COMMISSION ON SCIENCE AND TECHNOLOGY FOR DEVELOPMENT (CSTD)

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Submissions from entities in the United Nations system and elsewhere on their efforts in 2013 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 17th 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 (2013)

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

December 2013

Part 1:Executive Summary

Over the past decade, UNESCO has strongly contributed to the implementation of the outcomes of the World Summit on the Information Society (WSIS) held in Geneva, Switzerland in 2003 and in Tunis, Tunisia in 2005.

UNESCO is a co-organizer, with ITU, UNDP and UNCTAD, of the yearly WSIS Forum, which brings together in each of the fora some 1,300 participants from more than 100 countries. Since 2013 UNESCO has been a pioneer in preparing the post-2015 process and therefore understanding clearly what has been achieved, what is the situation today and which future developments do we expect, which will allow all actors to further harness the potential of ICTs for sustainable development. This was a key objective of the WSIS+10 Review Event entitled 'Towards Knowledge Societies for Peace and Sustainable Development' that UNESCO co-organized and hosted in February 2013.

During the course of time, UNESCO's initial vision of inclusive knowledge societies moved beyond a focus on the information and communication infrastructure to building capacities of human beings, developing relevant content and policies. In 2013, the vision of knowledge societies for peace and sustainable development has evolved to aim at the creation of Knowledge societies that are inclusive and equitable.

The current report presents UNESCO's activities in 2013 that have contributed to the advancement of the WSIS goals and in the implementation of the six action lines for which UNESCO is a lead facilitator.

Part 2: Description of Programme and Activities undertaken in 2013

2.1. Coordination of the WSIS outcomes implementation

2.1.1. The 2013 WSIS +10 Review Event in Paris

In February 2013, UNESCO organized at its Headquarters, in cooperation with ITU, UNCTAD and UNDP, the first high-level, multi-stakeholder WSIS+10 Review Event entitled 'Towards Knowledge Societies for Peace and Sustainable Development'. It offered a rich forum of insight and discussion on the achievements since the WSIS as well as the continuing challenges faced by all stakeholders in building inclusive knowledge societies.

The event was attended by 1,450 participants from 130 countries, with a further 800 remote participants. All regions and stakeholder groups were represented, including intergovernmental and international organizations, governments, private sector businesses, media, the academic, technical and professional communities, and civil society organizations. High-level dialogues and plenary discussions on critical issues took place alongside 83 events, workshops and thematic fora covering 11 themes of crucial importance to building inclusive knowledge societies for peace and sustainable development including on internet governance, freedom of expression and the ethical dimensions of inclusive Knowledge Societies.

The Final Statement of the event, Information and Knowledge for All: an expanded vision and a renewed commitment, was developed by the open-ended, multi-stakeholder drafting group with the participation of all stakeholder groups, emphasizing the rich and innovative multi-stakeholder character of WSIS follow-up arrangements. In November 2013, the Final Statement was endorsed by the 195 Member states during UNESCO's 37th session of the General Conference, making it a powerful, formally endorsed contribution to the WSIS+10 Review process.

2.2. Facilitation of the WSIS outcomes implementation

2.2.1. UNESCO – Chair of UNGIS in 2013

As Chair of UNGIS in 2013, UNESCO – and the co-chairs UNDP, ITU, UNCTAD and UNDESA – developed in consultation with its 30 members the *Joint statement on the post-2015 Development Agenda* process, which was adopted by the UNGIS. This contribution to the dialogue on the post-2015 development agenda is a unified effort to harness inter-agency expertise in the field of ICTs and address development challenges in the 21st century collectively and to stress the need to refer more prominently to ICTs in the current process of defining the post-2015 Sustainable Development goals or their equivalent.

2.2.2. WSIS Forum 2013

The 5th edition of the WSIS Forum took place at ITU headquarters, in Geneva, Switzerland from 13 to 17 May 2013. As leading facilitator of 6 Action Lines, UNESCO, in cooperation with other stakeholders organized the following meetings:
- C3 Access, C7 E-science, C8 Cultural and language diversity, C10 Ethical dimensions of the Information Society: "UNESCO's continued Action Line facilitation: Presenting action taken and listening to stakeholders";
- C7 E-learning: "Technology, Broadband and Education: Advancing the Education for All Agenda, Broadband Commission Report";
- C9 Media: "Internet Universality: Conceptualizing evolving mediascape and updating strategies for post-2015";
- Plenary session: 'WSIS+10 Visioning' offering an opportunity to table proposals leading towards the development of a multi-stakeholder consensus on the on-going WSIS Review Process.

2.3. Implementation of the WSIS outcomes

2.3.1. UNESCO's contribution to the IGF, Bali

The 8th Internet Governance Forum (IGF) on "Building Bridges - Enhancing Multistakeholder Cooperation for Growth and Sustainable Development" took place in Bali, Indonesia from 22 to 25 October 2013. UNESCO acknowledges the potential of the Internet for fostering sustainable human development and building more democratic societies, and also for enhancing the free flow of information and ideas throughout the world. The Organization has consistently stressed that the mechanisms of Internet governance should be based a multistakeholder approach and the principles of openness, privacy and diversity, encompassing universal access, interoperability, freedom of expression and measures to resist any attempt to censor content. The following meetings were hosted at the 2013 IGF by UNESCO in cooperation with its partners:
- Protecting journalists, bloggers and media actors in digital age
- Building Bridges to Online Multilingualism
- Internet Universality: towards an Internet free and right based, open, accessible for all, and multi-stakeholders driven
- UNESCO Open Forum, including on Media and Information Literacy, the ethical dimensions of the Information Society and the WSIS+10 Review process.

2.3.2. UNESCO Institute for Statistics (UIS) contribution

Under the auspices of the Partnership on Measuring ICT for Development, the UNESCO Institute for Statistics (UIS) organized a session during the WSIS+10 to provide a statistical perspective of current measurement efforts related to the WSIS targets within UNESCO's fields of competence.

UIS, in partnership with UNESCO Communication and Information sector and the Talal Abu-Ghazaleh Organization (TAG-Org), completed a data collection in five Arab States and co-produced a report on ICT in education.

UIS, with its partners the Korea Education and Research Information Service (KERIS) and the Brazilian Network Information Center (NIC.br), conducted a workshop in Dakar, Senegal with 35 African countries to build the capacity of national statisticians in the collection of ICT in education statistics.

UIS is drafting a report providing a regional overview of ICT in education in Asia. It is also drafting two chapters for submission to the final WSIS review.

Coalescing different regional experiences, UIS will launch its first global collection of ICT in education statistics in 2015.

2.3.3. Action Line C3: Access to information and knowledge

UNESCO continued to promote the use of Free/Libre Open Source software (FOSS) in its fields of competence, through cooperation with major organizations working in the field and focusing on developing countries, Africa and Small Island Developing States. The use and adoption of FOSS, Open systems, standards and data in the Caribbean was assessed through a comprehensive report providing a situation review in 17 Caribbean countries. Recommendations on practices and policies to foster professionalism in Free/Libre information technology were largely discussed in the framework of the WSIS+10 Review Event (2013), in collaboration with the International Federation of Information Processing.

Five national initiatives were launched in 2013, within the framework of the project World Map of UNESCO Points of Interest, aiming at strengthening the resilience of local communities and the response of UNESCO and the global organizations to Post Disaster and Post Conflict situations through an openly licensed GIS data infrastructure. These initiatives were carried out in 3 regions seeking to harness the potential of open mapping in different UNESCO's domains through a bottom-up participatory, community-based approach.

UNESCO launched the Hydro Open-source software Platform of Experts initiative, allowing Member States, institutions and citizens to join efforts for improving the effective management of water resources through the use and development of innovative Open-Source software solutions.

A UNESCO World Report 'Opening New Avenue for Empowerment. 'ICTs to Access Information and Knowledge for Persons with Disabilities' was launched in 2013 and 5 regional studies on the application of ICTs by persons with disabilities were carried out by UNESCO in order to prepare concrete recommendations for Member States.

A 'Model Policy for Accessible ICTs in Support of Inclusive Education for the implementation of the United Nations Convention on the Rights of Persons with Disabilities' was developed by

UNESCO and G3ict, providing a template to assist UNESCO's Member States in promoting the accessibility of ICTs and Assistive Technologies for persons with disabilities in education that can be adapted by national education institutions.

2.3.4. Action Line C7: e-Science

Within the context of the 2013 WSIS+10 Review Event, a high level panel, 'Using E-Science to Strengthen the Interface between Science, Policy and Society' was organized and consisted of two main sessions: a Technical Working Group (TWG) meeting on 'Emerging Trends in E-Science: Citizen Science, Mobile technologies and ICTs' that explored practices and emerging trends in e-Science with particular focus on youth-led initiatives in LDCs, and a High Level Roundtable that looked at how E-Science can act as an important tool in the development of applications in sectors critical to society such as natural disasters, agriculture, water security, health, poverty, education, research and innovation and intellectual property. The meetings explored how e-Science can enhance the effectiveness of the science-policy interface through the post-2015 MDGs and SDGs processes, the Rio+20 Conference outcomes and the newly-formed Scientific Advisory Board to the UN Secretary-General and the UN system. (http://www.unesco.org/new/en/natural-sciences/science-technology/sti-policy/e-science/)

UNESCO's most current involvement in space technology is through the International Centre on Space Technologies for Natural and Cultural Heritage (HIST), a UNESCO category II centre in Beijing and a project on 'Using the 'magic' of satellite images as support for an educational package: Understanding Climate Change Effects on Small Island Developing States' in association with the University of Ghent.

In November 2013 UNESCO/CERN launched audio visual science teachers' training modules in physics (in English, French and Portuguese) during the celebration of World Science Day for Peace and Development. UNESCO also launched the GO-SPIN (Global Observatory of Science, Technology and Innovation Policy Instruments) country profile on Science, Engineering, Technology and Innovation. The profile is based on the project on Capacity-Building in Science, Technology and Innovation (STI) Policy in Africa funded by the Government of Spain. The country profiles constitute the basis of a new e-publication series in the STI policy series starting by Botswana.

UNESCO works closely with the Nature Publishing Group Ltd (NPG) to launch and to mobilize funds for the UNESCO/Nature project World Library of Sciences (WLoS) providing authoritative resources for strengthening science teaching and learning programmes through an online delivery system containing an Article Library of peer-reviewed articles, written on science topics that can be freely used for teaching and learning and supportive discussion spaces. http://www.unesco.org/new/en/natural-sciences/special-themes/science-education/

UNESCO partnered with UNDP in the BES-Net capacity building network facilitating dialogues among the multiple stakeholders involved in the Intergovernmental Platform on Biodiversity and Ecosystem Services (IPBES) and the formation of relevant knowledge and project networks and

aiming to 'strengthen the science-policy interface for biodiversity and ecosystem services for the conservation and sustainable use of biodiversity, long-term human well-being and sustainable development".

2.3.5. Action line C7: e-Learning

A session on 'The future of mobile learning: implications for education' was organized during the 2013 WSIS+10 Review Event and included presentations and discussion on mobile learning activities of UNESCO, the One Laptop Per Child initiative, in Africa and in Asia.
The session concluded on the unique role that play the use of mobile technologies in expanding quality learning opportunities, strengthening educational systems, providing a broader spectrum of pedagogical approaches and contributing to benefitting women and girls beyond learning, including their use as a security measure, granting improved status in communities, promoting feelings of being more connected to the world and to other women, increasing the potential for economic opportunities, and increased autonomy.

A meeting of the Working Group for Education of the Broadband Commission for Digital Development was also organized during the Review Event, a Broadband Report on ICT in education was presented and discussed with the Broadband commission members.

In a session on 'Technology and System-Wide Change: Innovative Schools and the ICT Competency Framework for Teachers (CFT) Toolkit, participants gained a broader understanding of:
- the system-wide change that technology brings to education and learning systems,
- how schools have used technology and personalized learning to impact student outcomes,
- the ICT CFT and accompanying ICT CFT Toolkit functions, and how they can support the development of teacher competencies for the use of technologies in all areas of their professional practice.

The session also put forward examples of innovative schools that have created system-wide change and are using technology for more than merely increasing efficiency or accessing information and strategies of how teacher competencies can be developed through the ICT Competency Framework (ICT CFT) and the newly developed toolkit for contextualizing this resource. The discussion illustrated how Open Educational Resources (OER) have been harnessed to support the use of the ICT CFT, and provide examples of lessons learnt from the piloting of the ICT CFT Toolkit (http://ccti.colfinder.org/toolkit/ict-toolkit/).

A UNESCO High-Level Policy Forum on ICT and EFA was organized, in cooperation with the Chinese Government and capacity building activities have been delivered -in cooperation with the Commonwealth of Learning- in Jamaica, Kenya, and Oman on the development of national ICT in Education Policies.

2.3.6. Action line C8: Cultural diversity and identity, linguistic diversity and local content

In the framework of the 2013 WSIS+10 Review Event, UNESCO organized the session on 'Linguistic Diversity: Review of National and International Policies and Measures', chaired by H.E. Ms Katalin Bogyay, President of the General Conference of UNESCO, Ambassador of Hungary to UNESCO.

In 2013, UNESCO continued to manage and monitor the implementation of its international standard setting instruments, including:
- the Recommendation concerning the Promotion and Use of the Multilingualism and Universal Access to Cyberspace (contributing to the creation of multilingual content on Internet);
- the Convention on the Protection and Promotion of the Diversity of Cultural Expressions (133 Parties, holding the forth Conference of Parties in Paris, in June 2013);
- and the Convention for the Safeguarding of Intangible Cultural Heritage (155 State Parties, holding the eighth session of its Intergovernmental Committee in Baku, Azerbaijan, in December 2013), recognizing languages as vehicles of intangible cultural heritage.

In 2013, UNESCO continued to advocate worldwide for the importance of the strategic link between culture and development. This has been a strong trend in the last decade. Some of the most important policy documents that have underscored the importance of culture for sustainable development in the last years include the UN General Assembly Resolutions N. 65/1 ("Keeping the Promise: United to Achieve the Millennium Development Goals", 2010), N. 65/166 (2011) and N. 66/208 (2012) on "Culture and Development", the outcome document of the UN Conference on Sustainable Development, "The Future We Want" (Rio de Janeiro, June 2012), which highlighted the importance of cultural diversity and the need for a more holistic and integrated approach to sustainable development and, more recently, the final declaration of the Hangzhou Congress (May 2013).

In the area of the UNESCO Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace, UNESCO, in close partnership with EURid, launched the World report on Internationalized domain names (IDNs) in November 2013.

2.3.7. Action Line C9: Media

From 2-4 May 2013 in San Jose, Costa Rica, UNESCO hosted the global event of World Press Freedom Day that focused on promoting the safety of journalists, with regional and national celebrations held in 100 countries. UNESCO adopted a Work Plan on journalists' safety, promoted the UN Plan on the Safety of Journalists and the Issue of Impunity in seven countries, and produced research indicators for journalists' safety. A new studies on the safety of online media actors doing journalism, the role of Internet intermediaries and a new draft concept on Internet Universality were initiated by UNESCO.

UNESCO's International Programme for the Development of Communication (IPDC) also launched a new initiative on "knowledge-driven media development" and supported 63 media development projects in 52 developing countries for over US$ 1 million US dollars. Assessments based on the Media Development Indicators were ongoing or completed in 22 countries during 2013.

UNESCO has published "Linking Generations through Radio" and "Tuning into Development: an international comparative survey of community broadcasting regulations" to promote more inclusive programming approaches by radio stations in Africa and address multiple challenges encountered by community radio stations worldwide.

A journalism education compendium of ten new specialized syllabi was launched by UNESCO, including courses on intercultural dialogue, science and bioethics, community broadcasting and gender and climate change in Africa. Self-regulation has been promoted in south Eastern Europe and Turkey with the support of the European Union.

2013 marked the first year of implementation of UNESCO project "Promoting Freedom of Expression in Egypt, Libya, Morocco, Syria, Tunisia and Yemen" supported by Finland, and scheduled to run until 2016. UNESCO has meanwhile been implementing the complimentary project "Promoting an Enabling Environment for Freedom of Expression: Global Action with Special Focus on the Arab Region," which focuses on countries in the Arab region and South Sudan, supported by Swedish International Development Agency (SIDA).

In the area of Media and Information Literacy (MIL), a model Media and Information Literacy Curriculum for Teachers was adapted or piloted in 11 countries in 2013. Eight Universities have been supported to promote MIL. The second MIL and Intercultural Dialogue (MILID) Week was hosted by the University of Cairo in April 2013 and Global Alliance for Partnerships in MIL was launched in June 2013.

In the area of gender equality in and through media, the 'Gender-Sensitive Indicators for Media research' instrument is being piloted in 25 media organizations. The Global Forum on Media and Gender was held in December 2013 in Bangkok, Thailand.

2.3.8. Action Line C10: Ethical dimensions of the Information Society

During the WSIS+10 Review Event, a Review Study on "Current and emerging ethical and societal challenges of the information society", sought to capture global experiences since 2007 from developed and developing country context in responding to the challenges posed by the use and application of both new and emerging information and communication technologies (ICT) and identified an urgent need amongst policy-makers in all regions, to respond in real time to technological developments, while incorporating adequate reflections on the potential societal and ethical of technological use into their decision-making.

The "IFAP Special Event Information and Knowledge for All, Emerging trends and Challenges", organized during the WSIS+10 Review Event, sought to emphasize holistic approaches to the challenge of building inclusive knowledge societies. It therefore gave considerable attention to the role of information ethics as an impetus for shaping and informing the on-line behaviours of all actors, as well as its synergistic contributions to fostering and realizing human development. The session underscored the important and urgent need for cooperation across the traditional stakeholder divides of government, private sector and civil society as well as the need for interdisciplinary approaches across and within the soft and hard science.

To build on the discussions and recommendations made during the WSIS+10 Review a number of broad-based follow-up actions have been undertaken:
• To address the gaps identified in policy decision-making frameworks, it was decided to develop an Information Ethics Handbook for Policy-makers providing approaches based on existing international human rights law for interpreting, understanding and elucidating responses that can support the attainment of public policy goals.
• Similarly, the IFAP Special Event resulted in two follow-up international events organized in September and October 2013, the international conference 'Internet and Socio-Cultural Transformations in Information Society' in the Russian Federation and the international expert meeting 'Riga Global meeting of Experts on the Ethical aspects of Information Society' in Latvia.

Part 3: Overall challenges and ways forward

Many innovations have occurred which were not anticipated at the time of WSIS, including the growth of mobile Internet, social networking and cloud computing. These innovations, and the increasing pervasiveness of ICTs within societies, have had a profound impact on the ways in which governments deliver services, businesses relate to consumers, and citizens participate in public and private life.

ICTs and their potential for empowerment still remain unavailable or unaffordable to many people, particularly in developing countries. In the area of cultural diversity, more needs to be done to enhance the capacities of policy-makers and teachers, to enable and stimulate multilingual and culturally diverse content, to advocate worldwide the strategic link between culture and development and to ensure inclusive participation.

Regarding e-science it is envisaged to advance the efforts which started as a part of the WSIS +10 Review framework relating to strengthen policy and programme activities in Citizen Science, by encouraging the use of the Internet and mobile technologies to facilitate greater participation of civil society in the entire scientific process, facilitate public and private partnerships to promote e-science and use e-science to promote data and knowledge exchange, provide relevant and timely information for citizens, scientists and policy-makers that will improve decision making, science, policy and society relations and standards of living, particularly for marginalized communities.

In the area of e-learning it is imperative to continue to advance the debates on mobile learning and the impacts on emerging technologies on the future learning, to assist countries in developing and implementing effective ICT in education policies and master plans, with specific focuses on mobile learning and Open Educational Resources (OER) and to support countries in ensuring that teachers have the necessary competencies to harness ICTs effectively in their professional practice.

While opportunities for freedom of expression have increased as a result of new media, privacy concerns are growing and online freedom of expression is under increasing pressure in some countries in contradiction to what the Universal Declaration of Human Rights affirms as a right "to seek, receive and impart information and ideas through any media and regardless of frontiers."

While universal ethical values and principles do exist the manner and mode by which they are expressed are closely linked to the context – place, time, culture and other factors. The rapid pace of information exchange on the borderless Internet often results in practices being juxtaposed, observed and assessed without an understanding of relevant contextual factors. There is thus a greater need for dialogue and also recognition of the diversity of ethical philosophy.

UNESCO will continue building on its dedicated and collaborative work with the organization's external partners and on its intersectoral comparative advantage to further advance the work on Inclusive Knowledge Societies, preparing for the critical role ICTs will play in achieving the post-2015 sustainable development goals.

working together towards
2015

Towards Knowledge Societies
for Peace and Sustainable Development
First WSIS+10 Review Event

Final Statement

Information and Knowledge For All:
an expanded vision and
a renewed commitment

25-27 February 2013, UNESCO Headquarters, Paris

Introduction

Ten years ago, the representatives of the peoples of the world, assembled in Geneva in 2003 and in Tunis in 2005 for the first and second phases of the World Summit on the Information Society adopted a common vision of the Information Society, identified its key principles and outlined the main challenges towards an Information Society for All based on shared Knowledge.

The decade since WSIS has seen very considerable progress towards the people-centred, inclusive and development-oriented Information Society. The multi-stakeholder approach and implementation at the international level proved to be a considerable asset in taking forward the WSIS themes and Action Lines. Still, major challenges lay ahead for counteracting the wide disparities in development and enabling entire groups and countries to benefit from universal access to information and knowledge.

Therefore, we participants in the First WSIS+10 Review event, assembled in Paris, France, from 25 to 27 February 2013,

Committed to the human rights and fundamental freedoms proclaimed in the Universal Declaration of Human Rights and other universally recognized legal instruments,

Recalling that the Preamble to the Constitution of UNESCO affirms, "that the wide diffusion of culture, and the education of humanity for justice and liberty and peace are indispensable to the dignity of man and constitute a sacred duty which all the nations must fulfil in a spirit of mutual assistance and concern",

Convinced that the development of information and communication technologies (ICTs) contributes to peace and sustainable development,

state the following:

- Multistakeholder processes have become an essential and unique approach to engagement in addressing issues affecting the knowledge and information societies.

- The key to empowering people for sustainable development and peace is education - education that reaches out to all members of society, education that provides genuine lifelong learning opportunities for all.

- In the context of the constant expansion of the Internet and the potential of the emerging ICTs to facilitate interaction and to generate and acquire knowledge, it is important to protect and promote freedom of expression.

- Indigenous and traditional knowledge are fundamental in building pathways to develop innovative processes and strategies for locally-appropriate sustainable development. This knowledge is integral to a cultural complex that also encompasses language, systems of classification, resource use practices, social interactions, ritual and spirituality. These unique ways of knowing are important facets of the world's cultural diversity, and provide a foundation for comprehensive knowledge societies.

- Scientific knowledge is a key factor in the innovation process and in finding pathways to sustainable development which are respectful of the environment. Science is acknowledged as a common or public good that is to be shared universally.

- Knowledge societies should seek to ensure full respect for cultural diversity, and that everyone has the right to express themselves, to create and disseminate their work in the language of their choice.

- Global ICT connectivity and affordability are experiencing positive trends, although two thirds of the world's population still lack access to Internet. Accessibility, though, remains an important challenge.

- The rapid diffusion of mobile communication, establishment of Internet exchange points (IXPs), the increased availability of multilingual content and Internationalized Domain Names (IDNs), and the advent of new services and applications, including m-health, mobile transactions, e-Government, e-education, e-business and developmental services, which offer great potential for the development of the knowledge societies.

- Broadband related infrastructure and access is one of the key aspects in achieving the information and knowledge societies, bringing social and economic benefits.

- Significant efforts have been made in order to strengthen the establishment of the national ICT and Broadband strategies and policies.

The participants also invite all Stakeholders to:

- Respect freedom of expression, as defined in the Article 19 of the Universal Declaration of Human Rights, media pluralism, multilingualism, equal access to education, science and technology and artistic and cultural expressions remain essential for progress towards inclusive knowledge societies, and enhanced cultural diversity. Freedom of expression off-line applies on-line.

- Further promote universal access to information and knowledge with due respect for free flow of information.

- Pursue the goal of universal access to, and preservation of, information in order to build sustainable knowledge societies. In the quest for universal access to information and knowledge attention should be paid to infrastructure, accessibility to quality multilingual content and to application of knowledge, public access and building capacities of people to leverage information for sustainable development.

- Harness the potential of ICTs to help in achieving the internationally agreed development goals, including the Millennium Development Goals.

- Participants are also invited to recognize the importance of maintaining an open Internet based on open standards development processes, as key enablers for an inclusive knowledge and information societies.

- Promote and ensure the safety of online journalists, bloggers and human right activists.

- Protect privacy and foster dignity to which everyone is entitled in cyberspace.

- Acknowledge the importance of and renew their commitment to the Internet Governance Forum (IGF).

- Respect human diversity in all its forms, including cultural and linguistic diversity. The preservation of the richness and diversity of the universal heritage are concepts that are enshrined in many international normative texts and national constitutions and legislations.

- Develop measures and policies to safeguard endangered languages and promote multilingualism.

- Fully integrate gender equality perspectives in WSIS related strategies and facilitate their implementation. Efforts should go beyond techno-centric solutions towards advancing women's innovative and meaningful use of ICTs for their empowerment and development.

- Enhance the participation of youth, and their access to the benefits of the information revolution as key priorities.

- Continue focusing on the needs of disadvantaged and marginalized groups, including indigenous peoples and people with disabilities, to solve the problem of inaccessibility.

- Encourage international and interdisciplinary reflection and debate on the ethical challenges of emerging technologies and the information society.

- Support e-learning through a) the skills to effectively handle information that are reflective, creative and adept at problem solving to generate knowledge, b) transformative mechanisms that enable citizens to fully participate in knowledge societies and influence the decisions which affect their lives, c) the development of inclusive and open pedagogies and practices.

- Promote information and media literacy as indispensable individual skills to people in the increasing information flow.

- Facilitate the open access to scientific information in all parts of the world, especially in least developed countries.

- Encourage research and facilitate frameworks to favour open access to information and knowledge while respecting intellectual property rights.

- Continue exploring how the practices and philosophy of the Free Software and Open Source movements can be applied to other challenges of knowledge societies bedsides software.

- Take a holistic approach when fostering the information and knowledge societies. This will require attention to both the use and production of the variety of ICT goods and services. The ICT-producing sector should contribute to job creation, innovation and entrepreneurship as well as help to sustain ICT use throughout society. It is therefore important to create an enabling environment for the local ICT sector to grow and to attract investment.

- Make efforts to address the challenges in the availability, affordability, quality of access and use of broadband, in order to reduce the digital divide and possible risks of exclusion from the information society.

- Coordinate and cooperate in a multi-stakeholder and inclusive manner at regional and international level in order to ensure that the appropriate enabling environment is created for the further development the ICT ecosystem.

- Contribute to the upcoming work of the working group of the Chair of CSTD on enhanced cooperation.

- Take further steps to improve the availability of data related to measuring the 10 WSIS targets.

- Ensure that the lessons learned during the WSIS review processes inform, as appropriate, the formulation of development goals post 2015.

- Report on the WSIS implementation within the framework of the WSIS process, facilitating elaboration of the vision beyond 2015, to be based on up-to-date information, and identified achievements, gaps and challenges.

The Event offered a unique opportunity for all WSIS stakeholders to review progress made and lessons learned. The outcome of this Review Meeting will serve as an input into the discussions during the *WSIS Forum 2013* in Geneva in May as well as inform the work of the Commission on Science and Technology for Development, the designated system-wide focal point for follow up to the WSIS outcomes, when it meets at its 16th Session.

Inspired by the vibrant debate at this review meeting, and the strong support of the diverse participants, we pledge our renewed commitment to realising the full potential of knowledge societies for peace and sustainable development.