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Submissions from entities in the United Nations system and elsewhere on their efforts in 2016 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 20th 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.

**UNESCO's contribution to the Secretary-General's Report
on the implementation of outcomes of
the World Summit on the Information Society (WSIS)**

As facilitator of their implementation, UNESCO's contribution focuses on the following Action Lines: C3 Access to information and knowledge, C7 E-learning, C7 E-science, C8 Cultural diversity and identity, linguistic diversity and local content, C9 Media, and C10 Ethical dimensions of the Information Society.

C3 - Access to Information and Knowledge

In 2016, UNESCO undertook a thorough review of the global status of access to information and knowledge. This review confirmed that access to knowledge is now playing an even more significant role in the intellectual development of societies, where information digitization continues to revolutionize knowledge transaction processes. The review also established the need for further strengthening and encouraging the universal sharing of all forms of knowledge, where possible in real time, to build inclusive Knowledge Societies.

UNESCO has made steady progress in implementing Open Access to scholarly communication (OA) as per the strategy agreed by Member States during the 36th session of the General Conference. UNESCO's work has focused on providing strategic development support to developing countries. UNESCO's assistance has also focused on building national capacities to undertake a review of the production of scientific information and policy analysis. In 2016 UNESCO supported 4 countries in Africa and the Arab region. UNESCO initiated the Open Scholarly Initiative (OSI) as a unique, global effort to improve research communication and the accessibility of research information by bringing together hundreds of institutions from all nations and stakeholder groups to work together on sustainable solutions. UNESCO collaborated with the Council for the Development of Social Science Research in Africa - Codesria (Senegal) and the Latin American Council for Social Science - Clacso (Argentina) to initiate a South-South collaboration mechanism for open access. UNESCO also supported 11 countries in Africa and Asia to organize awareness raising activities.

As there is still much confusion about Open Access (OA) at the higher policy-making level, using its convening power, UNESCO developed nine modules on OA and packaged them into two sets of self-directed learning tools. Efforts are currently underway to roll them out as Massive Open Online Courses (MOOCs) in different parts of the world.

As 10 out of 17 sustainable goals require continuous feed of scientific research outputs, UNESCO's work now focuses on fostering innovation to drive timeliness and robustness of the knowledge transaction processes. This effort has been inclusive and also covers big data and citizen science. A panel discussion organized during the UNESCO-hosted 2013 WSIS+10 review stressed the need to remove all barriers to access "real time" knowledge and noted the need for forging new collaborations, creating a new infrastructure base and innovating special provisions to enhance access to scientific knowledge and deliver on the 2030 Agenda.

UNESCO has also led a number of initiatives to empower people with disabilities to access information and knowledge through the use of Information and Communication Technologies (ICTs). Increasing access to information and knowledge through ICTs not only advances the rights of people living with disabilities, but also helps them deal with the challenges they face in their daily lives and to reach their full potential. For example, by using ICTs for learning, reading and writing documents, communicating with others by using mobile devices, searching for information on the Internet, and watching video content on television or listening to the radio, people with disabilities are capable of handling a wider range of activities independently.

UNESCO recognizes the urgent need for Member States to have legislation, policies and strategies that are inclusive of persons with disabilities. Although many countries have ratified the 2006 UN Convention on the Rights of Persons with Disabilities and have legislation that is non-discriminatory, much work still needs to be done to protect their rights and to encourage policies and strategies that are equitable for all and which foster the availability of accessible ICTs. And while policies promoting accessibility may be in place in some countries, in many of them, these are not backed up by the regulations that will ensure their implementation. The challenge now is to mainstream a disability perspective in all actions, including legislation, policies and programmes, in all areas and at all levels of the 2030 Sustainable Development Agenda's implementation phase.

This year, at the international award ceremony of the UNESCO/Emir Jaber al-Ahmad al-Jaber al-Sabah Prize for Digital Empowerment of Persons with Disabilities, two winners were recognized for their outstanding contributions to promoting inclusion and enhancing the lives of persons with disabilities through the application of digital solutions, resources and technologies. The celebration of the International Day of Persons with Disabilities (2 December) also included a high level panel discussion and the screening of some remarkable films about persons with disabilities.

In 2016, UNESCO also published a *Model Policy for Inclusive ICTs in Education for Persons with Disabilities*. As a template, it assists Member States in the policy development process, with the wider goal of inclusive education across all educational sectors and settings, using ICTs.

UNESCO also prepared Guidelines on Open and Distance Learning entitled *Learning for All: Guidelines on Open and Distance Learning for Persons with Disabilities using Open Solutions*. The objective of these guidelines is to provide organizations with practical steps on how to make Open and Distance Learning accessible to all students and teachers with disabilities.

UNESCO also developed guidelines for Accessible Information for Learning, which provides practical solutions for the preparation and sharing of accessible information, teaching and training materials in text, video, audio and web formats.

In its efforts to enhance access and promote Free and Open Source Software (FOSS) principles, UNESCO, through its YouthMobile Initiative, strives to provide high-quality training to a critical mass of young people in the development of mobile apps addressing issues of sustainable development. In 2016, UNESCO ran projects in eleven countries, in collaboration with a variety of partners, including intergovernmental organizations, ministries, NGOs, and the private sector. The initiative has developed specific programmes and projects for young women, partnering with relevant local and global initiatives, with a particular focus on Africa. This includes, for example, the Jiggen Ci TIC Caravans project in Senegal, gathering engineers, female platform developers, lawyers, sociologists coming from state structures and businesses, with the objective of raising awareness and educating young girls about ICT use, and to encourage them to pursue their studies and careers in these fields.

In Asia, YouthMobile organized a series of youth workshops during the FOSSASIA 2016 Summit, which was held in Singapore, as well as on the occasion of the World Youth Skills Day celebrations in Kazakhstan.

In 2016, YouthMobile also supported the Africa Code Week 2016 (organized by SAP), which reached 420,000 young people across 30 African countries.

C7 - E-learning

Executive Summary

ICTs have proven to be an effective tool for transforming education and supporting knowledge creation. Today, with the commitment of the international community to achieve the 2030 agenda and Sustainable Development Goals (SDGs), and notably SDG 4 'Education', which calls for "ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all", it is even more urgent that the full potential of ICT be harnessed.

This contribution provides a brief analytical overview of the main actions in E-learning, with a particular focus on teacher education for the use of ICTs for teaching and learning, and the use of open educational resources (OER), under the cross-cutting theme of ensuring accessibility for persons with disabilities (see also Action Line C3).

Progress has been made in providing increased adoption and implementation of activities by governments, education institutions and other stakeholder groups. Challenges faced are related to resource constraints for scaling up initiatives, and the need to ensure the wide-spread understanding of the added value of concepts such as openly licensed educational and research materials (OER and OA) by educational stakeholders.

These challenges have been addressed through resource mobilisation and partnership building initiatives, as well as the sensitization of stakeholders to the benefits of the innovative solutions provided by the use of openly licensed educational and research content.

Analytical Overview of Trends and Experiences

In 2016, two main areas of action in e-learning to achieve SDG4 'education' included:

1. Teacher training on the use of ICT in their professional practice

2. The widespread use of Open Educational Resources (OER), with a focus on OER policies at the national and institutional level and training in the use/ development of OER.

A cross-cutting theme underlying these activities is ensuring that technologies and content are accessible to people with disabilities (implementation of the United Nations Convention of the Rights of Persons with Disabilities).

A key focus of activities has been to ensure that the main education stakeholders - governments, institutions, teachers, and of course learners - have the tools and skills to effectively participate in emerging Knowledge Societies. In this work, implementing strategies, which address the digital and knowledge divide challenges in the most disadvantaged populations, is a priority.

Activities have been undertaken by IGOs and NGOs working directly with stakeholders or in partnerships, and at times with and by the private sector.

Brief Description

The UNESCO ICT Competency Framework for Teachers (ICT CFT) aims to support the training of teachers to effectively integrate ICT in their teaching practice.

UNESCO and its partners have developed a comprehensive implementation strategy for this tool which focuses on developing OER-based Teacher Training materials to meet the national ICT and education objectives, and share resources for training programmes linked to the ICT CFT between different national projects. A focus on ensuring the inclusive design of training materials is a key component of this project.

Since 2002, when the term "Open Educational Resources" (OERs) was created at a UNESCO Forum to describe a new global phenomenon of openly sharing educational

resources, a global community of OER producers has emerged and institutions are incorporating these resources into their teaching and learning strategies.

The Paris 2012 Paris OER Declaration encouraged a commitment to the principle that the products of publicly funded work in support of education should carry open licenses, and supported capacity building, collaboration and research endeavors related to OER.

Activities in 2016 focused on ensuring the mainstreaming of OER in all levels of education in order to support the implementation of SDG4, building on the principle that information technology can help to equalize the distribution of high quality educational opportunities throughout the world. In particular, having learning materials freely available for adaptation and re-purposing can expand access to learning of better quality at a lower cost.

C8 - Cultural diversity and identity, linguistic diversity and local content

Executive Summary

In 2016, implementation of Action line 8 has meant that ICTs and knowledge management have increasingly been integrated across the different stakeholders' activities, including in the UNESCO's priorities towards the protection and promotion of cultural diversity and tangible and intangible heritage. This is especially noticeable for the ICT work in terms of culture and heritage at risk, in promoting the diversity of cultural expressions and the creative industries, and in enhancing the role of culture as an enabler and a driver of inclusive sustainable development per the 2030 Agenda for Sustainable Development. With government, academic and civil society partners as well as the involvement of local communities, challenges were addressed through programmes and action of a transversal nature as well as through UNESCO's six Culture Conventions and the Recommendation concerning the Promotion and Use of Multilingualism and Access to Cyberspace (2003), including work in standard-setting, capacity-building and awareness-raising.

Implementation

As part of UNESCO's Culture for Sustainable Urban Development Initiative, UNESCO's Global Report "Culture Urban Future" was launched at Habitat III in Quito, Ecuador, in October 2016. This ground-breaking report presents a series of analyses and recommendations for fostering the role of culture for sustainable urban development and includes a specific chapter entitled "Culture and the Digital City: Its Impact and Influences" by Charles Landry. It explores the digitally-driven tools and technologies that are shaping the cultures of our growing cities – what we produce and consume and how we communicate and experience the world - empowering people to become "smart citizens".

The UNESCO Creative Cities Network is currently formed by 116 Members from 54 countries covering seven creative fields: Crafts & Folk Art; Design; Film; Gastronomy; Literature; Music; and Media Arts, enhancing international cooperation with and between members and fostering creativity as a strategic factor of sustainable development. The Network uses ICTs to facilitate knowledge sharing across cultural clusters. For example, in 2016 artists from the Centre for media arts Perte de Signal of the Creative City of Montreal, Canada (Design) and artists from the Creative City of Dakar, Senegal (Media Arts) ran a collaborative workshop-residency entitled "Libremapping", in the framework of the Afropixel Festival, which fosters solidarity, neighbourhood and civic actions and sustainable urban and social development through media arts and digital technologies.

In November 2016 the UNESCO High Level Forum on Museums adopted the Shenzhen Declaration, which calls on museums to use ICTs in association with institutional development, museum personnel education, professional inventories and documentation. The UNESCO *Recommendation on Protection and Promotion of Museums and Collections, their Diversity and their Role in Society* adopted in December 2015 emphasizes that for museums to protect and communicate about culture, diversity and heritage, better access to

innovative information and communication technologies is required. It encourages museums to play an active part in interactions with the public in digital forms. Thus, to improve their primary functions, museums are expected to adapt their contents and ensure access to ICTs.

The #Unite4heritage campaign, a global movement powered by UNESCO and run entirely online, targets youth through news and social media. Launched in response to the unprecedented recent attacks on heritage, the campaign aims to celebrate and safeguard cultural heritage and diversity around the world by engaging youth who join the **c**onversation **by posting their story in the form of a video or a photo and anecdote.**

The1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property, hereinafter "the 1970 Convention", and the 1972 Convention Concerning the Protection of the World Cultural and Natural Heritage, hereafter "the 1972 Convention" have worked to ensure that a diverse set of stakeholders, including but not limited to cultural professionals, law enforcement agencies, site managers, practitioners and the general public, have a broad range of ICT resources to effectively protect heritage from these threats and raise awareness about the importance of heritage for cultural diversity, peace and development.

For the 1970 Convention, practical and legal resources include audio visual clips targeted at the general public, tourists and youth[1] and an online Database of National Cultural Heritage Laws providing over 3,000 cultural laws from 188 countries.[2] A recent project in the context of the Unite4heritage campaign is the app game "Sarmad the Adventurer" produced by UNESCO, which raises awareness among children about Iraq's cultural heritage and the imperative of protecting it from illicit trafficking. The game, financed by a contribution from the government of Norway, is available in English and Arabic in both Google and Apple Stores, as well as on UNESCO's website.

Also in terms of heritage protection and pursuant to an agreement between UNESCO and UNITAR/UNOSAT, the monitoring of heritage sites under threat of looting, destruction and/or damage is taking place via satellite imagery in Iraq, Syria, Libya and Yemen. UNOSAT provides imagery and imagery analysis to UNESCO, while UNESCO provides advice on experts to conduct the analysis. This information helps heritage stakeholders follow developments, prepare damage assessments, and plan for restoration of sites. UNOSAT have also made available UN-ASIGN, a free crowd-sourcing application that geo-references pictures, and that UNESCO's networks in conflict- or disaster-affected countries can use to support damage assessment of sites in countries to which access is restricted.

UNESCO has also developed an app for the purpose of rapid damage assessment of heritage sites in Yemen. Three types of forms adapted to three different types of heritage – built heritage, archaeological sites, and museums – are available via an Android application for mobile, tablet, or laptop. The app can be used completely off-line, taking into account situations where Internet connection is not secured. A server data collection was also established and given to Yemeni partners – General Organisation of Preservation of Historic Cities in Yemen (GOPHCY) and General Organisation of Antiquities and Museums (GOAM). The collected data can be transferred to the server without internet connection, and the data collected in the server can be shown in different charts and graphs. The app is currently used and tested by GOPHCY and GOAM, who are assisted by the UNESCO Doha Office.

ICONEM is a Paris-based organization working with UNESCO to create 3D reconstruction of cultural World Heritage Sites in Iraq and Syria, through the use of drones and photogrammetry, to conduct damage assessment. Their 3-D models also are used for educational purposes, as for example in exhibitions or museums.

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[1]   http://www.unesco.org/new/en/culture/themes/illicit-trafficking-of-cultural-property/awareness-raising-initiatives/
[2] natlawsdatabase@unesco.org

In the framework of the EU Syria project and in partnership with ICOMOS and CyArk (Project Anqa), training on 3D digital documentation and data collection took place in 2016 with a pilot project dedicated to Damascus, Syria. It involved five Syrian engineers and architects selected by the **Directorate-General of Antiquities & Museums** as trainees in these new technologies for heritage preservation and restoration.

In relation to the 2001 Convention on the Protection of the Underwater Cultural Heritage, a game for children -best to be played on tablets- has been developed with the Wolkenlenker app, to sensitize children in this non-formal educational way of the importance of caring for underwater cultural heritage. It will be available for free online through Apple and Google stores in 10 languages.

Capacity building using ICTs was provided through the International Fund for Cultural Diversity of the 2005 Convention on the Protection and the Promotion of the Diversity of Cultural Expressions, hereafter "the 2005 Convention". In Senegal, for example, with Kër Thiossanea, a "laboratory for digital creation" was supported which trains Senegalese artists in new software and technology and fosters the emergence of the digital creation sector by improving the level of professional skills and employment opportunities. Similarly, in the Republic of Congo, a project to reinforce the Poto-Poto Painting School is training artists in new information and communication technologies. This will help artists to promote their work and gain professional skills, and helps the school to attract funds and more students. Activities include creating a database of the school's artists, organizing national and international workshop-residencies for painters, and opening the school's database for international research purposes.

On the occasion of the 10th session of the 2005 Convention's Intergovernmental Committee in December 2016, the way in which the digital environment has transformed the world's cultural scene was in focus, and included discussion on the exponential growth of digital commerce, the expansion of spaces dedicated to digital creation, and the multiplication of distribution platforms for cultural goods and services. The Committee adopted draft operational guidelines on the implementation of the 2005 Convention in a digital environment, which are designed to better address questions of digital governance and flows of cultural goods and services.

Following the adoption of the Recommendation concerning the Promotion and Use of the Multilingualism and Universal Access to Cyberspace in October 2003, UNESCO undertook several measures aiming at facilitating its implementation by Member States into national policies, legislation and strategies.

UNESCO contributed to the work of the 15th session of the Permanent Forum on Indigenous Issues which took place in May 2016 at United Nations Headquarters in New York. The Organization contributed to the general debate on several important issues and provided comments for the preparation of the recommendations concerning the indigenous languages, and their presentation and revitalization in connection to the implementation of the United Nations Declaration on the Rights of Indigenous People.

For the development of the World Atlas of Languages, UNESCO established multistakeholder partnerships. The project aims at developing innovative and scalable ICT-supported models of expanding access to multilingual information and knowledge and improving the quality of learning through the establishment of a global online platform entitled "World Atlas of Languages". Furthermore, the partnerships also aim at stimulating collaboration among different users through a well-designed international awareness raising campaign, including through ICT/online schemes, special events, publications and other initiatives, as well as establishment of the international network among higher educational organizations and the development and sharing of resources online in different languages by users and learners.

UNESCO has launched a research project with the aim to prepare an analytical report on the implementation of the UNESCO's Recommendation concerning the Promotion and Use of

Multilingualism and Access to Cyberspace (2003). The report will conclude with concrete recommendations for future action in this domain.

C9 - Media

UNESCO and C9 stakeholders have globally advocated a wide range of critical issues relating to Action Line C9 Media, including freedom of expression and privacy online and offline, press freedom, safety of journalists and media actors, gender equality in media, media and information literacy, online hate speech, radicalization, and encryption.

UNESCO participated actively at the Internet Governance Forum (IGF) in Guadalajara, from 6 to 9 December 2016, organizing 5 events to discuss issues such as protecting the safety of journalists online and offline in global Internet Governance ecosystem, youth radicalization and the role of social media, the role of Judiciary Systems in protecting Freedom of Expression in Cyberspace, and Encryption and safety of journalists in the digital age. UNESCO also launched two new policy studies on "Human rights and encryption", and "Privacy, free expression and transparency: redefining their new boundaries in the digital age".

World Press Freedom Day (WPFD), UNESCO's flagship celebration of the principles of press freedom, was celebrated in over 80 countries around the world in 2016. The main event took place in Helsinki from 2 to 4 May 2016, with more than 900 participants, making it the most attended WPFD to date. On the closing day of the event, participants adopted the Finlandia Declaration. In concurrence with the main WPFD event, a Research Conference on the safety of journalists was organized with over 50 academics from six continents. On 5 February 2016, close to 300 media leaders from around the world shared ideas for urgent action with representatives from UNESCO Member States to enhance the safety of journalists and to end impunity for crimes committed against them at the conference "News organizations standing up for the safety of media professionals", organized by UNESCO.

The first-ever International Day for Universal Access to Information (IDUAI) was marked by UNESCO International Programme for Development of Communication (IPDC) and stakeholders with a day-long event, held on 26 September 2016, themed "Powering sustainable development with public access to information". Streamed live across the world, and widely tweeted, the 'IPDC Talks', as they were commonly known, highlighted the importance of Access to Information for the implementation of the SDGs. On this occasion, UNESCO and partners also organized multiple events in at least 20 countries with the aim to promote freedom of information and its relevance to achieve SDGs. The focus of debates varied across countries, taking into account national development priorities. Adoption of Freedom of Information legislation and strengthening existing access to information laws was the focus of the events organized in Afghanistan, Bangladesh, Jordan, Mexico, Mongolia, Madagascar, Morocco and Palestine amongst others. Debates around the promotion of open governance and the role of open access policies, documentary heritage and the adoption of ICTs to ensure inclusive knowledge societies and equal access for women and men were held in Brazil, Cuba, Vietnam and Zimbabwe. The recognition of access to information as a means to achieve the 2030 Sustainable Development Agenda Goals, particularly SDG 16 and its target 10, was the topic of discussion for seminars in South Asia. Also in this context, an international expert meeting conference was organized in Indonesia by the Global Forum for Media Development to discuss key issues regarding SDG16.10 to better assess progress towards its achievement.

Every year, the IPDC supports an extensive range of projects in developing countries worldwide, and 2016 saw 51 media development projects from around the world supported by the IPDC through financial allocations during its Bureau meeting held in March 2016. The UNESCO Director-General's Report on the Safety of Journalists and the Danger of Impunity was presented to the IPDC Council during its 30th session on 17-18 November 2016. The Report offered an overview of the killings of journalists condemned by the Director-General in

2014-2015. It also provided an analysis of a decade of killings of journalists, media workers and social media producers between 1 January 2006 and 31 December 2015.

At its 33rd session on 29 September, the United Nations Human Rights Council (HRC) adopted a new Resolution A/HRC/RES/33/2 on the safety of journalists, which welcomes the work of UNESCO in fortifying media safety worldwide. The Resolution recognizes the importance of the safety of journalists for the 2030 Development Agenda and urges States to enhance their cooperation with UNESCO to implement the UN Plan of Action on the Safety of Journalists and the Issue of Impunity.

At the World Humanitarian Summit held in Istanbul from 23 to 24 May 2016, UNESCO co-hosted with OCHA a special session on protecting journalists and promoting independent reporting in crisis situations. This led to a number of recommendations of actions that Member States, media organizations and UN agencies could take under the UN Plan of Action on the Safety of Journalists and the Issue of Impunity.

The seminar "Strengthening Judiciary Systems and African Courts to protect Safety of Journalists and End Impunity", which was jointly organized by UNESCO and the African Court on Human and Peoples' Right on 10 September 2016 in Arusha, United Republic of Tanzania, served as the main commemoration of the International Day to End Impunity for Crimes Against Journalists (2 November) . In total, 33 commemorations were organized by UNESCO and partners, globally, to commemorate the International Day, and to raise awareness on the persistent culture of impunity against journalists and its impact on the safety of journalists. The events included high-level panel discussions and roundtable discussions in New York, Bogotá and The Hague as well as other initiatives in Europe, Asia, Latin America, the MENA region, and Africa.

In 2016 UNESCO continued its work on the flagship series *World Trends in Freedom of Expression and Media Development*, to monitor global and regional developments related to media freedom, pluralism, independence and safety, with special focus given to issues affecting gender equality.

Good community media practices and policies continue to be fostered. The project "Empowering Local Radio Stations with ICTs" has continued to consolidate the capacities of local radio stations to provide low-income populations, especially women and girls, access to information and foster their active participation in the public debate on development issues of local concern. The project was extended to 3 new countries in Sub-Saharan Africa and is now benefiting 59 stations in 10 countries (Burundi, Democratic Republi of Congo, Kenya, Lesotho, Namibia, Rwanda, South Africa, United Republic of Tanzania, Uganda and Zambia). World Radio Day (WRD) 2016 achieved very strong results, building on the successes of previous years. More than 379 events were held across the world in at least 81 countries, more than twice the required benchmark.

UNESCO organized a training workshop for 25 francophone broadcasting members from the African Union of Broadcasting (AUB), in order to take up the Gender-Sensitive Indicators for Media (GSIM) and introduce their application in their respective organizations/countries. UNESCO, in collaboration with the Global Alliance on Media and Gender, launched the Women Make the News 2016 initiative under the theme "Gender Equality in the Media is Sustainable Development": Gender Equality in the Media by 2030, in commemoration of the International Women's Day (8 March). To ensure Media and Information Literacy (MIL) for all, achieving media and information literate societies, work has focused on curricula development, capacity building, policies, research/monitoring, and networking. National consultations on the formulation of MIL policies are being carried out in Albania, Jordan, Kenya, the Philippines and Serbia. UNESCO partnered with the European Commission and the Government of Latvia to organize the Second European Forum on MIL which was held from 27 to 29 June 2016 in Latvia. UNESCO and partners organized the Global MIL Week 2016 from 30 October to 6 November 2016.

Two Massive Open Online Course (MOOC) on MIL in English and Arabic has been launched increasing youth access to training on MIL, intercultural dialogue and tolerance. Over 2,000

youths engaged in research on MIL, internet, media and radicalization. UNESCO launched the MIL CLICKS social media movement in English, Portuguese and Serbian.

At the regional level, through the invaluable support of the Governments of Finland and Sweden, UNESCO has had a clear imprint in the improvement of the media contexts at different levels in the Arab Region. The most significant impact was evident in the decline of hate speech and biased reporting, especially in conflict and post conflict contexts and in relation to election coverage; better representation of women and youth in media; quality information provided to the public in times of crisis through specially tailored programming; and increased understanding and mobilization of efforts towards ending impunity and enhancing the safety of journalists.

The training of security forces on freedom of expression was continued in Africa throughout 2016. Further in-depth research on safety of journalists was conducted in both Kenya and Nepal, which resulted in the publication in 2016 of Journalism Safety Indicators Reports on both countries.

UNESCO concluded two Memoranda of Understanding on the Safety of Journalists with legal institutions based in Latin America. The Organisation also signed an agreement with both the Supreme Court of Justice of Uruguay and the Ibero-American Judicial Summit to fortify cooperation on the improvement of freedom of expression and journalist safety.

UNESCO continued to implement the NET-MED Youth project (2014-2017), which is funded by the European Union and focuses on ten countries along the eastern and western basins of the Mediterranean Sea. Its main objective is to contribute to the creation of an enabling environment for young women and men to develop their competencies, exercise their rights and duties, and meaningfully engage as active citizens, particularly in decision-making and policy planning.

Future Initiatives

UNESCO, with the support of Sweden, initiated a project to develop Internet indicators to assess how the Internet serves sustainable development objectives through building Knowledge Societies based on democracy, human rights and sustainable and inclusive development. This task will use the concept of Internet Universality and related ROAM principles as the guiding framework. This is a response to the expectations of UNESCO Member States and WSIS stakeholders for continued work in developing and strengthening indicators to further understand media and communication ecosystems, including the Internet. In parallel, UNESCO is jointly working with ISOC and ICANN to conduct a new policy research on multi-stakeholderism which aims to inform the policy making processes including those related to media and Internet.

C 10 - Ethical Dimensions of the Information Society

During 2016, UNESCO contributed to advancing the objectives of the C10 Action Line both through its programmatic activities and in coordination with other partners. These activities served to raise understanding of the issues and developed initiatives that have supported capacity building particularly for institutions, policy-makers and youth.

At the WSIS Forum 2016, UNESCO contributed to the debate on SDG 16: 'Promoting Peaceful and Inclusive [Knowledge] Societies' through a discussion on digital technologies and radicalization of youth, in the context of Action Line C10. The debates were wide ranging: How are digital technologies shaping the fight against radicalization and the prevention of violent extremism? How can social media be leveraged to give a voice to marginalized communities? How can ICTs enhance wider artistic freedom and expression, facilitate access to and the enjoyment of culture and foster intercultural dialogue?

UNESCO addressed issues surrounding the role of the Internet and youth radicalization in the conference "Internet and Radicalization of Youth Preventing, Acting and Living Together" held in Québec, Canada from 30 October to 1 November, 2016. The conference was a considerable success with over 500 participants, ranging from researchers and specialists to civil society representatives as well as government officials, from approximately 70 countries. Among those in attendance were the Prime Minister of Quebec, 7 Ministers, 4 high-level UN officials and 5 mayors. The participants reaffirmed the positive potential of information technologies to build bridges among people and convey narratives that counter hate speech and violent extremism. The conference launched the Call of Quebec to rally support for a robust response to radicalization online. It urged stakeholders to question radicalization narratives online, and to respond through counter-narratives and education that emphasizes critical thinking, tolerance and respect for human rights.

UNESCO organized a side event on Universal Access to Information in Cyberspace for Empowerment of Indigenous Peoples during the 15th session of the Permanent Forum on Indigenous Issues, from 9 to 20 May 2016, at the United Nations Headquarters in New York. The event among other things addressed a wide range of issues on digital empowerment of indigenous communities through ensured universal access to information and knowledge in cyberspace including thematic discussions on ethical dimensions of making information and documentary heritage of indigenous communities accessible to all. The speakers of the session addressed the ethical dimensions of making data, information and documentary heritage of indigenous communities accessible in public domain. Respect of fundamental universal ethical principles, in particular those concerned with production of new content, storage, distribution, access to and use by a global community were also debated and examples shared with participants of the session.

The policy environment in which governments operate is an evolving one, so dynamic process for ongoing policy crafting that can leverage global lessons and experiences in a timely manner are essential. UNESCO published the "Knowledge Society Policy Handbook" and its associated online platform of tools, policy resources and a diverse community of practice represent its latest response to emerging challenges and opportunities, especially in the context of ethical and political dimensions of knowledge societies.

UNESCO also published a report on "Policy Options and Regulatory Mechanisms for Managing Radicalization on the Internet". The report analyses the legal measures taken specifically against online radicalization adopted by 32 countries representing the 6 geographical regions of UNESCO. It highlights not only legal but also ethical issues related to Internet use and the process of radicalization.

Finally, UNESCO supported the Technical University of Kenya (TUK) to hold the First International Conference on Information and Knowledge Management in Kenya from 24 to 26 August 2016 in Nairobi, Kenya. Themed "Transformative Information and Knowledge Management for Sustainable Development", the three-day conference provided participants with a platform to contribute to and benefit from the discourses on how best the academia, government and private sector can integrate information ethics in the theory and practice of information and knowledge management.