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**Submissions from entities in the United Nations system and elsewhere on their efforts in
2010 to implement the outcome of the WSIS**

Submission by

UNESCO

This submission was prepared as an input to the report of the UN Secretary-General on "Progress made in the implementation of and follow-up to the outcomes of the World Summit on the Information Society at the regional and international levels" (to the 14th session of the CSTD), in response to the request by the Economic and Social Council, in its resolution 2006/46, to the UN Secretary-General to inform the Commission on Science and Technology for Development on the implementation of the outcomes of the WSIS as part of his annual reporting to the Commission.

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**UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION**

Highlights of UNESCO's action for the WSIS implementation process (2010)

***Contribution to the Report for the Commission of Science and Technologies for
Development***

February 2011

Information Society Division

UNESCO

Executive Summary

ICTs are not just about radios, computers, mobiles and connectivity, but also about content, knowledge and communication. ICTs have undeniably triggered a social transformation, affecting education, culture, and sciences as well as many other spheres of our lives. UNESCO has therefore continuously underlined the human, social and content dimension of ICTs, beyond infrastructure.

Marking the midway point towards the WSIS final review in 2015, in 2010 UNESCO further increased its efforts and the resources across the Organization to fulfill the responsibilities of a leading WSIS implementation agency (together with ITU and UNDP) as entrusted by the WSIS stakeholders.

UNESCO's role in the WSIS outcomes implementation is three-fold:

- i) *Coordinator* - UNESCO, together with ITU, UNCTAD and UNDP, is engaged in the overall multi-stakeholder coordination of the Facilitators of all 11 Action Lines;
- ii) *Facilitator* - UNESCO facilitates the coherent implementation of the Action Lines falling in its areas of competence (C3 Access, C7 E-science, C7 e-learning, C8 Cultural and linguistic diversity, C9 Media and C10 Ethics); and
- iii) *Implementer* - UNESCO implements concrete activities included in the WSIS Action Plan within the framework of its own programmes.

This report illustrates for UNESCO's activities that have contributed to the advancement of the WSIS goals and highlights key achievements made in the implementation of the six WSIS Action Lines, for which UNESCO is the lead facilitator.

Overview of UNESCO's activity in the WSIS outcomes implementation

Co-organization of the WSIS Forum 2010 and Action Line Facilitation meetings

UNESCO co-organized, along with ITU, UNCTAD and UNDP, the WSIS Forum 2010, held from 10 to 14 May in Geneva, Switzerland. This event attracted over 600 participants and provided a great opportunity for WSIS stakeholders to reflect upon what has been achieved so far and what the future actions must be, five years after the conclusion of the Summit.

In cooperation with other stakeholders and based on their contributions on thematic focus, UNESCO carried out following multistakeholder meetings at the Forum:

- **High Level Debate on Social Networking**
Internet social networking including blog, wiki, as new tools, media and platforms based on Web2.0 application, has gained ubiquitous popularity throughout the world and has had a wide range of political and social implications for knowledge societies.
- **C3 Access & C7 E-science facilitation meeting: “Access to scientific information”**
Access to scientific and technical knowledge through appropriate technologies is key for development. Making publicly financed research accessible to the broader research community is one of the important objectives.
- **C3 Access facilitation meeting: “ICTs and persons with disabilities”**
ICTs can improve the quality of life by providing new employment and learning opportunities for persons with disabilities. The content on the Internet and the design of the web pages should accommodate the needs and demands of those with disabilities, based on international accessibility standards.
- **C3 Thematic Workshop: “Gender and ICT”**
The workshop discussed movements towards gender equality, social innovation, multistakeholder networks, statistical evidence on gender specific ICTs usages, gender e-learning programmes and entrepreneurship training through serious games.
- **C7 E-learning facilitation meeting: “Open educational resources” (OER)**
It has been comprehensively demonstrated that integrating ICTs into education systems can increase the quality of education and improve the effectiveness and efficiency of education delivery. OER offer the potential to facilitate greater access to information, to co-create and share locally relevant knowledge.
- **C8 Cultural & linguistic diversity facilitation meeting “Multilingualism”**
Cultural and linguistic diversity, while stimulating respect for cultural identity,

traditions and religions, is essential to the development of Knowledge Societies based on the dialogue among cultures and regional and international cooperation.

- **C8 Thematic Workshop: “Indigenous Peoples in the Information Society”**
WSIS implementation mechanisms could become instrumental in implementing the UN Declaration on the Rights of Indigenous Peoples. It is important for indigenous peoples to establish their own media in their own languages and to have access to all forms of non-indigenous media without discrimination.
- **C9 Media facilitation meeting: “Community media for disaster preparedness”**
Given community media’s big role in disaster preparedness and reduction, the meeting brought speakers from SAKS (Société d’Animation et de Communication Sociale) and AMARC (World Association of Community Radio) to share their experience in Haiti, Chili and other regions, in order to trigger discussion on how to build community media and provide vital news and information to keep citizens informed of the public response to disaster and to assist in obtaining access to aid and support.
- **C10 Ethics facilitation meeting: “Info ethics”**
Knowledge Societies should be subject to universally held values and principles promote the common good and ensure prevention of abusive uses of ICTs.

Contribution to the 5th Internet Governance Forum (IGF), Vilnius

UNESCO has actively contributed to the international debates on Internet governance in particular through its participation in the meetings of the IGF. Since the beginning of the work of the Forum, UNESCO has organized seventeen high-level panels and workshops at the IGF meetings, in partnership with a variety of other stakeholders, on issues including freedom of expression and right to information, privacy and security, multilingualism, social networking and on the Internet’s importance for development.

At the 5th meeting in Vilnius held from 14 to 17 September 2010, UNESCO presented its work on use of ICTs for education, on multilingualism and on access to ICTs for people with disabilities during the Open Forum meeting. As the increasing popularity of the Internet social networking applications raises new challenges to privacy protection and freedom of expression, UNESCO also organized two workshops on:

- Privacy and social networking and;
- Freedom of expression by launching the report, entitled “Freedom of Connection – Freedom of Expression: The Changing Legal and Regulatory Ecology Shaping the Internet”.

Open consultation at the WSIS Platform of Communities

Launched by UNESCO in 2009, this online facility offered a number of open discussions to enable the stakeholders to express their views on the format and the thematic focus of

the WSIS Forum 2010 as well as the venue for future forums. Over 800 people all over the world have now joined the Platform.

Rotating Chair of the UN Group on the Information Society

At the 6th meeting held on 14 May 2010 in Geneva, UNESCO took the UNGIS chairmanship for 2010-2011. Under UNESCO's chairmanship, in cooperation with co-chairs (ITU, UNCTAD, UNECA and UNDP), the members agreed on the new workplan to enhance synergies among the members and increase the WSIS visibility among the UN system further. UNGIS organized a special session on Financing Mechanisms for ICT4D at the WSIS Forum 2010, inviting the exchange of ideas on how to address the major financing issue. It is also planned to jointly organize a special event at the 4th UN Conference on the Least Developed Countries to be held in Istanbul, Turkey from 9 to 13 May 2011. In a joint initiative, UNESCO also launched a mapping exercise on open access to scientific knowledge, to which 7 other international organizations contributed.

Partnership for Measuring ICTs for development

UNESCO's specific contribution to the work of the Partnership concerned the educational statistics. UNESCO's Institute of Statistics has led the development of an additional series of ICT in education indicators.

The UIS organized a consultation in Montreal in March with key stakeholders including: the World Bank, the Inter-American Development Bank (IADB), the Observatory for the Information Society in Latin America and the Caribbean (LAC) at the UN-ECLAC, the OREALC/UNESCO Santiago Office and the Korea Education and Research Information Service. The consultation also involved national statisticians from Belarus, Brazil, Ghana, Jordan and Malaysia. A consensus was established on a minimum core set of cross-national data on ICT in education. Discussions on operational constraints led the UIS to start the survey rollout with the LAC region chosen because of its strong policy framework on the use of ICT in education. In order to identify the specific policy priorities of the LAC region, the UIS and IADB organized a joint meeting with key regional partners in Washington in May. The partners supported the UIS staged roll-out strategy and contributed inputs to finalize the survey instruments. In October, the UIS organized a training workshop on the survey instruments in Santiago for Spanish-speaking countries in the region. For English-speaking Caribbean countries, the UIS used field missions of external enumerators to collect data and to assess countries' statistical capacities to produce ICT in education statistics. Results will be published during 2011. The UIS has published a Guide to Measuring ICT in education in English, Spanish and French and disseminated to Member States, UNESCO Offices, partners, research institutions, etc. The Arabic and Russian versions are being finalized for release during 2011.

Overview of UNESCO's activities per Action Lines

UNESCO's Action Line implementation gives high priority to fostering participation and inclusion of multiple stakeholders.

Action Line C3, access to information and knowledge

Ensuring the widest access to knowledge and information is central for UNESCO's mandate in the fields of education, science, culture, communication and information and particularly for building inclusive knowledge societies. Highlights of activities carried out in 2010 include:

- Seeking to protect priceless documentary heritage from all corners of the world, the Memory of the World Programme promotes preservation, universal accessibility and dissemination of valuable archive holdings and library collections worldwide. 85 new nominations were processed and assessed against criteria for world significance prior to a final decision on inscription on the Register.
- UNESCO organized an expert meeting on mainstreaming ICTs for persons with disabilities to access information and knowledge (February 2010). In November 2010, UNESCO organized an internal training on web accessibility. UNESCO, with Inclusive Design Institute and Ontario Ministry of Social Services and Community (Canada), developed the guidelines for Inclusive Access to Digital Office Documents.
- A regional workshop on 'Benefits of Open Access for Research Dissemination, Usage, Visibility and Impact' was organized from 22-23 November 2010 in Pretoria, South Africa by UNESCO, the Academy of Science of South Africa (ASSAF) and EiFL. The objectives of the workshop was to share how free and unrestricted access to research materials can increase the impact of research and benefit research institutions, authors, journal publishers, as well as the society as a whole.
- UNESCO has assessed 2 large deployments of FOSS in primary and secondary schools (India and Spain, 1,5M students each), highlighting the integration of FOSS in the teaching-learning processes and the factors that made that possible, including IT and Education policies. Committed to further promote women's participation in the FOSS development, UNESCO has undertaken an analysis of the current gender divide in the FOSS world in close collaboration with the well-established women's FOSS support-groups worldwide.

Action Line C7, e-Science

In the area of the Action Line C7 e-science, UNESCO has successfully strengthened the use of technologies for sustainable development and poverty eradication, especially in Africa.

- To foster the implementation of the African Union/Africa's Science and Technology Consolidated Plan of Action (CPA) and in line with the aspirations of the African Regional Action Plan for the Knowledge Economy (ARAPKE), the

African Virtual Campus (AVC) project was developed as a continuation of the complementary efforts between the African Union Commission (AUC), the European Union and UNESCO. One of the main obstacles to science and technology education in Africa is the lack of teachers in these areas. The need to train large numbers of science teachers cannot be achieved using traditional teacher training methods. UNESCO is using contemporary Information, Communication and Technology (ICTs) to enhance the capacity of the Member States in Africa to train teachers of science, engineering and technology through e-learning by means of an AVC. The project is based on the Avicenna Virtual Campus, an EU funded project for the Mediterranean and North Africa region (2003-2006).

- The impact of the Virtual Campus established in the Mediterranean region and in some West African countries, thus far has incited more than 20 Member States and 4 Regional Economic Communities to request UNESCO's technical assistance (sent by Presidents, Ministers and heads of REGs) for the development of national and regional networks of Virtual Campus's across Africa.

Action Line C7, e-learning

E-learning is a priority area for UNESCO with activities being implemented by Headquarters, Field Offices and Institutes. E-learning activities vary broadly from facilitating policy development and dialogue, ICT-pedagogy integration, strengthening collection of ICTs in education statistics, enhancing ICTs in teacher training, promoting Open Educational Resources (OER), pioneering mobile learning and ICTs in early childhood education.

Examples:

- A conference on the Impact of ICTs in Education in Brasilia initiated a discussion process with public and private sector actors to define an ICT4ED Regional Programme aligned to wider socio-economic goals.
- Assessment of two large-scale applications of Free and Open Source Software (FOSS) in K-12 education programmes (Spain and India) have been completed for presentation on the UNESCO FOSS Portal.
- Continued development of the ICTs Competency Framework for Teachers (ICT-CFT) aimed at assisting educational planners and course developers to prepare teachers for making effective use of ICTs. In 2010 two model syllabi have been developed, in collaboration with private sector partners, academia and civil society.
- In cooperation with Nokia, three projects have been initiated: M-learning for EFA, M-literacy kit, and Exploring Mobile Technologies for Teacher Development.
- An analytical survey on *Recognizing the Potential of ICTs in Early Childhood Education* was published based on a review of 17 innovative schools.
- A consultative meeting on mainstreaming ICTs to facilitate access to information and knowledge for persons with disabilities was organized, and research was launched to identify good practices in the Asia-Pacific region.
- The activity "Taking OER Beyond the OER Community: Policy and Capacity" helped further understanding of OER, focusing on higher education institutions in Africa and in Asia and the Pacific.

- The Associated Schools Project, a global network of more than 9,000 educational institutions in 180 countries, organized an online consultation on the Transatlantic Slave Trade which elicited a very strong participation of African schools.
- An expanded set of ICTs in Education Indicators, including a guidebook and survey instruments, was published. Capacity building on data collection at country level was delivered.
- National ICTs in education policies were analyzed, resulting in publishing of the evidence-based policy development guidelines ICTs Policies and Educational Transformation.

Action Line C8, Cultural diversity and identity, linguistic diversity and local content

The objectives of the Action Line C8, focusing on Cultural and Linguistic Diversity in the Cyberspace, have been strongly supported by the following action in 2010:

- The implementation of Standard setting tools relating to cultural diversity and linguistic diversity (Convention on the Protection and Promotion of the Diversity of Cultural Expressions – 2005; Convention Safeguarding of the Intangible Cultural Heritage -2003; Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace – 2003; Convention on the Protection of the Underwater Cultural Heritage – 2001; Convention on the Protection of the World Cultural and Natural Heritage -1972) progressed significantly. The Convention for the Protection and Promotion of the Diversity of Cultural Expressions (entered in force in March 2007) and has been ratified so far by 116 Parties and the ratification strategy foresees 35 to 40 additional ratifications within 2013.
- Ongoing activities relating to C8 include the elaboration of a document on the indicators of linguistic diversity (in cooperation with the World Network for Linguistic Diversity - MAAYA), the draft of the second consolidated report on the implementation of the Recommendation concerning the Promotion and Use of the Multilingualism and Universal Access to Cyberspace by Member States, a study on Public Service Broadcasting and languages an in-house literature review and survey on multilingualism as a first step to the production of a toolkit on multilingualism.
- The UNESCO Atlas of the World's Languages in Danger has been published, as well as the update of the on line interactive version in English, French and Spanish has been completed. The eleventh edition of International Mother Language Day was celebrated in February at UNESCO HQ with an international symposium on translation and cultural mediation in presence of scholars and experts from all regions, organized in the framework of the International Year for the Rapprochement of Cultures. Also, UNESCO and ICANN signed a Letter of Intent (16 September 2010) focusing on research and consultancy with regards to the use of the Cyrillic script in the Internet, as a follow up of the UNESCO-ICANN agreement signed in December 2009.

Action Line C9, Media

Development of free, independent and pluralistic media, and capacity building have been fostered, in particular through the International Programme for the Development of Communication (IPDC). Implementation of 83 media development projects in 61 developing countries started in 2010 for a total of US\$ 2.1 million, with US\$ 130,000 to restore media in Haiti. Other major achievements are following:

- Comprehensive multistakeholder assessments using the Media Development Indicators completed in Bhutan, Croatia, Ecuador, the Maldives, Mauritania and Mozambique and launched in Brazil, East Timor, Nepal and Uruguay.
- UNESCO's model curricula on journalism education adapted by 63 journalism education institutions in 51 countries. UNESCO supported 20 African potential centres of excellence.
- UNESCO has finalized the Model Curriculum on Media and information literacy (MIL) for teacher training, on the basis of international consultations, in Africa, Asia and Latin America and the Caribbean. An international expert group representing 17 countries from all regions launched development of a global framework of MIL indicators (Bangkok, 4 to 6 November 2010). Guidelines on User-Generated Content and MIL for Broadcasters have been published, in cooperation with the Commonwealth Broadcasting Association, and are now piloted with broadcasters by the Asia Pacific Broadcasting Union and the Iberoamerican Association of Educational and Cultural Televisions.
- 23 new projects were launched in 2010 in the field of Community media and community multimedia centres in Africa, Asia and Latin America. Collaboration has been further strengthened with major stakeholders such as the World Association of Community Radio Broadcasters and the Commonwealth of Learning.

Promoting freedom of expression and information is another pillar of UNESCO's commitment with regard to the Action Line C9 implementation.

- UNESCO's World Press Freedom Day 2010 took place from 2 to 3 May in Brisbane, Australia under the theme "Freedom of Information: the Right to Know". It highlighted the importance of freedom of information as an integral part of freedom of expression and its contribution to democratic governance.
- A UNESCO publication "Freedom of Connection – Freedom of Expression: The Changing Legal and Regulatory Ecology Shaping the Internet" was released in November 2010. This UNESCO commissioned research, conducted by the Oxford Internet Institute, explores the complex situation of freedom of expression on Internet.

Action Line C10, Ethical dimensions of the Information Society

UNESCO continued to lead the international debate on information ethics by addressing the ethical, legal and societal aspects of ICT applications. The principles on which info-

ethics are based derive from the Universal Declaration of Human Rights and include the right to freedom of expression, universal access to information, particularly that which is in the public domain, the right to education, the right to privacy and the right to participate in cultural life. Promoting values and principles based on fundamental human rights is therefore central for the development of equitable information and knowledge societies.

- UNESCO sponsored an international conference on information ethics in Africa. Hosted by the University of Botswana in September 2010, in Gaborone, the conference focused on research and future development of African information ethics curricula. Held under the theme 'Teaching Information Ethics in Africa: Current Status, Opportunities and Challenges', the conference was attended by some 60 experts in information ethics from Africa, North America and Europe. Representatives of African universities from Central African Republic, Ghana, Kenya, Namibia, Nigeria, South Africa, Tanzania, Uganda, Zambia and Zimbabwe reported on the situation with information ethics in their respective institutions. The need for information ethics curricula was discussed from the perspective of governments, the private sector, non-governmental organizations and UNESCO. The main outcome of the conference in Gaborone was a roadmap for developing the first-ever information ethics curriculum for Africa to provide a critical framework for considering key issues, such as information privacy, ownership and copyright; access to knowledge; intercultural ethics.

Obstacles encountered and strategies

Five years after the conclusion of the World Summit, UNESCO notices with satisfaction that the multistakeholder participation approach has spread at the global level. The IGF, for example, successfully completed its first mandate of 5 years thanks to the active contribution of all stakeholders and also efficient support provided by the IGF Secretariat. There is a real collaboration between the UN system and other stakeholders. The IGF established a valuable practice of optimizing the expertise and competency of each individual/entity and turning these individual efforts into collective action, into the free exchange of ideas, helping the mutual understanding and convergence. The WSIS Forum 2010 reinforced its openness and inclusiveness by organizing the series of open consultation to reflect the stakeholders' interests in the format and the thematic focus of the Forum and also by ensuring remote participation using webcast and *liveblogs*. Such an inclusive format resulted in the success of the Forum 2010 with the increased attendance by 50% compared to previous years, and an important participation from a distance.

UNESCO stresses also, however, the needs of enhancing the participation of new stakeholders especially from developing countries, the development community and from media. Despite the undeniable potential role of ICTs as an enabler for sustainable development and peace builder, WSIS remains little recognized as a development summit and unknown by parts of the development communities. An important challenge remains therefore how to integrate ICTs in development programmes and strategies. The end result of the WSIS should not be just increasing access to ICTs as "infrastructure" but impacting MDGs by improving education system, by preserving language and cultural diversity, and by fostering enabling environment for free flow of information and knowledge through ICTs. In this regard, linkage between all levels of WSIS related activities and development programmes should be reinforced further. UNGIS, for example, plans to organize a special event at the 4th UN Conference on the Least Developed Countries to be held in Istanbul, Turkey from 9 to 13 May 2011. This special event aims at demonstrating opportunities offered by ICTs for eradicating poverty and advancing development in LDCs from a practical perspective. It is a significant step into the right direction, as this joint action will underline the importance of integrating ICTs into current development strategies.