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**Human Rights Council**

**Fifth-sixth session**

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Agenda items 2 and 3

**Annual report of the United Nations High Commissioner
for Human Rights and reports of the Office of the
High Commissioner and the Secretary-General**

Promotion and protection of all human rights,
civil, political, economic, social and cultural rights,
including the right to development

 Countering cyberbullying against persons with disabilities

 Report of the Office of the United Nations High Commissioner for Human Rights[[1]](#footnote-2)\*

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|  *Summary* |
| The present report, submitted pursuant to Human Rights Council resolution 51/10, focuses on the experiences of persons with disabilities with cyberbullying, and the relevant human rights frameworks in which their rights are situated. It also outlines prevailing trends and challenges to effectively address cyberbullying against persons with disabilities, followed by a description of promising counter-cyberbullying practices and interventions. It closes with a set of recommendations aimed at supporting individuals, communities, States, and digital technology companies in developing rights-respecting responses to cyberbullying against persons with disabilities, and ensuring their participation in and access to the benefits of the digital environment.  |
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 I. Mandate and scope

1. In its resolution 51/10, the Human Rights Council requested the United Nations Office of the High Commissioner for Human Rights (OHCHR) to prepare a report on countering cyberbullying against persons with disabilities, identifying recent trends and challenges, as well as applicable human rights principles, safeguards and best practices.[[2]](#footnote-3)

2. The report is informed by contributions from 17 States and civil society organizations.[[3]](#footnote-4) The present report also builds on work undertaken by OHCHR on cyberbullying against children, and draws from insights shared during a panel discussion on the same topic held by the Human Rights Council during its fifty-fourth session.[[4]](#footnote-5)

3. In the report, OHCHR reiterates the importance of adopting a disability rights-based approach in countering cyberbullying. Human rights principles and frameworks relevant to the concept of cyberbullying against persons with disabilities are presented in chapter II and III; the recent trends and challenges associated with its effective prevention and response in chapter IV; the promising practices aimed at reducing and countering the risks of cyberbullying in chapter V; and recommendations to support stakeholders in addressing cyberbullying against persons with disabilities in chapter VI.

 II. Overview

4. The term ‘cyberbullying’ lacks a formal definition in international human rights law but is nevertheless frequently invoked to describe harmful conduct in digital spaces. In resolution 51/10, the Human Rights Council recognized cyberbullying as ‘an intentional act carried out by an individual or a group using electronic forms of contact against victims, which is typically carried out repeatedly and over time and is often characterized by a power differential’.[[5]](#footnote-6) The Special Representative of the Secretary-General on Violence against Children has articulated a similar understanding, while the UN Secretary-General has used a slightly different formulation, referring to cyberbullying as ‘the posting or sending of electronic messages, including pictures or videos, aimed at harassing, threatening or targeting another person’.[[6]](#footnote-7) UNICEF defines cyberbullying as ‘bullying with the use of digital technologies’, noting that it is ‘repeated behaviour, aimed at scaring, angering, or shaming those who are targeted’.[[7]](#footnote-8) Thus, cyberbullying encompasses acts that constitute criminal offences, such as threats of violence, extortion, and fraud, and acts that are not criminal in nature.

5. In some ways, cyberbullying finds parallels in traditional forms of bullying, while in other ways, it presents novel challenges that require new approaches. Like cyberbullying, analog forms of bullying also revolve around real or perceived power imbalances, as well as intentional acts of abuse that can lead to long-term physical, psychological, and social harm.[[8]](#footnote-9) Cyberbullying, however, , has the potential for more rapid dissemination, wider audience reach, and dynamics of abuse that would not be possible in-person.[[9]](#footnote-10) It can occur anonymously and at scale, emboldening perpetrators who operate with a perception of impunity and invisibility. In addition, victims cannot escape cyberbullying by extricating themselves from a physical location. Instead, cyberbullying can follow victims home, occurring not only in spite of isolation, but often thriving upon it[[10]](#footnote-11), aggravating psychological harm. Instances of cyberbullying leave lasting digital records that are accessible for years to come, causing recurring harm when they resurface anew. These dynamics may present new challenges for those with experience countering traditional instances of bullying. At the same time, bullying and cyberbullying can interact and fuel one another, creating what the Secretary-General has referred to as a ‘continuum of damaging behaviour.’[[11]](#footnote-12)

6. The Committee on the Rights of the Child has recognized cyberbullying, like other types of bullying, as mental violence.[[12]](#footnote-13) Although it is particularly prevalent amongst children, cyberbullying affects people of all ages and walks of life. It can occur across a range of mediums and platforms, including via text message, e-mail, social media, dating apps, gaming apps, websites, chatrooms and other online fora. It can take a range of direct and indirect forms, such as threatening, intimidating, or harassing messages, including images or videos, by impersonating, outing, doxxing, or stalking someone, through personal attacks, including by extensively insulting someone, or through acts aimed at social exclusion. At the same time, cyberbullying can occur without writing a single word, but instead take place through the use of symbols, stickers, emojis, harmful surveys, or through deliberate acts of exclusion from digital spaces. Exhaustively chronicling all of the behaviours and actions that may constitute cyberbullying is an exercise in futility, as behaviours change alongside the evolving digital technologies and platforms on which they occur.

7. Amidst the increasing digitalization of modern society, obstacles that threaten or inhibit meaningful participation in digital spaces can impact a wide range of human rights, including access to information, freedom of opinion and expression, the right to participation in public and political life, the right to education, the right to equality and non-discrimination, the right to health, including mental health, the right to privacy, the right to decent work, and the right to the dignity of the human person. Indeed, the phenomenon of cyberbullying illustrates the indivisibility, interdependence, and interrelatedness of human rights.

8. It disproportionately affects marginalised groups and persons in vulnerable situations, including persons with disabilities. Cyberbullying against persons with disabilities can contribute to their exclusion and mistreatment. Studies have found that persons with disabilities are significantly more likely to experience cyberbullying as those without, and that persons with disabilities may even withdraw from digital spaces altogether as a result of online abuse.[[13]](#footnote-14) Persons with disabilities face a disproportionate risk of hate speech, violence, and abuse in digital environments.[[14]](#footnote-15) Studies also consistently show that children and young people with intellectual disabilities are more likely to experience cyberbullying and long-term harm.[[15]](#footnote-16)

9. Cyberbullying can have lasting physical, psychological, educational, and social consequences. The World Health Organization described the effects of cyberbullying as a major public health concern, leading to anxiety, insomnia, fear, and even suicide.[[16]](#footnote-17) It can also compromise academic performance, lead to depression, social isolation, substance abuse, and unemployment.[[17]](#footnote-18)

10. Cyberbullying also impedes progress towards SDG 4 on the collective ability to ensure inclusive and equitable quality education, and SDG 16 on building inclusive institutions and ending all forms of violence against children.

11. Digital technologies hold the potential to be transformative tools to further the empowerment of persons with disabilities, including by supporting independent living and expanding opportunities to access healthcare, recreation, education, employment and participation in public life.[[18]](#footnote-19) Efforts to counter cyberbullying against persons with disabilities must focus on thoughtful, inclusive design and development, as well as centering the autonomy, choice, and agency of persons with disabilities.

13. The adverse impacts of cyberbullying against persons with disabilities extend far beyond that community. The silencing and withdrawal of persons with disabilities from digital spaces renders them less diverse, less vibrant, less informative, and, in short, diminishes them. The value of our digital spaces is fundamentally inextricable from their inclusivity.

 III. Legal framework

14. International human rights instruments provide standard obligations relevant to cyberbullying against persons with disabilities such as the principles of non-discrimination, equality, dignity and accessibility to information and technology.

A. Obligations of States

15. The general principles according to Article 3 of the Convention on the Rights of Persons with Disabilities (CRPD) urge respect for the inherent dignity, independence, and individual autonomy of persons with disabilities, their full and effective participation and inclusion, and respect for their differences. They also call for non-discrimination and equality of opportunity, accessibility, gender equality, and respect for the evolving capacities of children.[[19]](#footnote-20) As part of the obligation to promote equality and non-discrimination, the Convention requires States to ensure reasonable accommodation (Articles 2 and 5 CRPD).

16. Pursuant to Article 9 CRPD, States have the obligation to take appropriate measures to ensure that persons with disabilities have access to digital technologies on an equal basis with others, and to ensure inclusive digital spaces. Given the extent of public and political discourse that now transpires in the digital realm, that unequal access also impacts a range of other rights held by persons with disabilities, including access to education, employment, and health, as well as freedom of expression and access to information.[[20]](#footnote-21)

17. In addition, States have an obligation under Article 16 CRPD to take all appropriate legislative, administrative, social, educational and other measures to prevent all forms of exploitation, violence, and abuse.[[21]](#footnote-22) This includes an obligation to take measures to prevent violence that occurs using digital technologies, such as cyberbullying. Preventive measures may include ensuring assistance and support for persons with disabilities, along with their families, and providing information and education on how to avoid, recognize, and report instances of cyberbullying, in forms that are sensitive to age, gender, and disability.

18. The existing human rights framework also calls on States to consider and address the disproportionate impact of cyberbullying on those who face multiple and intersecting forms of violence and discrimination. The CRPD requires States to take measures to ensure that women with disabilities can exercise their human rights on an equal basis with others. In addition, the Committee on the Elimination of Discrimination against Women (CEDAW) has clarified that discrimination against women, as defined in Article 1 of the CEDAW Convention, includes gender-based violence which occurs in ‘technology-mediated environments,’ among others.[[22]](#footnote-23)

19. According to Article 7 CRPD States Parties must take all necessary measures to ensure the full enjoyment by children with disabilities of all rights on an equal basis with other children, including the right to express their views freely on all matters affecting them.[[23]](#footnote-24) In addition, the Convention on the Rights of the Child (CRC) recognizes the rights of all children to a life free from violence while in the care of others (Article 19 CRC), requires that children have the right to freedom of expression, which includes the freedom to seek, receive and impart information and ideas (Article 13 CRC), and provides that children with disabilities should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child’s active participation in the community (Article 23 CRC).[[24]](#footnote-25) Both frameworks underscore the State’s obligation to consider children as rights holders and to prioritize their best interests in all actions affecting them.[[25]](#footnote-26)

20. The Committee on the Rights of Persons with Disabilities has recognized the growing role of cyberbullying in the lives of children, and the disproportionate impacts of bullying in general upon persons with disabilities, particularly women and girls.[[26]](#footnote-27) The Committee has emphasized that the duty to prohibit ‘all discrimination’ refers to, among other forms, harassment, including cyberbullying, cyberhate, and disability-based violence in all its appearances.[[27]](#footnote-28) The Committee also referenced the development of effective measures to prevent bullying as a core tenet of the right to inclusive education.[[28]](#footnote-29)

21. The Committee on the Rights of the Child has elaborated on the rights of children to freedom from all forms of violence. The Committee defines ‘mental violence’ as including psychological bullying and hazing, including through cyberbullying.[[29]](#footnote-30) It notes that violence among children, including through bullying, can not only harm a child’s physical integrity and psychological well-being in the immediate term, but can severely impact a child’s development, education, and social integration in the medium and long term. The Committee opines further on the new avenues for violence against children presented by the digital environment, referencing bullying as a form of cyberaggression.[[30]](#footnote-31) It has emphasized that States should take legislative and administrative measures to protect children from online violence.

22. The Special Rapporteur on the rights of persons with disabilities, elaborating on State obligations under international human rights law, has expressed concern that advances in digital technologies can exacerbate pre-existing inequalities and discrimination, and has called for investments in infrastructure, skills, regulation, and institutions, as well as consultation with persons with disabilities and through their representative organisations, to achieve an inclusive and accessible digital environment.[[31]](#footnote-32) The Special Rapporteur on the right to health has drawn attention to the challenges posed by digital technologies, noting that it can perpetuate ableism, as well as racism, sexism, and discrimination based on sexual orientation or gender identity.[[32]](#footnote-33)

23. In resolution 77/201, the General Assembly called on all States to protect children from cyberbullying, to provide appropriate support to children affected by and involved in bullying, to generate and analyse disaggregated data on cyberbullying against persons with disabilities, with a view to elaborating effective public policies, to enact legislation on cyberbullying where appropriate, and to share national experiences and best practices.[[33]](#footnote-34)

24. The General Assembly has also outlined children’s rights in the digital environment and raised serious concern about the stigmatization, discrimination, and exclusion disproportionately faced by children with disabilities, as well as mental, physical, and sexual violence.[[34]](#footnote-35) It also called upon States to bridge the disability digital divide, and to create opportunities for the inclusive and meaningful participation in decision-making processes of children with disabilities and organisations of persons with disabilities in matters affecting them in the digital environment.

25. Cyberbullying against persons with disabilities can also implicate the rights of cultural and linguistic minorities. Persons who are deaf or hard of hearing, for example, constitute their own linguistic community, and their national sign languages are properly understood as minority languages, and in some countries, are even recognised as an official language. Pursuant to Article 21 of the CRPD, States have an obligation to ensure the right to freedom of opinion and expression for persons with disabilities on an equal basis with others, including by recognizing and promoting the use of sign languages.[[35]](#footnote-36)

B. Responsibilities of business enterprises

26. State’s duty to protect human rights includes protecting against human rights abuses involving business enterprises, as reaffirmed in the UN Guiding Principles on Business and Human Rights, the leading framework for the responsibilities of companies in preventing and mitigating adverse impacts to human rights.

27. Pursuant to Principle 12 and its commentary, business enterprises have a responsibility to respect all internationally recognized human rights, including the human rights of individuals belonging to specific groups or populations that require particular attention, such as persons with disabilities. Technology companies should anticipate, and address harms related to the use of their products and services. This corporate responsibility to respect human rights requires business enterprises to make a policy commitment to respect human rights, carry out human rights due diligence and provide remediation or cooperate in remediation of abuse where the company identifies to have caused or contributed to adverse impacts.[[36]](#footnote-37).

28. OHCHR’s B-Tech Project provides further guidance to States duties and business enterprises’ responsibilities in the technology space.[[37]](#footnote-38) Pursuant to the UN Guiding Principles and corresponding B-Tech guidance, business enterprises should take a principled approach to identifying and addressing risks to human rights and should engage in robust human rights due diligence to identify, prevent, or mitigate risks of harmful impact. Human rights due diligence should draw on external expertise and involve “meaningful consultation with potentially affected” stakeholders (UNGP Principle 18), in this case, persons with disabilities and their representative organizations. States should apply a “smart-mix” of the regulatory and policy measures available to them to protect against human rights harms related to the products and services of business enterprises and non-state actors, including regulatory measures and accompanying guidance, incentives, and transparency requirements.

 IV. Recent trends and challenges

29. Basic services, including those relating to education, healthcare, banking and social services, were increasingly digitized during the Covid-19 pandemic.[[38]](#footnote-39) While this may offer particular benefit and empowerment to persons with disabilities, [[39]](#footnote-40) this also carries the risk of increased exposure of vulnerable individuals and groups to cyberbullying and other forms of abuse. Alongside this rise in reliance on digitized services, cyberbullying occurs against a complex landscape of trends and challenges set out in the following.

A. Limited awareness of the specific impacts of cyberbullying on persons with disabilities, their rights and needs

30. Emerging research on countering cyberbullying often fails to consider the specific experiences of persons with disabilities in digital spaces, along with their unique needs.[[40]](#footnote-41) In particular, there is a dearth of disaggregated data reflecting the prevalence of cyberbullying against persons with disabilities, and the social, physical, and mental health consequences it precipitates.[[41]](#footnote-42) The limited data that exists focuses on children, despite the fact that persons of all ages are targeted. It is worth recalling that Article 31 of the CRPD requires States to collect appropriate information, including disaggregated data, to give effect to the Convention’s provisions, and to identify and address the barriers faced by persons with disabilities in exercising their rights.[[42]](#footnote-43)

31. Persons with disabilities can be both perpetrators and victims of cyberbullying and may require support in both circumstances, as evidence suggests that perpetrators of cyberbullying are often victims themselves.[[43]](#footnote-44) Persons with disabilities can also be witnesses to cyberbullying, an experience that can be perceived as particularly stressful for persons with some forms of disability.[[44]](#footnote-45) While some persons with disabilities face barriers that inhibit their access to digital spaces, others use technology as support, including to live independently, spending greater amounts of time online than their peers.[[45]](#footnote-46) Persons with disabilities must have access to information in accessible formats and languages that are critical to their social, political, and economic participation in order to dismantle structural barriers that contribute to their exclusion.[[46]](#footnote-47) Given the diversity of impairments and support needs of persons with disabilities, our knowledge of the extent and nature of cyberbullying against this community remains woefully nascent.

32. The lack of awareness of cyberbullying through the lens of disability affects initiatives aimed at mitigation and response. While resources on countering cyberbullying remain limited, they are even more scarce in formats accessible to persons with disabilities.[[47]](#footnote-48) Resource constraints often inhibit the development of materials in accessible formats for an array of needs. When campaigns are developed to prevent and address cyberbullying in formats that are inaccessible to persons with disabilities, they exclude some of their most critical audiences.[[48]](#footnote-49) Ensuring the participation of persons with disabilities and their representative organisations in the development of interventions and policies that affect them ensures that those policies are responsive to their needs.

B. Privacy and accommodations

33. International human rights law, including the CRPD, recognizes the right of persons with disabilities to the privacy of their personal and health information (Article 22 CRPD) but they often face difficult choices between using assistive tools or accommodations that require or imply the disclosure of an impairment, and avoiding those tools to avoid cyberbullying on the basis of disability.[[49]](#footnote-50) A study led by the Council of Europe found that children unanimously avoided disclosing their disability online.[[50]](#footnote-51) Adults also face difficult choices, finding it appropriate or necessary to disclose their disability in certain contexts, but simultaneously finding that such disclosure exposes them to significant risk in others.

C. Technology-facilitated sexual and gender-based violence

34. Among the dimensions of cyberbullying are its manifestations as sexual and gender-based violence. It can take the form of disseminating intimate or sexual images or videos, violent threats, hate speech, ‘sexting’, ‘sextortion’, or the sharing of intimate media without consent, spreading offensive rumours, impersonation, hacking, doxxing, stalking, and sending hostile comments that rise to the level of sexual harassment and abuse.[[51]](#footnote-52) A World Bank study indicates that only a small minority of States have established legal protections against cyber-sexual harassment.[[52]](#footnote-53)

35. Technology-facilitated sexual and gender-based violence disproportionately impacts women and girls with disabilities, alongside those who face other forms of intersectional discrimination on the basis of race, ethnicity, gender identity and expression, sexual orientation, and other factors.[[53]](#footnote-54) These risks in online spaces mirror offline dynamics, where women and girls with disabilities face up to ten times more violence than those without.[[54]](#footnote-55)

36. Technology-facilitated sexual and gender-based violence may contribute to violence and harm offline. In addition to causing mental and physical impacts for its victims, technology-facilitated sexual and gender-based violence can fuel physical attacks.[[55]](#footnote-56) Indeed, some forms of cyberbullying constitute a form and continuation of sexual and gender-based violence. The failure to prevent and punish these violations implicates the responsibilities of States to address violence in all its forms.

37. These dynamics simultaneously exacerbate and are compounded by the ‘gender digital divide’. The compounding and intersectional forms of abuse that women and girls with disabilities and persons with disabilities face contribute to their underrepresentation in online civic spaces, which further limits their digital skills and participation.[[56]](#footnote-57) This is a destructive cycle in which human rights violations in cyberspace drive disengagement from those fora, rendering those who disengage even less well-equipped to handle future violations.

D. Lack of legislation sensitive to the rights and needs of persons with disabilities

38. Given the vast diversity of experiences with and forms of cyberbullying, it is a particularly complicated subject to address through legislation. Most countries lack legal protections against online abuse and harassment that meet international human rights standards.[[57]](#footnote-58) While certain forms of cyberbullying have become subject of laws and regulation, including laws establishing criminal offences, such as extortion, the sexual abuse of children, threats of violence, or stalking, other forms of cyberbullying often remain beyond the scope of existing legislation. In other instances, cyberbullying laws focus on acts targeting minors, but leave others unprotected. Complex legal situations make it difficult for victims to predict when legal remedies are available or appropriate.

39. The varied experiences of persons with disabilities require nuanced protection responses and interventions, including approaches aimed at shifting social norms, as well as psychosocial, health and educational interventions that offer greater support to perpetrators, witnesses, and victims. This is particularly true given that certain legislative measures adopted to counter cyberbullying may themselves pose risks to human rights, or inadvertently chill expression, for example when formulations are overly broad or vague.[[58]](#footnote-59)

40. The participation, partnership, and active involvement of persons with disabilities and their representative organisations in the development of legislation and policies that affect them is fundamental to the success of those initiatives.[[59]](#footnote-60) Indeed, it is only through comprehensive understanding of the experiences of persons with disabilities with cyberbullying, including through studies and the collection of disaggregated data using the lens of disability, that legislation, policies, and approaches responsive to their needs can be thoughtfully crafted.

E. Obstacles to reporting

41. The harm wrought by cyberbullying is compounded when persons with disabilities are unable to report their experiences and effectively articulate the harms they face online. An array of obstacles regularly inhibit them from doing so. Shifting norms in the digital environment – combined with definitional differences and inconsistencies - make it difficult to consistently identify cyberbullying. These dynamics, in turn, inhibit its monitoring and reporting. Cyberbullying often evolves alongside the digital platforms and spaces, where groups of users – often children – develop their own sets of online norms, ethics, and standards of acceptable behaviour.[[60]](#footnote-61)

42. Persons with certain forms of disability may face further challenges in understanding appropriate online behaviour, and interpreting the nuances of online communication, which can make it even more difficult to either understand when they are experiencing cyberbullying, or to understand when recourse is available or appropriate.[[61]](#footnote-62) Awareness of what constitutes cyberbullying is crucial to recognize when a person is being targeted and to know when and how to seek recourse. This is particularly important for persons with intellectual disabilities, who may particularly benefit from support systems to navigate digital spaces.[[62]](#footnote-63)

43. Social stigma and taboos make it difficult for persons with disabilities to disclose cases of abuse, particularly when victims are children.[[63]](#footnote-64) Cyberbullying of persons with disabilities is less visible to parents, teachers, and care and support givers than offline forms of bullying. These dynamics reinforce broader trends of underreporting of cyberbullying, among persons with and without disabilities.[[64]](#footnote-65)

44. While many companies prohibit bullying, including against persons with disabilities, on their platforms as a matter of policy, there are serious shortcoming. Policies are often vague and confusing. Lack of information in easy-to-understand format makes it particularly challenging for children and adults with intellectual disabilities, who may benefit from more accessible explanations and supportive resources to navigate these platforms effectively. Finally, the application and enforcement of content policies is often inconsistent.

45. In addition, persons with disabilities describe a ‘pervasive sense of helplessness and disillusionment’ with official reporting channels. According to one study, more than 70% of deaf youth find it daunting to seek help after experiencing cyberbullying, and 80% perceive that reporting cyberbullying to social media platforms will be ineffective.[[65]](#footnote-66) Given the perception of futility, many victims of cyberbullying choose to simply not report their experiences.

46. Communication barriers with social media platforms and other digital technology companies, including inaccessible support systems and reporting features for persons with disabilities, can inhibit effective communication and reporting. This also reflects the need for digital literacy training in accessible formats, as well as education on legal rights and recourse.

F. Intersectional risks and impacts of cyberbullying

47. Persons with disabilities are not a homogenous group, and do not experience cyberbullying in the same ways.[[66]](#footnote-67) In addition to diversity of experiences lived by persons with disabilities, an array of intersectional characteristics, including a person’s age, gender, race or ethnicity, nationality, religion, sexual orientation and gender identity, language, and socio-economic or immigration status, among a range of other factors, can influence a person’s vulnerability to cyberbullying.[[67]](#footnote-68)

48. While cyberbullying affects persons of all ages, its prevalence among children warrants particular consideration. Cyberbullying is estimated to affect approximately one in three teens worldwide.[[68]](#footnote-69) Digital acts of violence form a continuum with violence in the physical environment, with research suggesting that children with disabilities are three to four times more likely to be the victims of violence – online and offline – than children without.[[69]](#footnote-70)

49. There is a lack of research on the impacts of cyberbullying on persons with disabilities as a whole, as well as a nuanced understanding of how intersectional characteristics affect their risk of and experience with cyberbullying. Preliminary information suggests that the consequences of cyberbullying on older deaf individuals, for example, can be profound, contributing to a decline in health and quality of life.[[70]](#footnote-71) A major UNESCO study indicates that learners with disabilities, or those who have limitations, or participation restrictions that make learning difficult, are disproportionately affected by bullying at every age.[[71]](#footnote-72) Gaps in the data remain, and an array of intersectional characteristics that compound cyberbullying against persons with disabilities warrant further consideration and study, so that tailored interventions, policies, and support mechanisms can be developed.

G. Complex relationships between cyberbullying and offline social dynamics, including loneliness

50. Cyberbullying is often perpetrated by persons known to a victim, such as classmates, colleagues, or former friends or dating partners, rather than strangers.[[72]](#footnote-73) As a result, some persons with disabilities may be willing to tolerate – and not report – cyberbullying, deeming it preferable to social isolation and exclusion.[[73]](#footnote-74)

51. Loneliness and isolation can often lead people to spend more time online, creating a dangerous feedback loop where loneliness increases vulnerability and exposure to cyberbullying. At the same time, being a victim of cyberbullying contributes to a feeling of loneliness and lower self-esteem. Loneliness in general has been deemed a pressing public health threat by the World Health Organization, which has established social connection as a global health priority.[[74]](#footnote-75) While digital technology can play a powerful role in supporting social connection, it is important to ensure that its benefits are not denied to persons with disabilities as a result of cyberbullying.[[75]](#footnote-76)

52. Cyberbullying can also constitute an additional layer of trauma for those who are already experiencing traditional forms of bullying. Progress in countering cyberbullying requires concurrent engagement with offline social dynamics., These include, as recognized by the UN General Assembly,[[76]](#footnote-77) entrenched social and economic inequalities, the treatment of women and sexual minorities, and addressing the complex social dynamics of children.

H. Inadvertent impacts of countermeasures on other human rights

53. Measures taken to counter cyberbullying can inadvertently and negatively impact the enjoyment of a range of other rights. Initiatives aimed at reducing cyberbullying can, for example, unwittingly imperil freedom of expression and diminish civic space and discourse.

54. Without precautions, interventions to detect and remove content that could constitute cyberbullying may have deleterious effects for human rights, including rights of persons with disabilities. Efforts, for example, to remove what is termed harmful misinformation relating to persons with disabilities could inadvertently suppress legitimate and protected speech, for example as a consequence of vague or overly broad laws and policies, often enforced with little transparency.[[77]](#footnote-78) Interventions aimed at removing or reducing the visibility of content expected to trigger cyberbullying of persons with disabilities could affect their right to expression, as well as access to information on digital platforms. In implementing ‘zero tolerance’ policies aimed at eliminating cyberbullying, it is imperative that States and digital technology companies consider the international human rights framework in its entirety, as well as unintended consequences of counter-cyberbullying interventions.

 V. Promising practices

A. Enhancing the awareness and agency of persons with disabilities in digital spaces

55. Several initiatives to address cyberbullying have focused on preventive approaches through empowering persons with disabilities in the digital spaces, including efforts to ensure agency and autonomy in digital settings. Creative interventions have sought to empower individuals with the digital literacy skills to identify and address cyberbullying, including against persons with disabilities. Such efforts, often driven by civil society actors, can play an important role in helping individuals to navigate online spaces safely and effectively, but cannot replace action to be taken by States and businesses in line with their human rights obligations und responsibilities. .

56. A contribution by Maat for Peace, Development, and Human Rights, a civil society organization based in Egypt, highlights the launch of educational campaigns in Morocco designed for persons with hearing impairments. These campaigns and courses, developed in sign language, are aimed at raising awareness about digital safety.[[78]](#footnote-79)

57. In Finland, a research-based anti-bullying program called KiVa includes role-playing exercises and computer games aimed at increasing empathy and expanding awareness of actions they could take in the face of bullying, including cyberbullying.[[79]](#footnote-80)

58. In Indonesia, the Solomon Islands, and Vietnam, and a program called SwipeSafe – developed by ChildFund Australia – offers training for youth on digital safety, including on the security features of popular apps, and exercises to understand potential risks in online spaces.[[80]](#footnote-81)

59. The Italian State Police, in collaboration with the Roberto Rossellini film institute in Rome, also reports having developed a documentary film spotlighting a paralympic champion in a campaign to prevent cyberbullying.[[81]](#footnote-82) In a separate initiative, Italy also reports a campaign launched by its Observatory for Security Against Acts of Discrimination (OSCAD) at the Eurovision Song Contest, in which competing artists recorded clips aimed at raising awareness about various forms of discrimination and hatred online, including on the basis of disability.

60. In its contribution, Spain reports that it has developed a series of workshops on the safe and responsible use of the internet for adolescents with intellectual disabilities, which have reached more than 11,000 people.

61. Promising interventions have also leveraged the use of educational games and activities. This includes the DeafKidz Defenders programme, a games-based intervention aimed at educating deaf and hard-of-hearing children how to identify cyberbullying and seek help.[[82]](#footnote-83) Importantly, the intervention is reported to be available in multiple languages, and is designed to be suitable for use in countries with low internet bandwidth.

62. South Africa’s Web Rangers, Media Monitoring Africa, and Impact Amplifier collaborated to develop a comic book to support young people in navigating dynamics around cyberbullying and stereotypes about persons with disabilities, supporting digital literacy and responsible online behaviour.[[83]](#footnote-84)

63. Several organizations and States have established points of immediate contact for those experiencing or witnessing cyberbullying. In its contribution, Italy reports having developed an initiative aimed at creating youth ambassadors on cyberbullying. These individuals empower students to become ‘active protagonists’ in the fight against cyberbullying, and points of reference for their peers in need of support, including those with disabilities.[[84]](#footnote-85) In addition, Italy reports that its schools assign a teacher to serve as a contact person for those experiencing cyberbullying, who can also cooperate with law enforcement, associations, and youth centres.

B. Tailored, accessible resources and support services

64. Responding to the need for tailored resources in formats accessible to persons with disabilities, several initiatives developing disability-accessible resources and support services on cyberbullying have emerged.

65. The National Deaf Confederation of Spain (CNSE) reports collaborating with the Spanish National Cybersecurity Institute to develop resources on cyberbullying for deaf youth and their family members and ensuring that those resources are accessible in sign language.[[85]](#footnote-86) Separately, Spain reports having developed a bullying assistance hotline that has been adapted for accessibility by students with hearing disabilities.

66. Media Monitoring Africa, based in South Africa, reports offering a disability-accessible platform, known as ‘Real411,’ through which the public can submit complaints about online harms. These reports are reviewed by experts and the complaint outcome and explanation are published on the platform. An appeals process is available with review by a former judge of South Africa’s Constitutional Court.

67. In Czechia, the iPREV platform allows primary and secondary schools to record occurrences of cyberbullying, and to monitor its prevalence.[[86]](#footnote-87)

C. Training of teachers, law enforcement, parents, and caregivers

68. Several States have developed initiatives aimed at empowering teachers, parents, caregivers, and law enforcement to support cyberbullying prevention, detection, and response. Some of these initiatives, however, remain general, with limited integration of a specific disability rights perspective.

69. Czechia reports that its DIGI project offers free educational courses, webinars, and workshops to teachers, aimed at cyberbullying prevention.[[87]](#footnote-88) Mexico’s Human Rights Commission reports that its Cyber Police Unit provides informational talks on the safe and responsible use of technological tools, and guidance to cyberbullying victims and their families about options for filing a complaint with legal authorities.[[88]](#footnote-89)

D. Establishing public / private partnerships to counter cyberbullying

70. Responding to the need for cross-sector collaboration, public-private partnerships have been developed to specifically raise awareness and address risks related to cyberbullying and persons with disabilities.[[89]](#footnote-90)

71. At the 2022 Paris Peace Forum, the Children Online Protection Lab was launched. It is a multistakeholder initiative supported by several States, civil society organizations and businesses to identify and develop protocols and solutions on the safe use of digital tools by children, following a call for children’s rights in the digital environment.[[90]](#footnote-91)

72. UNICEF has partnered with Meta, Snapchat, TikTok and X (formerly Twitter) to develop resource guides focused on cyberbullying, as well as video clips featuring influencers describing their experiences being bullied online.[[91]](#footnote-92) In another joint initiative, Meta and UNICEF partnered to deliver a nation-wide social media campaign focused on digital literacy and safety for children and adolescents in India.[[92]](#footnote-93)

 VI. Recommendations

73. **The challenge of cyberbullying sits at the nexus of multiple intersecting and overlapping human** rights **issues. As States and society grapple to keep pace with the risks and opportunities presented by digital technologies, particularly for vulnerable and marginalized communities, the Office of the High Commissioner makes the following recommendations to States:**

**(**a) **Recognize and implement through legislative and policy frameworks the right of persons with disabilities to be consulted, through appropriate support systems and an accessible environment allowing meaningful representation and participation, on policies and initiatives to counter cyberbullying against them;**

(b) **Take a holistic approach to countering cyberbullying, including by addressing discrimination against persons with disabilities in both online and offline manifestations, promoting autonomy, and addressing specific risk factors, with adequate attention to the fields of education, employment, and health, and with a gender-perspective.**

(c) **Expand inclusive digital literacy initiatives to support the responsible use of digital spaces, including the development of creative, accessible campaigns that leverage games, simulations, storytelling, social media, comic books, or educational entertainment, or spotlighting local ‘heroes’ who have responded effectively to cyberbullying; such initiatives should raise public awareness of strategies to prevent and respond to cyberbullying against person with disabilities and expand awareness of the tools and resources available to support those who experience or witness cyberbullying;**

(d) **Encourage the development and implementation of policies on bullying, including cyberbullying, in schools and workplaces, and pair them with the creation of focal points that can serve as immediate resources, points of contact, and ambassadors for responsible social engagement in digital spaces.;**

(e) **Expand comprehensive training across social sectors on countering cyberbullying against persons with disabilities, including in schools, workplaces, healthcare, and law enforcement;**

(f) **Ensure, including by conducting trainings as recommended under (e), that victims and witnesses of cyberbullying as well as classmates, colleagues, medical professionals, parents, and care and support providers are equipped with the knowledge and tools to identify and report cyberbullying and it warning signs;;Enact and implement action plans on cyberbullying in a manner consistent with States’ obligations under international human rights law, and with particular attention to the forms of cyberbullying experienced by persons with disabilities;**

(g) **Expand available resources for persons with disabilities who have experienced, been involved in, or have witnessed cyberbullying, including psychosocial support, mental health services, and education on legal redress. States should ensure that resources are available in formats accessible to all persons with disability;**

(h) **Take concrete actions to encourage and expand reporting of cyberbullying, and to ensure that reporting platforms and channels are accessible to all persons with disabilities, including children;**

(i) **Encourage and incentivize research on the impacts of cyberbullying against persons with disabilities, and the efficacy of interventions aimed at countering cyberbullying, with a focus on gathering disaggregated data, using a human rights-based approach to data, on the risks and impacts of cyberbullying faced by persons with disabilities and intersectional risks and impacts;**

(j) **In partnership with relevant civil society organizations, including organizations of persons with disabilities, provide guidance to digital technology companies on the rights and needs of persons with disabilities, including the specific challenges they face in mitigating and as a result of cyberbullying;**

(k) **Explore creative private-public partnerships, government-civil society partnerships, and partnerships between States and regional and international organizations that can expand awareness of and counter cyberbullying, including against persons with disabilities, with the inclusion of technology companies, schools organizations of persons with disabilities and other civil society organizations.; and**

(l) **Center the agency and meaningful participation of persons with disabilities in all initiatives to prevent and counter cyberbullying, and prioritize their rights and diverse needs.**

(m) **States should apply a “smart-mix” of the regulatory and policy measures available to them to protect against cyberbullying of persons related to disabilities related to the products and services of digital technology companies, including regulatory measures and accompanying guidance, incentives, and transparency requirements.**

74. **Further, and in recognition of the essential role that the private sector plays in responding to risks in the digital environment, the Office of the High Commissioner recommends digital technology companies, with the support of organisations of persons with disabilities, to:**

(a) **Engage in safety by design, including by developing tools aimed at supporting the safety, well-being, and active online participation of persons with disabilities, and at encouraging all users to act responsibly in digital spaces;**

(b) **Systematically undertake human rights due diligence in the design, development and use of technological products and services, with a focus on their impact on the rights and needs of persons with disabilities, including as a result of cyberbullying;**

(c) **Conduct and share the findings of internal research and assessments on mitigating measures available to and the unique impacts of cyberbullying on persons with disabilities, and the efficacy of interventions to counter cyberbullying;**

(d) **Ensure mechanisms and channels available for the reporting of cyberbullying are accessible to all persons with disabilities, including children, as well as appropriate operational grievance mechanisms; and**

(e) **Meaningfully engage with persons with disabilities and their representative organizations, including in the conduct of human rights due diligence, to understand their concerns around cyberbullying and related barriers to their safe participation in digital spaces.**

1. \* The present report was submitted to the conference services for processing after the deadline so as to include the most recent information. [↑](#footnote-ref-2)
2. Council resolution 51/10, para 7. [↑](#footnote-ref-3)
3. The full texts of submissions received are available on the OHCHR website at <https://www.ohchr.org/en/calls-for-input/2024/call-input-human-rights-council-resolution-5110-cyberbullying-against-persons>. [↑](#footnote-ref-4)
4. <https://www.ohchr.org/en/news/2023/09/human-rights-council-holds-panel-discussion-cyberbullying-against-children-hearing-it>. [↑](#footnote-ref-5)
5. Council resolution 51/10. [↑](#footnote-ref-6)
6. A/73/265. [↑](#footnote-ref-7)
7. [https://www.unicef.org/end-violence/how-to-stop-cyberbullying#](https://www.unicef.org/end-violence/how-to-stop-cyberbullying). [↑](#footnote-ref-8)
8. General Assembly resolution 77/201. [↑](#footnote-ref-9)
9. Office of the Special Representative of the Secretary-General on Violence Against Children, <https://violenceagainstchildren.un.org/sites/violenceagainstchildren.un.org/files/documents/publications/tackling_bullying_from_schoolyard_to_cyberspace_low_res_fa.pdf>. [↑](#footnote-ref-10)
10. Seecontribution of Austria on behalf of a group of States, <https://webtv.un.org/en/asset/k1m/k1mo6jr0hn>. [↑](#footnote-ref-11)
11. A/73/265. [↑](#footnote-ref-12)
12. Committee on the Rights of the Child, General Comment 13, para. 21(g), recognizing as a mental violence the “Psychological bullying and hazing by adults or other children, including via information and communication technologies (ICTs) such as mobile phones and the Internet (known as “cyberbullying”)”. See also CRC General Comment 25, para 81. [↑](#footnote-ref-13)
13. See <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7158969/> and contribution of Maat for Peace, Development and Human Rights and <https://committees.parliament.uk/writtenevidence/86982/html/>. [↑](#footnote-ref-14)
14. <https://www.edf-feph.org/content/uploads/2021/04/EDF-position-and-recommendation-on-hate-speech-and-hate-crime.pdf>. [↑](#footnote-ref-15)
15. See, for example [https://unesdoc.unesco.org/ark:/48223/pf0000378061](https://unesdoc.unesco.org/ark%3A/48223/pf0000378061). [↑](#footnote-ref-16)
16. See contributions of Kazakhstan, Luxembourg, Malaysia, and the Catholic International Education Office during the panel discussion at <https://webtv.un.org/en/asset/k1m/k1mo6jr0hn>; as well as contributions of the World Federation of the Deaf, DeafKidz International, and the European Union of the Deaf Youth, and Maat for Peace, Development and Human Rights. [↑](#footnote-ref-17)
17. See contributions of the World Federation of the Deaf, DeafKidz International, and the European Union of the Deaf Youth, and Maat for Peace, Development and Human Rights, as well as the statements of the Deputy High Commissioner for Human Rights during the panel discussion at <https://webtv.un.org/en/asset/k1m/k1mo6jr0hn>. [↑](#footnote-ref-18)
18. These obligations of States to ensure these rights are set forth in CRPD, articles 19, 27, 29, and 30. [↑](#footnote-ref-19)
19. CRPD, article 3. [↑](#footnote-ref-20)
20. See Council resolution 50/15 and 53/29; [CRPD/C/MNG/CO/2-3](https://uhri.ohchr.org/en/document/c9e91697-16c9-4388-bf3a-fe5516691021), [CRPD/C/ISR/CO/1](https://uhri.ohchr.org/en/document/def66b88-504d-42cb-b480-86fcf419c4d4), [CRPD/C/TUN/CO/2-3](https://uhri.ohchr.org/en/document/1424267b-b6e0-460a-bf6c-94133ea6aa0a). [↑](#footnote-ref-21)
21. CRPD, Article 16. [↑](#footnote-ref-22)
22. Committee on the Elimination of Discrimination against Women, general comment no. 35. [↑](#footnote-ref-23)
23. CRPD, Article 7. [↑](#footnote-ref-24)
24. CRC, Articles 19, 13 and 23. [↑](#footnote-ref-25)
25. CRPD Article 7(2); CRC Article 3. [↑](#footnote-ref-26)
26. CRPD/C/GC/4. [↑](#footnote-ref-27)
27. CRPD/C/GC/6. [↑](#footnote-ref-28)
28. CRPD/C/GC/4. [↑](#footnote-ref-29)
29. CRC/C/GC/13. [↑](#footnote-ref-30)
30. CRC/C/GC/25. [↑](#footnote-ref-31)
31. A/HRC/55/56. [↑](#footnote-ref-32)
32. A/HRC/53/65. [↑](#footnote-ref-33)
33. General Assembly resolution 77/201. [↑](#footnote-ref-34)
34. A/C/.3/78/L.19/Rev.1. [↑](#footnote-ref-35)
35. CRPD, article 21. [↑](#footnote-ref-36)
36. see A/HRC/56/50. [↑](#footnote-ref-37)
37. B-Tech Project, <https://www.ohchr.org/en/business-and-human-rights/b-tech-project> and in particular, B-Tech foundational papers on human rights due diligence and end-use “ [Key Characteristics of Business Respect for Human Rights](https://www.ohchr.org/sites/default/files/Documents/Issues/Business/B-Tech/key-characteristics-business-respect.pdf) ” as well as, on remediation ”[Access to Remedy and the Technology Sector: Understanding the perspectives and needs of affected people and groups](https://www.ohchr.org/sites/default/files/Documents/Issues/Business/B-Tech/access-to-remedy-perspectives-needs-affected-people.pdf),“ “ [Designing and Implementing Effective Company-based Grievance Mechanisms](https://www.ohchr.org/sites/default/files/Documents/Issues/Business/B-Tech/access-to-remedy-company-based-grievance-mechanisms.pdf) [↑](#footnote-ref-38)
38. See contribution by the World Federation of the Deaf, DeafKidz International, and the European Union of the Deaf Youth. [↑](#footnote-ref-39)
39. On how digitalization of social services can enable objective treatment of persons with disabilities, see the submission of Azerbaijan. [↑](#footnote-ref-40)
40. See contributions of Norway, the Maldives, Czechia, and the Comisión de Derechos Humanos de la Ciudad de México. [↑](#footnote-ref-41)
41. See contribution of Slovenia and [https://unesdoc.unesco.org/ark:/48223/pf0000381171](https://unesdoc.unesco.org/ark%3A/48223/pf0000381171). [↑](#footnote-ref-42)
42. CRPD, article 31. [↑](#footnote-ref-43)
43. See contribution of the UNICEF during the panel discussion at <https://webtv.un.org/en/asset/k1m/k1mo6jr0hn>. [↑](#footnote-ref-44)
44. [https://unesdoc.unesco.org/ark:/48223/pf0000378061](https://unesdoc.unesco.org/ark%3A/48223/pf0000378061). [↑](#footnote-ref-45)
45. <https://www.esafety.gov.au/sites/default/files/2022-08/Adult%20Australians%20with%20Intellectual%20Disability%20-%20Online%20abuse%20report.pdf?v=1715709157229>. [↑](#footnote-ref-46)
46. <https://www.article19.org/wp-content/uploads/2018/12/Disability_leaflet_English.pdf>. [↑](#footnote-ref-47)
47. See contribution by the World Federation of the Deaf, DeafKidz International, and the European Union of the Deaf Youth. [↑](#footnote-ref-48)
48. See contributions of Colombia and NetMission Asia. [↑](#footnote-ref-49)
49. See for example <https://rm.coe.int/two-clicks-forward-and-one-click-back-report-on-children-with-disabili/168098bd0f>; <https://www.techpolicy.press/internet-privacy-is-a-disability-rights-issue/>. [↑](#footnote-ref-50)
50. <https://rm.coe.int/two-clicks-forward-and-one-click-back-report-on-children-with-disabili/168098bd0f>; <https://www.edf-feph.org/content/uploads/2021/04/EDF-position-and-recommendation-on-hate-speech-and-hate-crime.pdf>. [↑](#footnote-ref-51)
51. See contribution of Maat for Peace, Development, and Human Rights and <https://www.unwomen.org/en/what-we-do/ending-violence-against-women/faqs/tech-facilitated-gender-based-violence>. [↑](#footnote-ref-52)
52. [https://blogs.worldbank.org/en/developmenttalk/protecting-women-and-girls-cyber-harassment-global-assessment#](https://blogs.worldbank.org/en/developmenttalk/protecting-women-and-girls-cyber-harassment-global-assessment). [↑](#footnote-ref-53)
53. <https://www.unwomen.org/en/what-we-do/ending-violence-against-women/faqs/tech-facilitated-gender-based-violence>; <https://www.ohchr.org/sites/default/files/documents/hrbodies/cedaw/statements/2022-12-02/EDVAW-Platform-thematic-paper-on-the-digital-dimension-of-VAW_English.pdf>. [↑](#footnote-ref-54)
54. [https://blogs.worldbank.org/en/sustainablecities/five-facts-know-about-violence-against-women-and-girls-disabilities#](https://blogs.worldbank.org/en/sustainablecities/five-facts-know-about-violence-against-women-and-girls-disabilities). [↑](#footnote-ref-55)
55. See contribution of the International Planned Parenthood Federation during the panel discussion. [↑](#footnote-ref-56)
56. Ibid., and <https://www.weforum.org/agenda/2021/09/disability-barrier-to-digital-device-ownership/>. [↑](#footnote-ref-57)
57. [https://blogs.worldbank.org/en/developmenttalk/protecting-women-and-girls-cyber-harassment-global-assessment#](https://blogs.worldbank.org/en/developmenttalk/protecting-women-and-girls-cyber-harassment-global-assessment). [↑](#footnote-ref-58)
58. See A/HRC/23/40, para 69; <https://www.ohchr.org/en/statements/2023/09/cyberbullying-children#_ftnref3>. [↑](#footnote-ref-59)
59. See also the Preamble to the CRPD, on the importance of ensuring that persons with disabilities have the opportunity to be actively involved in decision-making about policies and programmes affecting them. [↑](#footnote-ref-60)
60. See contributions of Youny Tsouna and Save the Children International during the panel discussion at <https://webtv.un.org/en/asset/k1m/k1mo6jr0hn>. [↑](#footnote-ref-61)
61. See the contribution by the World Federation of the Deaf, DeafKidz International, and the European Union of the Deaf Youth. [↑](#footnote-ref-62)
62. <https://www.esafety.gov.au/research/how-adults-intellectual-disability-experience-online-abuse>. [↑](#footnote-ref-63)
63. See contribution by the World Federation of the Deaf, DeafKidz International, and the European Union of the Deaf Youth. [↑](#footnote-ref-64)
64. [https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7158969/#](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7158969/). [↑](#footnote-ref-65)
65. See contribution by the World Federation of the Deaf, DeafKidz International, and the European Union of the Deaf Youth. These figures come from a study conducted by the European Union of the Deaf Youth, entitled "Deaf Youth against Cyberbullying: Action Kit and Manifesto,” which surveyed respondents across Europe aged 15 to 35. [↑](#footnote-ref-66)
66. <https://rm.coe.int/two-clicks-forward-and-one-click-back-report-on-children-with-disabili/168098bd0f>. [↑](#footnote-ref-67)
67. [https://www.europarl.europa.eu/RegData/etudes/STUD/2021/662621/EPRS\_STU(2021)662621\_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/STUD/2021/662621/EPRS_STU%282021%29662621_EN.pdf). [↑](#footnote-ref-68)
68. See <https://www.unesco.org/en/articles/new-data-reveal-one-out-three-teens-bullied-worldwide> and <https://www.unicef.org/press-releases/unicef-poll-more-third-young-people-30-countries-report-being-victim-online-bullying>. [↑](#footnote-ref-69)
69. [https://unesdoc.unesco.org/ark:/48223/pf0000378061](https://unesdoc.unesco.org/ark%3A/48223/pf0000378061). [↑](#footnote-ref-70)
70. See the contribution by the World Federation of the Deaf, DeafKidz International, and the European Union of the Deaf Youth. [↑](#footnote-ref-71)
71. [https://unesdoc.unesco.org/ark:/48223/pf0000378061](https://unesdoc.unesco.org/ark%3A/48223/pf0000378061). [↑](#footnote-ref-72)
72. See, for example, the contribution of Youny Tsouna of the organization Matzmichim,during the panel discussion at <https://webtv.un.org/en/asset/k1m/k1mo6jr0hn>; as well as [https://unesdoc.unesco.org/ark:/48223/pf0000378061](https://unesdoc.unesco.org/ark%3A/48223/pf0000378061) and <https://www.cbsnews.com/news/teen-cyberbullying-more-likely-from-friends-via-social-media-and-texts/>. [↑](#footnote-ref-73)
73. See, for example, [https://unesdoc.unesco.org/ark:/48223/pf0000378061](https://unesdoc.unesco.org/ark%3A/48223/pf0000378061). [↑](#footnote-ref-74)
74. [https://www.who.int/news/item/15-11-2023-who-launches-commission-to-foster-social-connection - :~:text=WHO%20has%20announced%20a%20new%20Commission%20on%20Social,up%20of%20solutions%20in%20countries%20of%20all%20incomes.](https://www.who.int/news/item/15-11-2023-who-launches-commission-to-foster-social-connection%20-%20%3A~%3Atext%3DWHO%20has%20announced%20a%20new%20Commission%20on%20Social%2Cup%20of%20solutions%20in%20countries%20of%20all%20incomes.) [↑](#footnote-ref-75)
75. <https://www.who.int/news/item/15-11-2023-who-launches-commission-to-foster-social-connection>. [↑](#footnote-ref-76)
76. General Assembly resolution 75/166. [↑](#footnote-ref-77)
77. ^ See, e.g., on adverse impacts of laws and company policies and practices targeting disinformation A/77/287, paras 41-45 and A/HRC/47/25, paras 56-58 and 70-71. [↑](#footnote-ref-78)
78. <https://ijnet.org/en/node/8832>. [↑](#footnote-ref-79)
79. <https://www.kivaprogram.net/what-is-kiva/>. [↑](#footnote-ref-80)
80. <https://www.globalpartnership.org/blog/role-education-combating-cyberbullying-indonesia>. [↑](#footnote-ref-81)
81. See contribution of Italy. [↑](#footnote-ref-82)
82. See contribution by the World Federation of the Deaf, DeafKidz International, and the European Union of the Deaf Youth. [↑](#footnote-ref-83)
83. Contribution of Media Monitoring Africa. [↑](#footnote-ref-84)
84. Ibid. [↑](#footnote-ref-85)
85. See contribution by the World Federation of the Deaf, DeafKidz International, and the European Union of the Deaf Youth. [↑](#footnote-ref-86)
86. See contribution of Czechia. [↑](#footnote-ref-87)
87. Ibid. [↑](#footnote-ref-88)
88. See contribution of the Comisión de Derechos Humanos de la Ciudad de México. [↑](#footnote-ref-89)
89. See contribution from Guatemala. [↑](#footnote-ref-90)
90. <https://parispeaceforum.org/initiatives/children-online-protection-lab/>. For a list of supporters see <https://www.diplomatie.gouv.fr/IMG/pdf/children_online_protection_lab_cle098714.pdf>. [↑](#footnote-ref-91)
91. <https://www.unicef.org/end-violence/how-to-stop-cyberbullying>. [↑](#footnote-ref-92)
92. <https://www.unicef.org/india/press-releases/unicef-and-facebook-collaborate-build-safer-and-healthier-online-experiences>. [↑](#footnote-ref-93)