COMMISSION ON SCIENCE AND TECHNOLOGY FOR DEVELOPMENT (CTSD)

Sixteenth Session
Geneva, 3 to 7 June 2013

Submissions from entities in the United Nations system and elsewhere on their efforts in 2012 to implement the outcome of the WSIS

Submission by

United Nations Educational, Scientific and Cultural Organization

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 16th 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.

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

Report by UNESCO on its role and activities in implementing the WSIS outcomes (2012)

*Contribution to the Report of the
Commission of Science and Technology for Development (CSTD)*

January 2013

Part I: Executive Summary

While technology and infrastructure remain very important, the broader social, cultural, political and institutional dimensions of change, the development needs of communities and cultures must take pre-eminence today. Since the outset of the WSIS process, UNESCO has promoted the concept of "inclusive Knowledge Societies", which goes beyond issues of connectivity and technological development to encompass a broader pluralistic and more empowering vision, emphasizing the potential of ICTs to enhance human development.

This report presents UNESCO's activities that have been carried out in cooperation with diverse stakeholders. These activities contributed to the advancement of the WSIS goals and highlight key achievements made in the implementation of the six WSIS Action Lines (C3 Access, C7 E-learning and E-science, C8 Cultural and linguistic diversity, C9 Media and C10 Ethical dimension of the Information Society), for which UNESCO is the lead facilitator.

Part II: Brief analytical overview

Thanks to the rapid growth in access to mobile phones and the Internet around the world, nowadays people are better connected than ever. For UNESCO connectivity, data and information do not equal knowledge. In order to enhance peoples' livelihoods and the socio-economic development of their societies, people must have the capabilities not just to acquire information but also to transform it into knowledge and understanding. People's empowerment therefore becomes vital in this rapidly evolving context. In this respect UNESCO, in cooperation with other stakeholders, has implemented capacity building activities and tools such as the "Media and Information Literacy (MIL) Curriculum for Teachers" and "Mobile Phone Literacy targeting Women and Girls" to contribute to empowering people towards building Information/Knowledge Societies, as envisioned in the WSIS outcomes.

UNESCO observes with satisfaction that the WSIS process was reinvigorated in 2012 towards the 2015 overall WSIS review. Under the leadership of the UN Group on the Information Society (UNGIS), WSIS communities succeeded in jointly developing the WSIS+10 Action Plan and reconfirming their commitments to achieving the WSIS goals. Throughout the series of open consultations, stakeholders expressed a desire for greater collaboration and shared their aspiration for bridging digital and knowledge divides. In response to such stakeholders' expectations, it is crucial for UN Agencies to further strengthen this advocacy towards ICTs being recognized as an integral part of the sustainable development process beyond 2015.

Furthermore, UNESCO is preparing with the co-organizers and all stakeholder the UNESCO hosted multistakeholder WSIS+10 Review Event, to be held at its Headquarters in Paris from 25 to 27 February 2013. Organized at UNESCO, it is expected that this Review Event would encourage the participation of new audiences dealing with the soft components of ICTs, from archivists, educators, human rights activists, librarians, philosophers to scientists and private sector representatives. Ministers and other high-level government officials in charge of education, culture, sciences and communication have also confirmed their attendance.

UNESCO also notes with satisfaction that the Secretariat of the Internet Governance Forum (IGF) and its Multistakeholder Advisory Group have agreed to hold the next IGF preparation meetings in Paris, back-to-back with this Review Event. This would facilitate the gathering of both WSIS and IGF communities. As the supporter of multistakeholder principle, UNESCO will continue to make use of its convening power and go hand-by-hand with Member States as well as other stakeholders towards building truly inclusive Knowledge Societies.

Part III: Description of programmes and activities undertaken

Coordination of the WSIS outcomes implementation

Together with ITU, UNCTAD and UNDP, UNESCO is designated as leading agency for the WSIS global implementation process.

Hosting the Multistakeholder WSIS+10 Review Event (25-27 February 2013)

UNESCO in cooperation with ITU, UNCTAD and UNDP, advanced the preparation of multistakeholder WSIS+10 Event "Towards Knowledge Societies for Peace and Sustainable Development", which will take place at its headquarters, in Paris (France) from 25 to 27 February 2013. This is the integral part of WSIS+10 Review Preparatory Process and the outcomes will feed into the subsequent meetings as well as to the UNGA session in 2015. In this respect, UNESCO established partnerships with WSIS stakeholders such as the Finish, Norwegian and Swiss governments, EURid, and the World Summit Awards (WSA) with the Walt Disney Company and Verizon. More than 60 session proposals were accepted covering broad thematic areas. More information can be found at www.unesco.org/wsis2013.

Hosting WSIS KC- Knowledge Communities

Some 3400 WSIS stakeholders have now joined UNESCO's WSIS KC – Knowledge Community (www.wsis-community.org), a community of practice. In 2012, UNESCO improved its function by introducing new features such as the "collaborative editing" and "directory" functions. The WSIS KC hosted two open consultations to facilitate dialogues between UN and other stakeholders on the thematic focus of the abovementioned multistakeholder WSIS+10 Review Event and the WSIS Forum.

Facilitation of the WSIS outcomes implementation

UNESCO was designated as lead facilitation agency for six WSIS Action Lines.

WSIS Forum 2012

As leading facilitator of the Action Lines, UNESCO, in cooperation with other stakeholders such as ISOC, IFLA, APC and Council of Europe organized six Action Line Facilitation Meetings as following:

- C3 Access "Innovative use of ICTs for Accessible Education"
- C7 E-learning "Mobile Learning: Cellphones, tablets, digital textbooks, and what's more?"
- C7 E-Science "ICTs driving Sciences"
- C8 Cultural and language diversity "The relationship between Local content, Internet Development and Access Prices"
- C9 Media "Freedom of Expression on Internet and Social media"
- C10 Ethical dimensions of the Information Society "Cyber and Information ethics: Fostering and enabling freedom on the Internet"

Implementation of the WSIS outcomes

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

Contribution to the Internet Governance

At the 7th Internet Governance Forum in Baku, Azerbaijan, UNESCO promoted principles of freedom of expression, free flow of information and cultural and linguistic diversity. The Organization co-organized the following thematic workshops:

- "EURid/UNESCO World Report on IDN Deployment 2012 – opportunities and challenges associated with IDNs and online multilingualism", UNESCO and the .eu registry organization EURid shared their latest report on the global deployment of Internationalized Domain Names (IDNs).
- The "Information Ethics and Internet Governance - UNESCO's Information for All Programme (IFAP), in concert with the United Nations Economic Commission for Africa (ECA), organized a thematic session on information ethics and Internet governance. The discussion served to provide additional perspectives, as well as to reinforce awareness of the urgent need for understanding of information ethics among all citizens.
- The "Internet privacy and freedom of expression: UNESCO launches a global survey [1] on legal frameworks" session was organized in collaboration with Global Partners & Associates, the Council of Europe and Article 19. The workshop discussed how the "digital footprints" of Internet do and cellphone users affect privacy, and what impact does this have on freedom of expression? It also heard from Andrew Puddephatt and Ben Wagner, who contributed to the global survey.

Contribution to the Action Line C3: access to information and knowledge

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[1] http://www.unesco.org/new/en/communication-and-information/resources/publications-and-communication-materials/publications/full-list/global-survey-on-internet-privacy-and-freedom-of-expression/

- As stated in the WSIS Action Line C3, all stakeholders should benefit from access to information and knowledge, through the promotion of accessibility of ICTs and information for all, including disadvantaged, marginalized and other vulnerable groups.

- In response to the WSIS and in support of the United Nations Convention of the Rights of Persons with Disabilities, UNESCO takes measures that facilitate access to information and knowledge using ICTs to Persons with Disabilities.

- The Organization works in close cooperation with national and international partners. In 2012, UNESCO launched a report on "Accessible ICTs and Personalized Learning for Students with Disabilities[2]" prepared with Microsoft Corporation. It summarizes a multi-stakeholder debate on challenges of, and practical solutions for promoting personalization through technology for students, particularly for those with learning difficulties and physical disabilities.

Contribution to the Action Line C7: e-Science

- UNESCO organized a two-day workshop in Harare (Zimbabwe) on 6-8 November 2012 to introduce countries in the region to a new survey[3] it had developed within a project to develop a **Global Observatory of Science, Technology and Innovation Policy Instruments (GO→SPIN)**[4]. SPIN is a revolutionary cluster of databases equipped with powerful graphic and analytical tools accessible at the click of a mouse.

- In order to assist developing countries in managing and protecting their natural and cultural heritage with the benefits of space technologies, UNESCO has established partnerships with several leading space agencies (ESA, DLR, CNES, USGS etc). As a result of such cooperation, different tools and awareness raising materials have been launched: the publication ***From Space to Place: an Image Atlas of World Heritage Sites on the 'In Danger' List[5]***, the exhibition **"Satellites and World Heritage Sites, Partners to Understand Climate Change"**, that highlight the specific climate change challenges facing World Heritage sites, and customized tools for the management of sites in Africa and Mexico.

- In cooperation with the Sandwatch Foundation and other partners, UNESCO runs the **SANDWATCH** project[6] that seeks to modify the lifestyle and habits of children, youth and adults on a community-wide basis and to develop awareness of the fragile nature of the marine and coastal environment. A global online Sandwatch database has been developed and will be formally launched in early 2013. This will allow Sandwatch practitioners in over 50 countries to share data on their observations, and to contribute to a coordinated global coastal monitoring effort that will generate new knowledge of beaches and coastal areas – including many lesser-known areas in particular in small island developing states.

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2 http://www.unesco.org/new/en/communication-and-information/resources/news-and-in-focus-articles/all-news/news/unesco_launches_report_on_accessible_icts_for_students_with_disabilities/

3 http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/SC/pdf/GO-SPIN_Survey_Harare.pdf

4 http://www.unesco.org/new/en/natural-sciences/science-technology/sti-policy/global-observatory-on-policy-instruments/

5 http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/SC/pdf/GO-SPIN_Survey_Harare.pdf

6 http://www.unesco.org/new/en/natural-sciences/science-technology/sti-policy/global-observatory-on-policy-instruments/

- In partnership with the Commonwealth of Learning (COL) and supported by the William and Flora Hewlett Foundation (USA), UNESCO organized the **World Congress on Open Educational Resources (OERs)**[7] in June 2012 at UNESCO HQ in Paris. Preceded by 6 regional forums, the Congress unanimously approved the 2012 Paris OER Declaration[8] which calls on Governments to "openly license all educational materials produced with public funds".

- UNESCO, through its Bangkok Office, has organized a workshop to assist Indonesia to develop its National ICT Standards for Teachers and the first draft of the Standards has been completed.

- UNESCO has been sustaining and broadening the regional high-level policy dialogue mechanism to facilitate knowledge North-South sharing on ICT in Education: **The 3rd Asia-Pacific Regional Ministerial Forum** was convened in Bangkok in September 2012. The launch of the first **African Ministerial Forum on ICT in Education** have been confirmed and planned with African Union, African Development Bank, Intel, and other partners.

- UNESCO has completed **regional reviews on mobile policies and the use of mobile technologies for teachers' development** in Asia, Africa, Europe, Latin America, and North America, and 5 working papers will be published.

- UNESCO has launched the **Mobiles for Reading** project, which will conduct a multi-country survey in 2013 to better understand how people are using mobile phones to read stories, and how these devices can support literacy development.

- UNESCO's **mobile technologies for teachers' development** project has seen progress in each of the four implementation countries: Senegal, Nigeria, Mexico and Pakistan. Training workshops, content development workshops, and actual pilot implementation has started in some places.

- As concern cultural and linguistic diversity, during the year 2012 UNESCO has continued to manage and monitor the implementation of its international standard settings instruments, and in particular the **Convention on the Protection and Promotion of the Diversity of Cultural Expressions** (125 Parties, holding the sixth ordinary session of its Intergovernmental Committee in December 2012), examining this year the first Quadrennial Periodic Reports on the effective results achieved, and the **Convention for the Safeguarding of Intangible Cultural Heritage** (148 State Parties, holding the seventh session of its Intergovernmental Committee also in December 2012), recognizing languages as vehicles of intangible cultural heritage. Both Conventions implement numerous capacity building, technical assistance and monitoring

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7 http://www.unesco.org/new/en/communication-and-information/events/calendar-of-events/events-websites/world-open-educational-resources-congress/open-seminar-and-exhibition/speakers-and-presentations/thursday-21-june/

8 http://www.unesco.org/new/index.php?id=64395&L=0

activities in the field, mobilizing important resources and multistakeholders participation worldwide.

- In support of WSIS Action Line C8 and by implementing Recommendation concerning the Promotion and Use of the Multilingualism and Universal Access to Cyberspace, UNESCO contributed to the promotion of multilingualism and creation of multilingual content on Internet. In 2012 UNESCO, together with OECD and ISOC, formulated concrete recommendations on content development, connectivity and promotion of Internet access. UNESCO and EURid prepared a second report on focused on the experience and lessons learnt on the **"Internationalised Domain Names (IDNs) Deployment**[9]**"** pointing out to a significant correlation between IDNs and local languages.

Contribution to the Action Line C9: Media

- In cooperation with the World Press Freedom Committee (WPFC), UNESCO co-hosted the conference **"The Media World after Wikileaks and News of the World"** (16-17 February 2012)**.** Media experts and journalists exchanged views on these issues and discussed good practices in traditional professional journalism and citizen journalism in the digital era.
- **World Press Freedom Day** was held in Tunis (3-5 May 2012), and celebrated in more than 100 countries. UNESCO convened **the 2nd UN Inter-Agency Meeting on the Safety of Journalists and the Issue of Impunity** in November, and contributed on press freedom to the Universal Periodic Review process.
- UNESCO promoted media reform in conflict, post-conflict and transition situations (e.g.: 8 Arab States, South Sudan and Myanmar).
- In February 2012, **the 56th Bureau of the International Programme for the Development of Communication (IPDC)** supported 85 projects in 62 countries for US$ 2,170,180. Assessments based on the Media Development Indicators were completed in four countries.
- **The Media and Information Literacy (MIL) Curriculum for Teachers** (available in 3 languages and being translated into 7 others) is being tested at more than 20 teacher training institutions. The MIL UNITWIN University Network organized the first "**MIL and Intercultural Dialogue Week"** in Spain. User-generated content guidelines developed by UNESCO/CBA were translated in 4 languages.
- **The Women Make the News initiative**, under the theme "Rural women's access to media and information", was promoted in 40 countries. UNESCO held an international debate on gender and media at IPDC in March 2012. More than 20 Public Service Broadcasters piloted UNESCO's Gender-Sensitive Indicators for Media.

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9 http://www.eurid.eu/files/EURid_IDN_Report_2012.pdf

- Following the proclamation of 13 February as **World Radio Day** at the 36th UNESCO General Conference, UNESCO encouraged broadcasters to celebrate the date. UNESCO is supporting 32 radio stations in 7 Sub-Saharan countries to use ICTs, and is also mapping community media policies in 30 countries.

- UNESCO hosted a conference of the Orbicom network of UNESCO Chairs in Communication, as well as panels at the Association for Education in Journalism and Mass Communication and the European Communication Research and Education Association.

Contribution to the Action Line C10: Ethical dimensions of the Information Society

- As part of its efforts to stimulate the global debate on the ethical dimensions on the information society and support international cooperation, UNESCO initiated a reflection process for its Member States aimed at enlarging understanding, building consensus, identifying key areas of concern and capacity gaps. The outcome of this process was a document entitled "UNESCO and the ethical dimensions of the Information Society[10]". In particular, the document provides approaches for:
  - Building multi-stakeholder partnerships to raise awareness of the ethical dimensions of the Information Society and strengthen action in this area
  - Supporting capacity-building at national level
  - Examining the ethical dimensions of access to, and use of information and
  - Identifying research needs in this field.

The document has been adopted by UNESCO's Executive Board at its 190th session as part of the strategic policy framework for guiding UNESCO's global cooperative actions.

- UNESCO is currently leading a research study on "Current and emerging ethical and societal challenges of the information society", as part of the preparatory activities for the First WSIS +10 Review Event that will take place at UNESCO Headquarters in February 2013. The study seeks to explore:
  - Ethical challenges of some current technologies
  - Emerging technologies and their potential impacts and
  - Forward-looking approaches to managing technological and societal transformations

This study will serve to identify issues and prioritize actions related to the C10 Action Line in the post-2015 WSIS agenda. The findings and recommendations of the study will also be presented to, and feed into, the work of the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST) on the themes related to cyber and info-ethics. It is also envisaged that the study will be presented and inform the debates of the upcoming 2013 World Social Science Forum (WSSF) on the theme of "Social Transformation and the Digital Age".

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10 UNESCO and the ethical dimensions of the information society 190 EX/5 Part 1 D http://unesdoc.unesco.org/images/0021/002173/217316e.pdf