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**Submissions from entities in the United Nations system and elsewhere on  
their efforts in 2015 to implement the outcome of the WSIS**

**Submission by**

United Nations Educational, Scientific and Cultural Organization (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 18<sup>th</sup> session of the CSTD), in response to the request by the Economic and Social Council, in its resolution 2006/46, to the UN Secretary-General to inform the Commission on Science and Technology for Development on the implementation of the outcomes of the WSIS as part of his annual reporting to the Commission.

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

**Report by UNESCO on its role and activities in implementing the WSIS Outcomes (2015)**

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

15 November 2015

“The speed of progress is stunning, and the promise of change is high for everyone, everywhere. UNESCO has been a pioneer in enlarging the vision of technology, in moving beyond infrastructure to human needs. Building a knowledge society is not only a technical issue. It demands political decisions on new forms of social organization.”

Ms Irina Bokova, Director-General of UNESCO

## **Part One: Introduction**

In 2003 and 2005, the World Summit on the Information Society took important decisions towards shaping an information society for all. Many positive changes have occurred since then, but challenges remain. Access to information and knowledge is still far from being universal and equitable. Many people, especially women, remain excluded from the benefits of the information revolution, because of challenges in access to affordable ICTs, as well as from a lack of appropriate policies, content and skills. In this context, UNESCO has crafted and put forward a powerful message on the importance of overcoming these challenges in order to empower all women and men in all societies with the opportunities and the capacities to make the most of the benefits created by unprecedented technological changes.

It has never been so important to build inclusive Knowledge Societies drawing on the sum of human ingenuity, technical innovation and the power of information and knowledge. They have the potential to achieve lasting, positive impact on education, economic prosperity and poverty eradication, social inclusion and environmental protection, to contribute to more lasting peace and sustainable development. Taking advantage of these opportunities stands at the heart of the new 2030 Agenda for Sustainable Development, including the new Sustainable Development Goals.

The current report presents UNESCO's activities in 2015 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, thus advancing the vision of inclusive, open, diverse and participatory knowledge societies. UNESCO has highlighted since the WSIS that sustainable knowledge societies must be based on quality education for all, freedom of expression, universal access to information and knowledge and respect for cultural and linguistic diversity.

UNESCO programs and activities undertaken in 2015 are presented here in light of achievements as well as the challenges faced, concluding with recommendations for the future.

## **Part Two: Description of Programme and Activities undertaken in 2015**

### **2.1. Facilitation of the WSIS Outcomes implementation**

#### **2.1.1. WSIS Forum 2015**

This year's WSIS Forum took place from 25 to 29 May in Geneva (Switzerland) under the theme "Innovating Together: Enabling ICTs for Sustainable Development". It was co-organized by ITU (the host), UNESCO, UNDP and UNCTAD. As 2015 is a turning point year in which Member States adopted the 2030 Agenda for Sustainable Development, all the sessions of the Forum contributed to establishing a link between the WSIS Action Lines and the Sustainable Development Goals (SDG).

At this WSIS Forum, UNESCO's Deputy Director-General (DDG), Mr Engida, stressed the importance of collective consultation and action for the implementation and the review of the WSIS outcomes at a time when the WSIS+10 years review goes into its final phase towards the High-level Meeting at the United Nations General Assembly in December 2015.

“Innovating together is the idea at the heart of the concept of inclusive knowledge societies -- where every woman and man has the ability and opportunity not just to acquire data bits and information but to transform these into knowledge and understanding” said Mr Engida in UNESCO's opening speech at the WSIS Forum. He stressed the importance of knowledge, which holds the key to sustainable human development, as well as to cultural diversity, tolerance and peace.

UNESCO organized six sessions at the WSIS Forum 2015. On 27 May 2015, UNESCO organized a High Level Dialogue on the topic of “Making Empowerment a Reality – Accessibility for All”. It brought together panelists actively engaged in the international cooperation, policy making, civil society, human rights and private sector activities, in order to share their experiences in the area of digital inclusion and contribute to shaping the Action Line's future. The plenary session explored ways on how concrete recommendations could be incorporated within the WSIS's framework on the usage of inclusive and accessible ICTs by persons with disabilities to access information and knowledge. It also aimed to raise awareness about disability issues in a cross-disciplinary, cross-sectorial manner and drew attention to an urgent need of mainstreaming accessibility of ICTs for persons with disabilities in the post-2015 development agenda.

In addition, UNESCO organized five more Action Line meetings focusing on Free, independent and pluralistic media and the Post-2015 development agenda; Culture and ICTs as drivers of sustainable development; Ethical dimensions of the information society and sustainable development; Access to information to achieve Sustainable Development Goals; and Teacher ICT competencies to support inclusive Knowledge Societies. All = sessions attempted to raise awareness and find solutions to the emerging and on-going challenges present in information and knowledge societies today.

### **2.1.1. UNGIS and UNESCO's contribution in 2015**

At the High-level United Nations Group on the Information Society (UNGIS) meeting, UNESCO's Deputy Director-General (DDG), the Heads of Agencies (or their representatives) of ITU, UNCTAD, UPU, WMO and other high-level UN representatives, renewed their commitment to collaborate closely on using technologies reach current and future development goals. On behalf of UNESCO, the

DDG highlighted key achievements, challenges and outlined a way forward, highlighting that “UNGIS must continue to be strengthened.”

UNESCO also emphasized the importance of advancing collectively at the UNGIS meeting in May 2015, where the highest-level participants agreed to ‘reconfirm the commitment of UNGIS and its member to actively lead the UN system input to the process leading up to the Overall WSIS+10 Review to be concluded in December by the UN General Assembly.’

The WSIS Forum 2015 was also the occasion for UNGIS to welcome a new tool the WSIS-SDG matrix. This matrix results from a mapping exercise describing the interfaces between the different WSIS Action Lines and the SDGs. It draws direct linkage between Action Line activities and how they can in the future contribute to the sustainable development goals.

## **2.2. Implementation of the WSIS Outcomes**

### **2.2.1. UNESCO’s contribution to IGF, Brazil**

UNESCO has supported the Internet Governance Forum (IGF)) and has contributed to its work since the first IGF in Athens in 2006. For the 10<sup>th</sup> Internet Governance Forum in João Pessoa, Brazil, from 10 to 13 November 2015, UNESCO organized four events -- including a UNESCO Open Forum to present the Internet Study ‘Keystones to Foster Inclusive Knowledge Societies: Access to information and knowledge, Freedom of Expression, Privacy and Ethics on a Global Internet’, a workshop on balancing privacy and transparency, a second workshop on Mitigating Online Hate Speech and Youth Radicalization and launched the UNESCO Internet Freedom Series Publications.

UNESCO issued the following publications<sup>1</sup> on Internet-related issues, which were launched/showcased at the IGF 2015:

- Keystones to Foster Inclusive Knowledge Societies: Access to information and knowledge, Freedom of Expression, Privacy and Ethics;
- Freedom of connection, freedom of expression: the changing legal and regulatory ecology shaping the Internet ;
- Global survey on internet privacy and freedom of expression ;
- Fostering freedom online: the role of Internet intermediaries;
- Building digital safety for journalism: a survey of selected issues;
- Countering online hate speech ;
- Principles for governing the Internet: a comparative analysis ;
- World trends in Freedom of Expression and Media Development: Special Digital Focus 2015

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<sup>1</sup> All available at: <http://www.unesco.org/new/en/internetstudy/>

### **2.2.2. UNESCO Institute for Statistics' (UIS) WSIS contribution**

If harnessed effectively, information and communication technologies (ICT) can enhance access to and the quality of education dramatically. The UNESCO Institute for Statistics (UIS) aims at building a global database of internationally comparable indicators on ICT in education to help countries set national priorities and develop effective policies.

The UIS, which works within the WSIS *Partnership on Measuring ICT for Development* and is currently a member its Steering Committee, is responsible for monitoring the two education related WSIS targets. UIS partners with specialized partners in various regions to build national capacity in ICT in education statistics and to report data back to the UIS using standardized surveys.

At the same time, experience shows that data on ICT in education are difficult to collect, particularly in Least Developed Countries where a systematic data collection is in its early stages or does not exist, and where current data collection efforts reflect other priorities including decreasing the proportion of out-of-school children, decreasing grade repetition, and ensuring an adequate number of trained teachers. In summary, countries that face the biggest challenges are typically least likely to systematically collect ICT in education data.

Current data on ICT infrastructure and general access are considered insufficient by many stakeholders, including UNESCO. As such, policymakers are increasingly demanding data on ICT usage in schools as such data can begin to shed light on quality concerns, which can be assessed against educational outcomes. UIS is currently in discussion with global partners to begin examining a common methodology and creating standardized tools for collecting data on ICT usage.

### **2.2.3. Access to Information and Knowledge (Action Line C3)**

UNESCO's strategic objectives (promoting quality education for all, nurturing science cooperation for sustainable development, safeguarding cultural heritage and creativity, promoting freedom of expression and access to knowledge; fostering social inclusion and intercultural dialogue through the social and human sciences), and UNESCO's two global priorities (Africa and Gender Equality)\_ have natural synergies with access to information and knowledge (A2K). For UNESCO, access to information is an essential precondition for the development of Knowledge Societies. UNESCO's programmes on A2K encompass the vision of universal access, not limited to advocating for access to infrastructure, but access also including enhancing the abilities of the societies to seek and receive open scientific, indigenous and traditional knowledge, as well as to produce contents in all forms. UNESCO has leveraged its global reach and networks and implemented initiatives to enhance freedom of information;

created open and preserved knowledge resources, tools and resources to enhance respect for cultural and linguistic diversity; fostered conditions that help in the creation of local content in multiple languages; created frameworks and conditions for quality educational opportunities for all; promoted new media literacy and skills and social inclusion to address existing inequalities based on income, skills, education, gender, age, race, ethnicity, or accessibility.

UNESCO's *CONNECTing the Dots, ICT and Disabilities*, and *Internet and the Radicalization of Youth* conference allowed for the exchange of ideas and for strengthening international cooperation in 2015. While the *CONNECTing the Dots* initiative paved way to spelling out UNESCO's possible future action on Internet-related issues, including on improving A2K, the initiative on *ICT and Disabilities* has also opened new vistas on harnessing ICTs to empower persons of disabilities in every sphere. Similarly, through its initiative on *Internet and action to counter the radicalization of youth and violent extremism*, UNESCO examined how A2K could be instrumental in supporting young men and women in advancing dialogue and peace online and through all new media.

In the past year, UNESCO has developed and/or popularized three policy guidelines to improve A2K – Open Access, Open Educational Resources and Media Literacy. All of UNESCO's current interventions are demand-driven. UNESCO is currently working with the Governments in Africa, Latin America and Arab States to develop policies and enhance capacities to improve A2K.

While there has been a significant increase in access to the Internet, the digital and knowledge divides continue to exclude over half of the world's population, particularly women and girls, and especially in Africa and the least developed countries, as well as several Small Island Developing States. Furthermore, individuals with disabilities can either be advantaged or further disadvantaged by the design of technologies or through the presence or absence of training and education. Different strategies are needed to address the different kinds of imbalances in access by different groups.

Similarly, A2K as a right still require changing existing legal and regulatory frameworks. There appears a lacuna in understanding the benefits of A2K, especially at the highest level of decision making, as lack of, or implementation thereof of, policies remains as a key obstacle in realizing the WSIS goals linked to A2K. Enhancing, therefore, the quality and linguistic diversity of content, developing sustainable digital heritage, encouraging local content online, and promoting special services for marginalized groups are still areas that require greater attention.

At the 2015 UNESCO hosted Broadband Commission meeting, President Paul Kagame of Rwanda, Mexico's Carlos Slim Helú, ITU Secretary-General Houlin Zhao and UNESCO Director-General Irina Bokova and Commissioners explored how broadband can be leveraged to build inclusive knowledge societies. Ministers of Education, Commissioners and experts debated at UNESCO's Mobile Learning Week also about new ways for girls and women to use mobile

broadband for their education. The Commission's 2015 State of Broadband report continued to explore this theme with the inclusion of mobile learning policy guidelines. This report published also the most recent data and analysis of 2015 broadband and *access to information and knowledge* developments.

#### **2.2.4. E-Science (Action Line C7)**

The line of the WSIS action plan dedicated to e-science represents a strong policy enabling framework for UNESCO's work in this area. As the specialized agency of the UN system in charge of natural and social sciences as well as communication and information, UNESCO is well placed to lead and/or participate in the design, implementation and monitoring and review of provision of assistance to its Member States in the area of e-science. Moreover, the Organization participates in the continuous foresight of this emerging field, which is expected to play an important role vis-à-vis the realization of the 2030 Agenda for Sustainable Development and its Sustainable Development Goals (SDGs).

In 2015, UNESCO hosted the Scientific Advisory Board of the Secretary-General of the UN. The Board has identified main challenges related to the so called "data revolution", which can be resumed as follows:

- The analysis and use of data from all sources should go beyond statistics and correlations to the processing and management of information and be complemented by the best available science, supported by processed data, with established cause and effect;
- It is essential that the data revolution reduces, rather than entrenches, the data divide between rich and poor. Enhancing equity among countries and stakeholders in access to and use of data is a fundamental requirement for the data revolution to contribute to sustainable development;
- Community-based accountability and monitoring systems will be indispensable for implementing SDGs and will be promoted through democratic and inclusive platforms, whereby communities can identify knowledge needs and propose innovating solutions. The tools for widespread data-generation, management and use are already available to communities, including indigenous peoples.

UNESCO plays an active role in the process of scientific assessments in multiple areas: biodiversity (through its co-sponsoring of the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services, IPBES), climate change (through its participation in expert activities under the Intergovernmental Panel on Climate Change, IPCC), and water (through its coordination of the UN system-wide World Water Development Report).



UNESCO collaborates with IPBES in the further design of a pilot project to develop and apply relevant web-based technology to foster efficient management of the knowledge resources supporting these assessments, starting with the IPBES process.

The platform would facilitate the expert assessment of all published literature on an on-going basis by using a standardized approach based on ICT system capable to map current knowledge and the subsequent validation of such knowledge through the mapping of new knowledge supporting or contradicting current knowledge.

This approach could be extended to multiple assessments and also facilitate work related to the Global Sustainable Development Report.

In 2015, UNESCO launched the first phase of the project entitled "Train My Generation: Gabon 5000". This project is the result of a partnership between UNESCO and the mobile phone company Airtel Gabon and aims to train more than 5,000 young Gabonese men and women in the use of information and communications technologies over a period of 3 years. The program is organized around four major themes: introduction to computers, tutoring via distance-learning (e-learning), career guidance for youth entrepreneurship, and assistance for finding scholarships in specialized fields.

Specifically in relation to provision of assistance to Member States in the design, implementation and monitoring and review of their STI policies, and in order to fill the information gap and to provide researchers and experts with a comprehensive and standardized database of STI policies and policy instruments, UNESCO launched the Global Observatory of Science, Technology and Innovation Policy Instruments (GO-SPIN). This initiative sees current efforts towards the creation of an online, open-access platform for decision-makers, knowledge brokers, specialists and general-public, with a complete set of various information on STI policies. The online platform provides an innovative cluster of databases equipped with powerful graphic and analytical tools. The platform has been designed for political leaders, planners, directors and administrators of STI in government, parliament, universities, research institutions, productive enterprises concerned with innovation, international organizations working for development, research personnel and specialists whose field of study embraces STI policies. The platform will also be a useful tool for the democratization of decision-making and public accountability of STI policies.

Main obstacles envisaged relate to populating the platform in relation to data and information from countries where adequate knowledge baselines are lacking. These shortcomings are overcome through national surveys and, wherever possible, full country profiles on national STI instruments, prioritizing Africa, Arab States, Asia and the Pacific and Latin American and the Caribbean (LAC), the results of which are available online.

UNESCO just completed its UNESCO Science Report 2015 (<http://unesdoc.unesco.org/images/0023/002354/235406e.pdf>). The Report stresses that a true data revolution is ongoing, including the increasing sharing of scientific data and information in an open manner and the evolution of fundamental research to encompass ICT approaches to the treatment of data. At the same time, it states that, citizen engagement is a crucial ingredient to ensure social benefits from the current data and ‘new’ science. In addition to issues related to data security and control, including codes of conduct for responsible data management, there is already a great potential for using available data in the pursuit of, and for monitoring progress towards the realization of the 2030 Agenda. UNESCO is currently working to re-orienting some of its relevant programmes and activities towards this end.

### **2.2.5. E-Learning (Action Line C7)**

In addition to the WSIS+10 review, the United Nations General Assembly adopted the 2030 Agenda for Sustainable Development and the 17 SDGs. This provides an opportunity to integrate the principles of inclusive Knowledge Societies, and in particular eLearning, into broader development agendas.

The 2030 Agenda and SDGs reinforce the need to use knowledge and technology to support development. In particular SDG 4 calls for ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all.

In this framework, 2015 activities in Action Line C7 focusses on ‘Openness’ in content, technology, and processes through Open Educational Resources (OER) and Free and Open Source Software (FOSS) for teachers and learners.

In OER, UNESCO’s work includes the contextualization of the ICT Competency Framework for Teachers (ICT CFT) harnessing OER. UNESCO with its partners has developed a methodology to contextualize the ICT CFT to support national ICT in Education Teacher Training objectives, and the development of related OER-based training materials.

In FOSS, UNESCO’s YouthMobile Initiative strives to provide high-quality training to a critical mass of young people, particularly young women, in the development of open mobile apps to achieve the SDGs. Hundreds of young people and teachers have received training in Afghanistan, Cambodia, Lebanon, Rwanda, Nigeria, South Sudan and Kenya. A unique Ocean Apps Competition was held in Finland, and comprehensive national assessments were undertaken in Kazakhstan, Namibia, and Lebanon.

Regarding the digital Inclusion of persons with disabilities, UNESCO has produced the Guidelines for the Inclusion of Persons with Disabilities in Open and Distance Learning Guidelines through Open Solutions (OER, FOSS).

#### **2.2.6. Cultural diversity and identity, linguistic diversity and local content (Action Line C8)**

During the period concerned, UNESCO's Culture Sector has worked toward the implementation of Action Line C8 by developing activities, many of which are related to the Sector's normative instruments, in the framework of its programmes at sectoral and intersectoral levels. In 2015, priority has been given to address challenges to protect and promote cultural diversity and tangible and intangible heritage, eradicate poverty and build knowledge communities, particularly in the global South. The activities are aligned with the role of culture as an enabler and a driver of inclusive sustainable development, and will increasingly contribute to achieving the UN 2030 Sustainable Development Agenda going forward. ICTs are incorporated into the cultural and creative sectors, which drive employment and boost trade and economies, while simultaneously promoting social cohesion, dialogue, identity and cultural diversity. With government, academic and civil society partners as well as the involvement of local communities, challenges were addressed through standard-setting, operational, capacity-building and awareness-raising activities, and networks were fostered to share knowledge and expand public outreach. The digital and knowledge divides faced by many civil society actors in the developing countries remains an obstacle in this work.

The initiatives implemented under Action Line C8 are diverse, taking place at local, national, regional and international levels, and expanding on the growing understanding and promotion of the role of culture in advancing inclusive, sustainable social and economic development. UNESCO's Member States have called for targeted initiatives in capacity building and sharing of knowledge and experience, as well as policy development. ICT and knowledge societies are an integrated aspect of the programme work.

An international expert panel was organized during the World Summit on the Information Society Forum, May 2015, entitled "Culture and ICTs as drivers of sustainable development". Panelists examined links between culture and ICTs through the SDG lens, with emphasis on economic and social development (e.g. cultural industries).

Heritage and creative industries are integrating ICT to promote and raise awareness, and to strengthen training materials and data collection, making material more user friendly and accessible. The UNESCO Heritage Division is aiming to diversify tools for public outreach through ICTs, including App versions of World Heritage and other heritage publications (e.g. i-pad and android applications such as one for children on the underwater cultural heritage Alexandria, Egypt) and portals (e.g. Portal of Culture of Latin America and the Caribbean ([www.unesco.lacult.org](http://www.unesco.lacult.org)) covering also the 20th Anniversary of the Slave Route project).

The 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property, hereafter “the 1970 Convention”, with 129 states parties, aims to ensure that a diverse set of stakeholders, including but not limited to cultural professionals, law enforcement agencies, practitioners and the general public, have a broad range of ICT resources to effectively fight against illicit trade in cultural property and promote cultural diversity and identity around the world. These practical and legal resources are presented in capacity-building workshops each year, in which relevant stakeholders are trained on how to make full use of the tools developed, including a series of audio visual clips targeted at the general public, tourists and youth<sup>2</sup> in specific regions and in different language versions. The Secretariat works with private sector and partner organizations in targeted social media campaigns, such as the partnership with the Comité Colbert in France.<sup>3</sup> To combat the illicit trafficking of cultural property, UNESCO maintains an online Database of National Cultural Heritage Laws. By compiling digitally the national laws of its Member States, UNESCO offers all stakeholders involved (governments, customs officials, art dealers, organizations, lawyers, buyers and etc.) a complete and easily accessible source to consult them. Today, the Database has over 3000 cultural laws from 188 countries.<sup>4</sup>

The 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions, with 140 Parties, aims to ensure that artists, cultural professionals, practitioners and citizens worldwide can create, produce, distribute and enjoy a broad range of cultural goods, services and activities, including their own. There is a special focus on how digital issues and the Internet impact the implementation of the Convention, and Parties to the Convention report on this. The International Fund for Cultural Diversity (IFCD) supports numerous projects<sup>5</sup>, which are implemented with public institutions, NGOs and other international civil society partners. Many of these projects focus on capacity building and training of young cultural entrepreneurs, strengthening local cultural and creative industries in developing countries, including training projects for youth and indigenous communities in audio-visual and broadcasting techniques.

A 2015 survey to Member States and civil society organizations to assess implementation of the 1980 Recommendation concerning the Status of the Artist highlighted that today’s artist face increasing opportunities and challenges, because they operate in a globalized and digital age marked by economic and/or social transitions, shifting communication, trade and consumption trends, and rapidly evolving technologies. The Survey put in focus “Digital technologies and the Internet”, and results from 60 Member States and 55 artists associations were presented in a Report to the UNESCO General Conference in November 2015.

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<sup>2</sup> <http://www.unesco.org/new/en/culture/themes/illicit-trafficking-of-cultural-property/awareness-raising-initiatives/>

<sup>3</sup> <http://www.unesco.org/new/en/culture/themes/illicit-trafficking-of-cultural-property/awareness-raising-initiatives/comite-colbert/>

<sup>4</sup> [natlawsdatabase@unesco.org](mailto:natlawsdatabase@unesco.org)

<sup>5</sup> Since 2010, 78 IFCD projects have been supported in 48 developing countries for a total of USD \$5.3 million.

The UNESCO Creative Cities Network seeks to enhance international cooperation with and between cities that have identified creativity as a strategic factor of sustainable development. Designated cities collaborate at a global scale and drive partnerships involving private and public actors, professional organizations, civil society, and cultural institutions in order to unlock their creative potential and contribute to more diverse and vivid economies and societies. 69 cities are currently part of this fast-growing Network, covering 7 creative fields: Literature; Cinema; Music; Arts & Crafts; Design; Media Arts; and Gastronomy. The Network uses on-line platforms to facilitate knowledge sharing across cultural clusters and promote the development of local creative industries.

A Recommendation on Protection and Promotion of Museums and Collections, their Diversity and their Role in Society (recently adopted by the UNESCO General Conference) addresses the great potential of ICTs for enhancing the primary functions of museums in preservation, study, creation and transmission of heritage and related knowledge. As knowledge and skills for ICTs need to be developed, UNESCO's works to build museum capacity in efficiently employing ICTs to better preserve heritage while promoting a wider diffusion of knowledge, as for example the project "Ensuring the Sustainability of the Centre for the Restoration of Islamic Manuscripts of the Haram al-Sharif, Jerusalem", funded by the Norwegian Government, which includes digitization of the collection. Further efforts in promoting free and public access can be seen in the Ethnographic Open Air Museum in Lviv (Ukraine). For instance, one year after the termination of the UNESCO/Norway project aimed at its revitalization, the first public online museum database in the country was recently launched on their website using the skills developed under the project. For the second phase of the pilot project funded by Japan, "Revitalizing World Heritage Site Museums in Cambodia, Laos and Vietnam", local communities of concerned World Heritage sites were connected with heritage professionals for a participatory approach in developing museum programmes through the 'Photovoice' method and using ICTs in the design process thereby ensuring local content in the tourist offerings of the region.

UNESCO Brasilia Office has been working with the National Institute for Historic and Artistic Heritage on an indigenous language documentation programme supporting over 250 languages currently spoken in Brazil. The National Inventory of Linguistic Diversity is a tool aimed to identify, register, and foster the languages that bear references to the identity, the action and the memory of the various groups that form Brazilian society. Working with the Brazilian Foundation for Indigenous Peoples, the Brasilia Office engages with indigenous communities' masters and young people to document their cultural processes and languages. This includes collecting and treating the collection and relaying results back to the communities. Audio and video documentation and photography of culturally significant events are processed in the audiovisual department of the Indian Museum, which also provides Internet portals for the content.

UNESCO Santiago participates in a project (2015-2016) to elaborate public policy aimed at strengthening the language and culture of the Easter Island. Developed by the Ministry of Education of Chile with support from UNESCO, it encompasses an educational proposal using a

human rights based approach and including participation of representatives from Rapa Nui and the broader community, including NGOs, local organizations, and educational communities. It assesses the sociolinguistic reality of the island, including the educational situation, and the capacities to transmit and protect the Rapa Nui heritage within the school system.

### **2.2.7. Media (Action Line C9)**

As digital technologies become ever more central to societies, new issues have arisen around online freedom of expression, and its interface with the off-line world. UNESCO has updated its strategy and programs to cope with these challenges in a comprehensive manner.

At the programme level, UNESCO works worldwide to promote freedom of expression on all platforms, both online and off-line and the inter-relations between the two. The first dimension of free expression is the right to *impart* information and opinion. This is the foundation for the right to press freedom, which refers to the freedom to publish to a wider audience. In the digital age, this right is especially relevant to anyone who uses traditional or social media. The second dimension of freedom of expression is the right to *seek and receive* information, which is the foundation of the right to information. In turn, this is one of the foundations of transparency, which is recognized as essential for development and democracy.

In 2014-2015, freedom of expression, press freedom, safety of journalists and media development, including on the Internet, have been advanced in many countries and more highlighted on the global development agenda.

In 2015, the main event of UNESCO's flagship awareness-raising activity, the World Press Freedom Day (WPFDD) Celebration, took place at the new Latvian National Library in Riga from 2 to 4 May. On the concluding day, 4 May, WPFDD participants adopted the Riga Declaration. More than 80 events took place around the world.

Following UNESCO's 196 Executive Board Resolution, the finalized comprehensive Internet Study, entitled "Study Keystones to Foster Inclusive Knowledge Societies: Access to information and knowledge, Freedom of Expression, Privacy and Ethics on a Global Internet", was launched online in English and French in June 2015. The 196th session of UNESCO's Executive Board in April recommended the Outcome Document (containing 38 options for possible future action in Internet related issues) includes the multistakeholder developed and endorsed outcome document of the "CONNECTing the Dots" conference (held in UNESCO, in March 2015).. This outcome document was adopted by consensus by Member States at the 38th session of UNESCO's General Conference in November 2015 which also decided to forward the Outcome Document as a non-binding input to the post-2015 Development Agenda, the UN General Assembly overall WSIS review process, and the high-level meeting of the General Assembly, established by General Assembly resolution 68/302.

In a nutshell, UNESCO's position is captured by its new concept "Internet Universality", which promotes four pillars for UNESCO's principles in global Internet governance work: Human Rights based, Openness, Accessibility for all and Multistakeholder participation (R.O.A.M).

International instruments and standards on safety of journalists have been greatly strengthened, including the UNESCO Executive Board Decision on Safety of Journalists and the Issue of Impunity at the 196th Session and the adoption of a new UN Security Council Resolution 2222 (2015) on protection of journalists, which complements the existing resolutions from the UN General Assembly and the Human Rights Council. A Commemoration Conference on the occasion of International Day Against Impunity for Crimes Against Journalists was convened in San José, Costa Rica, 9-10 October 2015.

The 59th IPDC Bureau was organized on 26-27 March 2015. Out of 92 projects submitted to the IPDC, 71 were approved in 65 countries for a total amount of US\$ 1,253,393. The scope of implementation of the UNESCO/IPDC Media Development Indicators (MDIs) is steadily increasing. Comprehensive MDI studies of the national media landscapes of Palestine, South Sudan and Libya (partial assessment) have been published.

UNESCO has continued to effectively champion the use of the publication 'Climate Change in Africa: A Guidebook for Journalists', with an important breakthrough being the Organization's recent collaboration with the French Agency for Media Cooperation (CFI) to train African journalists from Kenya, Madagascar and Tanzania. UNESCO partnered with some 15 journalism experts to prepare a publication titled 'Teaching Journalism for Sustainable Development: New Syllabi', which was launched in October 2015, during the ORBICOM annual conference in Mexico at the Universidad Iberoamericana.

UNESCO continued to implement extra-budgetary projects aiming at creating an enabling environment to freedom of expression through legal and judicial media reforms, safety of professional journalists, advocacy, promotion of gender equality in and through the media and regional capacity development on media and literacy.

Good community media practices and policies continue to be fostered. An international seminar entitled "Community media sustainability: Strengthening policies and funding" was convened at UNESCO Headquarters on 14 and 15 September 2015. A core number of regulators, public service broadcasters and community media representatives will showcase the complementary roles of public and community media. The first phase of the project "Empowering Local Radio Stations with ICTs" came to an end. In its final year of implementation, the project consolidated the capacities of 32 local radio stations in the targeted countries: Democratic Republic of the Congo, Kenya, Lesotho, Namibia, South Africa, Tanzania and Zambia, 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.

World Radio Day (WRD) 2015 saw unprecedented visibility, building significantly on the already-impressive levels seen the previous years. A total of 329 events were registered, spread out across 83 different countries, with 26 UNESCO Field Offices organizing celebrations.

The benchmarks for the promotion of the Gender-Sensitive Indicators for Media were attained, and at least 32 partners including media organizations and civil society organizations promoted the Women Make the News 2015 initiative. Over the past six months progress has been made to strengthen and deepen Media and Information Literacy (MIL) objectives achieved in the previous biennia. To ensure media and information literacy for all, achieving media and information literate societies, work has focused on three pillars: 1) capacity building of Member States on MIL education and training, policies and monitoring and evaluation; 2) research to support policy formulation; and 3) networking to create multiplier effects and synergies. National consultations on the formulation of MIL policies were carried out. A Regional Forum on Media and Information Literacy in MENA was organized on 22 and 23 April 2015 in Cairo, Egypt in collaboration with the Arab League.

The achievement of results can be ascribed to the numerous and successful partnerships that have been built up, particularly around World Press Freedom Day, World Radio Day, the International Day to End Impunity for Crimes Against Journalists, the UN Plan of Action and the UNESCO Internet study. It is absolutely clear that without these, the results would have been fewer and far less impactful. The lesson is that UNESCO can successfully catalyze energies in a concerted way, and by respectful relationships, can shape and guide processes. Extrabudgetary funding has been equally critical (and often interdependent with partnerships). This needs maintaining, notwithstanding the added complexities, responsibilities and workload.

Implementation at the country level continues to be challenging due to various factors including lack of awareness, fractioning of the media landscape, lack of political will in some cases. There is also a need for more dedicated human resources and funding to allow for adequate awareness raising and capacity building initiatives.

#### **2.2.8. Contribution to the Action Line C10: Ethical dimensions of the Information Society**

During 2015, UNESCO has continued to make significant steps to advance the objectives of the Action Line C10 both through its programmatic activities and in concert with other partners. While seeking to give attention to emerging issues, this work has continued to build on the legacy of initiatives undertaken through the intergovernmental Information for All Programme (IFAP), such as the Code of ethics for the Information Society and the Riga Guidelines on Ethics in the Information Society. These interventions have served to raise awareness and developed initiatives that have supported capacity-building, particularly for institutions, policy-makers and



youth. In addition, the debates generated valuable insights that served to shape the reflections on the post-2015 Agenda.

Under IFAP, an international conference on “Well Being in Digital Media” was organized in Israel in February in partnership with the Department of Education at Ben Gurion University, the Sammy Ofer School of Communication at the Interdisciplinary Center (IDC) Herzliya and the Open University. This event, held under UNESCO’s patronage, served to deepen understanding of how the long-term interactions between digital media and individuals and society affect well-being and how these impacts can be assessed. Participating experts also focussed on the development of indicators and the establishment of a program to measure and assess well-being. An on-line Forum has also been launched to support follow-up research and policy work.

UNESCO organized the annual Facilitation Meetings for the WSIS C10 Action Line – Ethical Dimensions of the Information Society during the WSIS Forum in Geneva. In line with the emphasis on building closer linkages between the WSIS Actions and the post-2015 Sustainable Development Goals, an event was organized under the theme “Making the Link – Information Ethics for Sustainable Development”. This event served to emphasize the role of education and policy in the implementation of the 2030 Agenda. Debates during the event provided important insights for the future actions. The meeting discussed the capabilities and resources that policy-makers and other stakeholders need to support collaborative and effective interventions.

UNESCO’s comprehensive study on Internet-related issues: Access, free expression, privacy and Ethics and the related international conference, served to heighten awareness and stimulate debate on ethics. The CONNECTing the Dots event further affirmed that the same rights that people have offline must be protected online. The event also served to facilitate sharing of good practice amongst stakeholders, in order to address security and privacy concerns on the Internet and respect international human rights obligations. The Study also supports the Internet Universality principles (R.O.A.M) that promotes a human rights-based approach.

Through a series of national and sub-regional conferences undertaken in Southern Africa and in the Eastern Caribbean, the exchange of global experiences and the development of networks amongst policy-makers, researchers and practitioners was facilitated. The first-ever “Conference and Consultation on the Ethical Dimensions of the Information Society and Internet Privacy” for OECS Member States was organized together with the Government of St. Kitts-Nevis, in the framework of IFAP. The conference focused on current and emerging information ethics challenges facing Small Island Developing States (SIDS). The event also adopted a Declaration that will guide follow-up actions. A regional event for parliamentarians and legislators from Latin America and the Caribbean is being held in the Dominican Republic in November.

Question: is there no place to mention the advocacy work of the Broadband Commission in in this report?

### **Part Three: Overall Challenges and Ways Forward**

Since 2005, the emergence of new services and applications has seen the Internet move from a source of information to a platform for communication. Innovative ‘Web 2.0’ services, such as social networks, have led to enormous growth in user-generated content, facilitated freedom of expression and association and broadened participation in public policy debates. These changes have contributed to social transformations in societies across the world..

These trends add salience to the view put forward by numerous actors that Internet access could be considered as a human right. At the same time, ICTs and the Internet have also raised issues for individuals and organizations relating to the protection of privacy, pointing to a need for greater user awareness and competencies..

UNESCO recognizes the complexity of this emerging context relating to the use and application of ICT and the Internet, which present new legal, social, ethical and even environmental issues. In this regard, UNESCO is leading efforts aimed at promoting global citizenship education, fostering regional and international cooperation, research, the exchange of best practices as well as public debates to enhance broader understanding and relevant action amongst all stakeholders. This increasing complexity and interdependencies across issues, points to the need for greater public awareness and skills.

An increasing use of big data, mobile subscriptions, cloud computing, amongst other developments has led to the exponential growth of the digitalization of society. Ensuring that these developments are people –centered and inclusive, while also ensuring that users are active participants in the knowledge creation process, is increasingly important. Supporting initiatives to foster inclusiveness and open participation in knowledge creation in this increasingly digitalized and inter-connected framework, especially for women and marginalised groups, is a key issue. Actions that support openly licensed sharing, re-using and re-distribution of knowledge resources should and will be a key focus in future activities. New technological developments provide unprecedented opportunities to support the inclusion of marginalized groups in learning. The focus on ensuring that users are creators of knowledge; and that technology supports inclusive Knowledge societies through innovative use of digital tools for eLearning will be a priority.

UNESCO through its activities will continue to foster universal, open, affordable and unfettered access to information and knowledge, and help in narrowing the digital divide, including the gender gap, and encourage open standards, raise awareness and monitor progress. It will continue to assist in developing policies that will enhance access to knowledge and consolidate principles that ensure openness, transparency, accountability, multilingualism, inclusiveness, gender equality, and civil participation.

Major challenges remain in building a people-centred, inclusive and development-oriented Knowledge Society. While there has been tremendous growth in networks and services, it remains the case that access to ICTs and their potential for empowerment remain unavailable or unaffordable to many people, particularly in developing countries. The gap between developed and developing countries in the deployment of broadband infrastructure, of increasing importance for leveraging ICTs for development, is still growing.

New issues relating to privacy and other rights have emerged alongside new opportunities for free expression. More still needs to be done to enable and stimulate multilingual and culturally diverse content, to build information literacy, and to ensure inclusive participation.

The theme of inclusive Knowledge Societies will continue to be at the heart of UNESCO's work to fulfil WSIS objectives. If anything, the years since WSIS have made clearer the importance of reaching beyond technology to ensure that ICTs meet human development needs. Inclusive Knowledge Societies must be societies where all women and men have ready access to information and to communications resources, in languages and formats that suit them whatever their individual circumstances, the skills to interpret and make use of them, and employment opportunities to turn information and skills into sustainable livelihoods. Such societies will be better equipped to advance poverty eradication, foster sustainable development and build lasting peace . UNESCO will continue to pursue these goals vigorously through its own programmes and in partnership with others.