance? Please provide a brief description in your final comments.

Low and middle income countries' need support to build capacity in terms of infrastructure, market regulation, institutions and security is considerable. There is a great need to step up initiatives to support states that are still developing their approach to

internet policy, to ensure that true universal access – also in terms of openness and freedom – becomes a reality.

5.3. Please provide references to the main sources of information and data used in compiling this report and that could be of interest to share with other Member States, such as recent public policy strategies, reviews or evaluations; latest research or studies, and statistical data.

The Swedish Digital Agenda: http://www.government.se/download/70f489cb.pdf?major=1&minor=181914&cn=attachmentPublDuplicator_0_attachment