UNITED NATIONS COMMISSION ON SCIENCE AND TECHNOLOGY FOR DEVELOPMENT (CSTD)

Contribution to the CSTD ten-year review of the implementation of WSIS outcomes

Submitted by

UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION

UNESCO's response to the CSTD's WSIS+10 questionnaire

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10-year Review of Progress Made in the Implementation of WSIS outcomes

❝ This open consultation is an opportunity for all stakeholders to share their invaluable experience, views and priorities on the 10-year implementation of WSIS outcomes. As Chair of the 18th session of the Commission, I look forward to working with all stakeholders in this review and look forward to receiving your contribution. ❞

H.E. Omobola Johnson
Minister of Communication Technology of the Federal Republic of Nigeria

In its resolution E/2013/9, the United Nations Economic and Social Council (ECOSOC) requested the Commission on Science and Technology for Development (CSTD) to collect inputs from all facilitators and stakeholders concerning progress made in the implementation of WSIS outcomes. The ECOSOC also requested the Commission to submit, after its eighteenth session, the results of its 10-year review of progress made in the implementation of the outcomes of the World Summit, through the Council, to the General Assembly as it makes an overall review of the implementation of the outcomes of the World Summit in 2015.

Following the request by the ECOSOC, the CSTD invites all stakeholders to share their experiences, views and priorities on progress made in the implementation of WSIS outcomes at regional and international levels by submitting contributions through the questionnaire below or by email to the CSTD Secretariat at cstd-wsis10@unctad.org, by 31 August 2014. All contributions will be made available on this website in their original language for consideration by the Commission unless contributors specifically request that their contributions should not be published. Stakeholders are also invited to submit any reports, publications or other documents which they consider provide useful evidence for the review.

For further information, please contact:

Ms. Anne Miroux
Director, Division on Technology and Logistics
Head of the CSTD Secretariat
UN Conference on Trade and Development (UNCTAD)
+41-(022)-917 1167
E-mail: cstd-wsis10@unctad.org

7. To what extent, in your experience, has the "people-centred, inclusive and development-oriented Information Society", envisaged in the opening paragraph of the WSIS Geneva Declaration of Principles, developed in the ten years since WSIS?

To advance towards WSIS' goal of a "people-centred, inclusive and development-oriented Information Society", UNESCO built on its longstanding work to take advantage of innovation in information and communication media within its core mandate areas of education, sciences, culture and the free flow of information and ideas, and in social and economic development more generally. During the Summit, UNESCO emphasized the importance of building inclusive Knowledge Societies that put knowledge, including its acquisition and deployment for social engagement and economic production, at the heart of human development. UNESCO has worked in many ways since WSIS to promote access to information and knowledge, foster the effective use of ICTs in education, social and natural sciences and culture, and promote freedom of expression.

Participants of the first WSIS+10 Review Event "Towards Knowledge Societies, for peace and sustainable development" hosted by UNESCO and co-organized with ITU, UNDP and UNCTAD in Paris from 25-27 February 2013 stated in the Events Final Statement: "The decade since WSIS has seen very considerable progress towards the people-centred, inclusive and development-oriented Information Society". The Event offered some 1450 participants from 130 countries 83 high-quality sessions (including plenaries) on diverse Knowledge Societies topics. A total of 4 Heads of Intergovernmental Organizations opened the event. Many Ministers and other high-level government officials, the UN Special Rapporteur for Freedom of Expression, SG of the International Chamber of Commerce, Nobel Prize Dr. Pachauri, Prof. Jeffrey Sachs and the CEO of ICANN discussed latest and future developments in the field of ICTs, including the Internet. The adoption by consensus of the Final Statement and its later endorsement by UNESCO's 37th session of the General Conference, the inclusiveness of the event with a strong representation from all continents, plus some 800 remote participants from over 80 countries, were acknowledged as particular success. A 27 page conference outcome document is available in French and English, at: http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/wsis/WSIS_10_Event/wsis10_outcomes_en.pdf)

UNESCO published already in early 2014 hardcopies of a more comprehensive review of its action in implementing the WSIS outcomes in French and English. We kindly invite CSTD to use this report for more detailed responses to the questions raised (available at: http://unesdoc.unesco.org/images/0022/002264/226425e.pdf).

Highlights of the many positive developments towards a "people-centred, inclusive and development-oriented Information Society", include:

1) Both WSIS+10 Review events hosted by UNESCO (2013) and ITU (2014) started with the reaffirmation of the Universal Declaration of Human Rights and relevant international human rights treaties. It is, however, important to note the major developments since 2003-5 in this field too: Today, Human Rights apply equally offline and online (confirmed e.g through the UNGA resolution "The right to privacy in the digital age"). The importance of this endorsement cannot be underestimated for upholding the right to Education, the right to Freedom of Expression (to seek, receive and impart information through any media and regardless of frontiers), and to cultural rights as key pillars of inclusive knowledge societies.

2) A development from the Information Society concept towards operationalizing the inclusive Knowledge Societies one. By inclusive Knowledge Societies, UNESCO means societies in which people have the capabilities not just to acquire information but also to transform it into knowledge and understanding, which empowers them to enhance their livelihoods and contribute to the social and economic development of their societies in a coherent manner, based on shared values and principles. New technologies have created new opportunities for the creation, preservation, dissemination and use of information, but it is human activity that enables information to be transformed into knowledge and knowledge to add value to human experience and development. UNESCO's focus is on this human dimension of information and communication. The distinction between data, information and knowledge becomes increasingly important with the Internet of things and a multiplication of data and information.
Today, it is also clear that there is not one "Information Society", but we need to acknowledge the diversity of societal situations and aspirations by speaking in the plural of information or knowledge societies.

3) A growing understanding that a "people-centred, inclusive and development-oriented Information Society" requires infrastructure, but that the profound transformations societies are undergoing emanate from the uses of technology. It is people's capacities, the applications which reflect and stimulate new socio-cultural uses, new workflows and expectations of working anytime anywhere, and innovative cultural, educational, scientific applications, which make technologies powerful, transformative tools.

4) With the shift from information towards inclusive knowledge societies, the cross-cutting importance of education and knowledge is constantly growing. Education cannot be confined anymore to an e-learning or capacity building Action Line; it becomes mainstreamed across of information/knowledge societies. Creating, sharing, accessing and preserving knowledge becomes a fundamental building block of the post-2015 era.

5) As much as Education, Freedom of Expression has also become a key WSIS issue, as a free flow of information and knowledge is the currency of knowledge societies.

6) The UNESCO hosted WSIS+10 Review event developed in an inclusive, transparent and open multistakeholder process the Event's Final Statement, which was later endorsed by the 37th session of UNESCO's General Conference, stating:

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

   o "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."

   o "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."

7) What does this mean in practical terms, what are knowledge societies and what is their social vision? A selection of stories, initiatives, and experiences that highlight the importance of Knowledge Societies can be found at: http://www.unesco.org/new/en/communication-and-information/flagship-project-activities/wsis-10-review-event-25-27-february-2013/homepage/#sthash.OvxLYXOX.dpuf

8. How far do you consider the implementation of specific WSIS outcomes to have been achieved?

One important feature of WSIS and its outcome documents is the emphasis placed in them on multistakeholder participation in the development of both technology and policy. The *Geneva Declaration of Principles* recognised that:

> *... building an inclusive Information Society requires new forms of solidarity, partnership and cooperation among governments and other stakeholders, i.e. the private sector, civil society and international organizations.*

All stakeholders have played their part in fulfilling WSIS goals during the past decade. Governments, intergovernmental and international organizations have established enabling policy and regulatory frameworks for information and communications. Innovation by the technical and professional community and investment by the private sector have driven the development, adoption and use of new services and applications, making information access and communications more widely available and affordable. Civil society has fostered participation and engagement by citizens and consumers in the evolving Information Society. Media has been strengthened and widened through ICT's.

A means to, and an end of, implementation has been an emphasis on multistakeholder participation. This reflects the important role which private sector, academic and civil society actors have played in the development of the Internet and in UNESCO's work, over many years. Multistakeholder principles are now firmly established in WSIS outcome activities, including the WSIS Forum and the Internet Governance Forum (IGF), where they have added greatly to the quality of debate and the range of partnerships emerging to facilitate the implementation of WSIS outcomes.

Highlights of achievements in the UNESCO facilitated Action Lines include:

Action Line C3 – Access to information and knowledge

Access to information and communication technology (ICT) networks and services has expanded greatly, throughout the world, since WSIS. Meaningful access to ICTs, however, is not just a matter of access to networks and services. Users need to have the capabilities – including at present, for the Internet, media and information literacy – to make effective use of them. Content needs to be available in more than only global languages. It also needs to be affordable. And for some groups, such as those with disabilities, additional facilities need to be provided which enable them to take advantage of the same opportunities as other people. In particular, working with its partners in the Action Line, UNESCO has:

1. Shifted global discussions from information to inclusive knowledge societies by;
   - Developing understanding and awareness of the need to build strategies for inclusive Knowledge Societies around the conjunction of infrastructure, capabilities and content;
   - Providing concrete recommendations for building inclusive Knowledge Societies in its global report *Towards Knowledge Societies* which was focused not only on the need to improve the quality of access to ICTs, infrastructure and services, but also emphasized the importance of access to education and information, cultural and linguistic diversity, freedom of expression and preservation aspects.

- Expanding a new literacy paradigm and developing a new composite concept of Media and Information Literacy (MIL) that includes Information Literacy, Media Literacy, ICT and Digital Literacy aspects translated through a curriculum, assessment framework, policy-strategy guidelines and global alliance promoting practical partnerships.

2. Enhanced access to public information and resources by;
   - Promoting multilingualism in cyberspace through its unique normative instrument entitled UNESCO Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace;
   - Providing a valuable platform for multistakeholder discussions of initiatives by UNESCO and other stakeholders in the areas such as Open Educational Resources, Open Access, Free and open-source software (FOSS), persons with disabilities, media and information literacy and others focusing in different years on different aspects of its mandate;
   - Enhancing access to the Internet itself through internationalised domain names as well as access to multilingual content work as well as analysing good practices and challenges of internationalized domain names (IDNs) deployment in three annual *World Reports on IDN deployment*;
   - Researching and providing policy recommendations for local content, Internet development and prices published a benchmark study of *The Relationship between Local Content, Internet Development and Access Prices* as well as putting efforts to measure linguistic diversity on the Internet and stimulating a scientific discussion summarized in *Twelve Years of Measuring Linguistic Diversity on the Internet*;

2. Supported community access to the Internet and ICTs, for example through facilities like schools and libraries by:
   - Establishing Community Multimedia Centres and other community access facilities which combine community radio and telecentres with open learning and other social welfare opportunities in Africa;

3. Promoted access to both proprietary and open source software by;
   - Supporting open approaches to technology and software development, standard-setting, infrastructure access, and the publication and sharing of information and knowledge such as educational resources and scientific research;

4. Provided access to scientific journals and other data sources which are valuable for research and community development by:
   - Encouraging the growing movement for Open Educational Resources (OER) and calling on governments worldwide to openly license publicly funded educational materials for public use through its international cooperation mechanisms such as World Congress on Open Educational Resources and Paris Declaration;

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- Providing guidelines to application of OER in Higher Education and encouraging decision makers in government and institutions to invest in the systematic production, adaptation and use of OER.

5. Advocated access to ICTs, information and knowledge for vulnerable social groups, including those with disabilities by:

- Encouraging governments and other stakeholders to improve access for disadvantaged groups, including women, persons with disabilities, and indigenous peoples;

- Contributing to the joint United Nations efforts for the implementation of the United Nations Convention on the Rights of Persons with Disabilities

- Mapping policies and practices on use of accessible, affordable and adaptable ICTs around the world that facilitate access to information and knowledge by persons with disabilities summarized in *UNESCO's Global Report. Opening New Avenue for Empowerment. ICTs to Access Information and Knowledge for Persons with Disabilities;*

- Assessing the progress of actions initiated after the first and second WSIS to the digital inclusion of persons with disabilities and providing policy recommendations which were published in the document *WSIS+10 Review and Strategic Directions for Building Inclusive Knowledge Societies for Persons with Disabilities;*

- Supplying UNESCO's Member States with *Model Policy on Inclusive ICTs in Education for Persons with Disabilities* that serves as a resource for developing the contents of new national policy documents.

Action Line - C7 – e-learning

The range of ICTs which can be used in schools and colleges, and in lifelong education, is constantly increasing. Particular attention has been paid in recent years to the use of low-cost access devices and to mobile phones which are widely available to teachers and students. ICTs are also increasingly important in the management of education, from curriculum planning to examinations and school administration. In particular, working with its partners in the Action Line, UNESCO has:

- promoted the inclusion of ICTs in national and global approaches towards meeting the Education for All targets, and published research on the educational outcomes of ICTs;
- developed, through the UNESCO Institute for Statistics, core indicators for ICTs in education, and led the analysis of the results of these within the WSIS outcome assessment process;
- promoted debate and policy development on media and information literacy;
- developed and introduced the influential *ICT Competency Framework for Teachers*, setting benchmarks for ICT pedagogy, including the development of a the 'ICT CFT Toolkit' which supports the harnessing of OER for related

- training materials;
- promoted Open Educational Resources (OER) through joint programmes with the private sector and academic institutions, the establishment of an online OER platform, the publication of guidelines and hosting of the OER World Congress in June 2013, resulting in the Paris OER Declaration;
- promoted awareness and understanding of mobile learning, developing also policy guidelines for this area;
- published case studies of the power of ICTs in education in developing countries under the title *Transforming Education*;
- led the work of the Broadband Commission for Digital Development's Working Group on Education and prepared the Commission's 2013 report on *Technology, Broadband and Education: Advancing the Education for All Agenda.*

UNESCO has worked hard to make the e-learning Action Line a focus for multistakeholder discussion and for the development of multistakeholder partnerships concerned with ICTs in education. Examples of partnership within the Action Line have included joint work by UNESCO with the William and Flora Hewlett Foundation and the Government of the United States on open educational resources and the launch of the *ICT Competency Framework for Teachers,* developed in cooperation with all stakeholder groups. In 2008, for instance, the Action Line focused on low-cost devices, including low-cost computers and online access terminals. In 2009, it concentrated on mobile learning. In 2010, it moved on to consider the impact of social networks and the potential of open educational resources. Meetings of the Action Line have also addressed other educational priorities including the development of educational management information systems (EMIS). There has been joint activity with Action Line C4, which focuses on capacity-building and for which UNDP was nominated as lead-facilitator.

Action Line - C7 – e-science

Improving access to scientific knowledge, the science policy process and information-sharing has been major achievements of this action line. The Global Observatory of Science, Technology and Innovation (STI) Policy Instruments programme (*GO→SPIN*) is one example. *GO→SPIN* consists of a cluster of databases equipped with graphic and analytical tools which has the potential to be the first global observatory on STI policies that can provide end-users with structural information on STI national systems, descriptions of STI national priorities and goals, STI legal framework texts, a complete inventory with a full description of STI operational policy instruments, international cooperation strategies, long-term temporal series of indicators on STI, innovation surveys, as well as data on gender equality, economic, energy, environmental, governance and social issues. *GO→SPIN* has been devised for knowledge brokers, planners, managers and administrators of science and technology in governments, parliaments, universities, research institutions,

production enterprises concerned with innovation, international organizations working for development, and researchers and specialists whose work and interest involve STI policies. The first volume in UNESCO's new online series of GO→SPIN Country Profiles in Science, Technology and Innovation Policy was launched on 14 November 2013 at UNESCO headquarters. It is dedicated to the research and innovation landscape of Botswana.

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

Cultural diversity and multilingualism on the Internet play a central role in fostering pluralistic, equitable, open and inclusive Knowledge Societies. One of the important emerging trends since the since the 1998 Stockholm Conference on cultural policies and the World Summit on the Information Society in 2005 and 2003, is the progressive worldwide affirmation of the strategic link between culture and development, both transformed by the evolving uses of technologies. Important policy documents[1] have underscored the weight of culture for sustainable development in recent years, and this vision has been translated as partners and UNESCO promoted multilingualism online, particularly through the internationalization of domain names (in partnership with ICANN) and support for local content; promoted the inclusion of disadvantaged and minority communities, and indigenous peoples, in the benefits of the Information Society through government strategies and specific projects; supported the development of community media which give opportunities to marginalized communities to participate in public debate and maintain their cultural identities; provided opportunities to disseminate information online about world cultural heritage; and addressed challenges concerning the preservation of digital heritage.

The worldwide spread and affirmation of the culture and development vision, including distinct references to the importance of information technology-enabled sectors, was also presented in the 2013 special edition of the Creative Economy Report (co-published by UNESCO and UNDP). It highlights that the expansion of information and communications technologies (ICT) is providing a much needed boost to the development of the creative economy, which is also a basic condition for the implementation of strategies in favour of cultural and linguistic diversity at global level.

More recently, the Action Line has also focused attention on the needs and interests of indigenous peoples. These are often marginalized by geographical, social and linguistic constraints. Agencies participating in the Action Line have emphasized the importance of consultation and of ensuring balance between the need to promote

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[1] Including: the UN General Assembly Resolutions 65/1 ("Keeping the Promise: United to Achieve the Millennium Development Goals", 2010), 65/166 (2010) and 66/208 (2011) and 68/223 (2013) on "Culture and Development", the outcome document of the UN Conference on Sustainable Development, "The Future We Want" (Rio de Janeiro, June 2012) and the final declaration of the Hangzhou International Congress (May 2013).

access and economic opportunity and the need to protect cultural values and identity. The Action Line meeting in 2011 focused on promoting indigenous education and intergenerational transmission of indigenous knowledge.

UNESCO has also worked to promote the development of local content through this Action Line, in partnership with the Internet Society and the Organization for Economic Cooperation and Development. Their joint report on *The Relationship between Local Content, Internet Development and Access Prices* was one of the 2012 Action Line achievements.

Action Line C9 – Media

UNESCO has played a leading part, within the international community, in promoting media freedom and freedom of expression including on Internet, in building the capacity of journalists and media organizations, and in developing understanding of the interaction between traditional and new media. Its work in this area is described in Part 3 of this report. In particular, working with its partners in the Action Line, UNESCO has:

- vigorously advocated for the value to society of upholding the right to freedom of expression, and the associated media freedom, independence and plurality in print, broadcast and the internet;
- established benchmark *Media Development Indicators* for assessing media freedom and independence and comparing media environments country by country;
- published landmark studies of the impact of the Internet and social media on traditional media, on freedom of expression and on privacy;
- strongly supported the safety of journalists, as lead agency for the *United Nations Plan of Action,* and developed indicators on safety;
- developed indicators for gender equality in media employment and content;
- built the capacity of journalists, media organizations and governments to promote free media and freedom of expression; and
- developed a new concept of Knowledge-Driven Media Development to help the media sector transition into inclusive Knowledge Societies

Action Line C10 – Ethical dimensions of the Information Society

- The C10 Action Line reflect optimism for the prospects and opportunities provided by ICTs present for advancing human well-being but tempered with the concern that ICTs may also bring harm. The Action Line has been contributing to the reflection and debate on the ethical, legal and societal aspects of the ever-

evolving Information and Knowledge Societies, on the basis of ethical principles that derive from the Universal Declaration of Human Rights.

- In its role as Coordinator of this Action Line, UNESCO has organized regional Info-Ethics conferences which have brought together a broad range of stakeholders and perspectives. These fora have helped to promote the sharing of global experiences and served to shape the thinking and practice of public, private sector and civil society actors. Several pioneering research studies have also been undertaken to better understand the impact and implications of the use and application of technologies on individuals and society. Various initiatives aimed at support the capacity building of stakeholders, particularly policy-makers and youth have been launched. This research effort continues to inform the ongoing discussion amongst Member States and other stakeholder of possible voluntary codes that could serve to guide on-line conduct.

- 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 are widely believed to have contributed to political transformations in several countries.

- ICTs and the Internet have also made it much more difficult for individuals and organizations to protect their privacy. Everything that people do online leaves a trail of information much more extensive than in their offline lives. Recent revelations concerning government surveillance of online activity have heightened debate about privacy, data protection, the detection of crime and national security.

- Technological developments, such as big data analysis and the Internet of Things are also raising discussions and ethical concerns around how the adoption and experience of such technologies may alter human interactions and the societal fabric.

- The ethical challenges of the Information Society will continue to grow and become more complex as ICTs continue to become more pervasive and have increased impact on human society. Technological innovation will present people with opportunities to do things which were previously inconceivable. In addition, we will continue to see the evolution of concepts such as security and privacy.

- Increased confluence between the issues covered under this Action Line and those of Action Lines in particular C3 (access to information and knowledge), C5 (confidence and security in the use of ICTs) and C9 (media) can be expected. This should in turn serve to stimulate greater interdisciplinary between Action Lines and more holistic approaches to addressing these complex, far-reaching issues. The blurring of boundaries between issues, the emergence of new opportunities as well as threats to rights, points to the need for greater public discourse around these challenges. UNESCO will continue to contribute to providing space for exploring and debating these changes, as well as conducting and disseminating

research that serves to provide all stakeholders with greater insights into their implications.

9. How has the implementation of WSIS outcomes contributed towards the development of a "people-centred, inclusive and development-oriented Information Society"?

To answer this question, UNESCO would like to refer to its 10 years review (pp. 21-59, http://unesdoc.unesco.org/images/0022/002264/226425e.pdf), which spells out in more detail how UNESCO's facilitation of WSIS Action Lines and the implementation and coordination of WSIS outcomes contributed to towards the development of a "people-centred, inclusive and development-oriented Information Society".

10. What are the challenges to the implementation of WSIS outcomes? What are the challenges that have inhibited the emergence of a "people-centred, inclusive and development-oriented Information Society"?

Major challenges also remain in building a people-centred, inclusive and development-oriented Knowledge Societies. 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 deployment of broadband infrastructure, of increasing importance for leveraging ICTs for development, is still growing. Media and Information Literacy levels are low, leaving Internet users disempowered in their engagement with digital platforms.

New challenges to privacy and other rights have emerged alongside new opportunities for free expression. The growing importance of ICTs in almost every aspect of society, economy and culture has given greater weight to anxieties over cybersecurity. More still needs to be done to enable and stimulate multilingual and culturally diverse content and to ensure inclusive participation.

We listed below a number of challenges in UNESCO facilitated Action Lines:

Action Line C3 – Access to information and knowledge

Large disparities with regards to access to information and knowledge persist and in addition to the geographical, socio-economic, gender, age and rural-urban divides the importance of understanding the roles of local customs, traditions and perceptions is increasingly recognized. With the wider definition and understanding of access issues, the difficulty of measuring access and progress made becomes more difficult too. Developing national, regional and international data systems and indicators that are comprehensive, policy relevant and reliable for the proper understanding, monitoring

and development of access to information and more difficult, knowledge, remains an important and potentially resource intensive challenge.

Action Line - C7 – e-learning:

Education is of fundamental importance in enabling societies to transform information resources into knowledge which can accelerate social and economic development. While considerable experience has already been gained in the use of ICTs in both formal and non-formal education, more research is needed into the best ways of integrating ICTs in education, in order to maximise learning outcomes and enhance educational management and information systems. The field of e-learning is increasing in scope and depth, and a critical challenge will be ensuring that ICTs in education reduce rather than increase relative disadvantage. Many governments have major problems funding education, and new ICT and digital content resources represent considerable investment costs. This is particularly in view of the fact that hardware presents an average only 1/3 of the total cost of well-designed initiatives, which include from the outset dimensions such as capacity and content development.

Action Line - C7 – e-science:

E-science related activities continue to be incorporated in the ongoing activities of the organization. However, the major challenge remains establishing and sustaining standalone activities to support and highlight emerging trends such as the increasingly high level of innovation particularly, in developing countries for example, to use web-based and mobile technology to improve scientific activity and provide improved services in areas such as health, agriculture and education.

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

This Action Line brings together both broad general themes, which affect all societies, and the specific needs of particular, often marginalised, communities. The impact of rapidly changing technologies and markets on cultural diversity is, and will continue to be, complex. On the one hand, new technologies enable greater communication and knowledge sharing in developing countries, not least for marginalised communities, offering new ways to them of maintaining cultural traditions while benefiting from innovations in other societies. On the other hand, there is a risk that traditional cultures and languages will be overwhelmed by the global cultures and languages which predominate online.

Action Line C9 – Media

The overarching global trend with respect to freedom of expression and media development in the past years is that of disruption brought on by technological convergence and the development of the Internet and mobile technologies. These

meant a spreading of media platforms and also an augmented freedom of expression. Challenges include, however, problems of media concentration and media sustainability. There are also new digital threats to freedom of expression and to privacy, including the protection of journalistic sources and processes. Threats include unprecedented data-mining, filtering and surveillance capabilities, enabled through digitized media, while exclusions related to the digital divide become more multifaceted.

The safety of journalists has attracted more attention at the global level, but casualties have continued to rise and impunity for the killers of journalists has remained as the predominant trend and one of the continuing challenges for the Action Line Media.

The competencies required for media and information literacy have been becoming ever-more complex as regards individual engagement with digital platforms.

11. How are these challenges being addressed? What approaches have proved to be effective in your experience?

Four themes run through all of UNESCO's work to develop Knowledge Societies and implement the WSIS outcomes. These are:

- freedom of expression;
- quality education for all;
- universal access to information and knowledge; and
- cultural and linguistic diversity.

These four themes can be considered the cornerstones of UNESCO's approach over the past decade. Much of its work to promote them has been undertaken, including through the Information For All Programme (IFAP) and International Programme for the Development of Communication (IPDC) – again, please see UNESCO's 10 years WSIS report for more details).

For UNESCO advances on these four themes, its Action Lines and more generally, on the implementation of the WSIS outcomes on three different levels in parallel:

- *Implementation.* UNESCO has pursued WSIS objectives through its own programmes for education, natural and social sciences, culture, and communication and information through programmes undertaken collaboratively with other stakeholders.
- *Coordination.* UNESCO has worked with the ITU, UNDP, UNCTAD and other UN agencies to harmonize implementation of WSIS outcomes within the UN system and encourage their wider implementation.

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- *Facilitation.* UNESCO has taken lead responsibility for WSIS follow-up in six of the eleven Action Lines (eighteen Action Lines, if one counts all those covered by "C7 ICT applications") that were established at the Summit, which fall within its core areas of responsibility and competence.

Across different UNESCO Action Lines, here are some ways to move forward:

Action Line C3 – Access to information and knowledge

Access to information and knowledge is at the heart of UNESCO's work to promote inclusive Knowledge Societies. The ten years since WSIS have seen a shift in emphasis from access to infrastructure towards access to skills and content. This will continue. The next five years will see rapid continued growth in the number of people having Internet access, and so gaining much greater access to information than was previously available to them. The continued deployment of broadband networks will also improve the ease of access to information, particularly for businesses, educational institutions and those with access to networked computers and/or smartphones.

This growth in access to communications facilities must be accompanied by greater access to the resources that people, businesses and communities require in order to transform information into knowledge which can enhance their lives and livelihoods. UNESCO and other stakeholders in this Action Line will continue to emphasize the importance of developing and enabling open access to content, stimulating local content, and enabling access for all through multilingualism, facilities and outreach to currently under-represented groups. Open data will be a particular area of importance for all stakeholders. It will also be important to develop more effective indicators for inclusion, diversity and empowerment.

Action Line - C7 – e-learning

Particular attention will be paid to the creation of an enabling environment, which includes educational policies with clear priorities, capacity development of key institutions and actors, including teachers, with content and curriculum developments and the systematic evaluation of all efforts. Of increasing interest today are distance and online education, including Massive Open Online Courses (MOOCS), learning anytime anywhere through mobile technologies, and innovations such as learning analytics to name but a few. It will be a key objective to ensure that all learners, regardless of geographic, physical or social boundaries, can make use of ICTs to access and benefit from quality teaching and learning activities. The Broadband Commission's 2013 report on broadband and education also provides important background for the next stage of development in this context.

UNESCO and other stakeholders within the Action Line will need to build on the work which has already been done, particularly in innovative areas such as mobile learning, OER and the *ICT Competency Framework for Teachers*, by offering capacity-building in

policy development, curriculum design and teacher training. New opportunities will arise from further developments in technology and from the spread of experience that students have with ICTs.

Action Line - C7 – e-science

UNESCO wishes to advance existing efforts and new ones which started as a part of the WSIS +10 Review frameworks relating to Citizen Science and the establishment of the e-science platform to strengthen the interface between science, policy and society. These activities will aim to;

i. Improve access to scientific assessments on climate change, biodiversity and ecosystem services and agriculture by creating a web-based platform (with complementary mobile applications) based on a multidisciplinary knowledge system that critically reviews and synthesize new knowledge in as a real time as possible

ii. 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

iii. 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.

iv. Facilitate more public and private partnerships to promote e-science in the post 2015 development agenda.

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

By fully implementing normative tools and policies based on a culture-led vision of sustainable development, the international community aims in the framework of the C8 Action Line at building inclusive Knowledge Societies, which reflects and supports the current linguistically diversity; where development takes into account local contexts, builds on the knowledge generated by all communities, promotes innovation and creativity, and allows all human beings to practice their own culture and enjoy that of others free from fear; where artists, cultural professionals and practitioners are empowered to create, produce, disseminate and enjoy a broad range of cultural goods, services and activities; and where traditions or living expressions inherited from our ancestors are safeguarded for future generations.

UNESCO and other stakeholders in this Action Line must continue to respond to these complex challenges by fostering access, including to multilingual content and capabilities, for all cultures and language groups, and by reinforcing the standards and other mechanisms (such as multilingualism) which are required for genuine

universality to be achieved. More disaggregated data sets are desirable in order to improve understanding of the impact of ICTs and the Internet on marginalised communities, and facilitate this approach.

UNESCO will continue to promote cultural and linguistic diversity, and to support development which takes local contexts into account, building on the knowledge generated by all communities while promoting innovation and creativity. It will focus attention on indigenous peoples within its work on cultural and linguistic diversity, placing their own knowledge and experience at the heart of initiatives to address their needs, concerns and opportunities, and will also pay attention to the needs of ethnic minorities, migrant and diaspora communities. UNESCO will support efforts to ensure the survival and continued relevance of tangible and intangible heritage, as well as helping to empower artists, cultural practitioners and the wider public to create, produce, disseminate and enjoy a wide range of cultural goods, services and activities.

For the post-2015 development agenda process, culture is increasingly recognized by UNESCO Member States as a powerful driver and an enabler for sustainable development. The link between cultural heritage, cultural and creative industries, of sustainable, cultural tourism, cultural infrastructure and poverty alleviation has been established. This, as well as non-monetized cultural benefits, such as social inclusiveness, resilience and creativity, are increasingly linked to innovative uses of technologies, as shown in post-2015 think pieces and debates.

Action Line C9 – Media:
The nature of media will continue to change rapidly, with the development of more online alternatives to traditional media and continued expansion in opportunities for expression, including citizen journalism. New opportunities for media freedom are likely to be met by new types of violation of that freedom, including blocking and filtering of online content and the inappropriate use of surveillance and data mining techniques. New initiatives should be taken as following:

- Consider Internet a core issue which has profoundly impacted media's scope, reach and richness, as well as its breadth of direct stakeholders and its sustainability. An expanded role of media and new media based on Internet /mobile and digital platforms as promoted by WSIS Action Line C9, is more valuable than ever, in fostering transparent and good governance and contributing to rights-based and sustainable development goals of the post-2015 agenda.

- Develop consolidated ICTs-media policy frameworks based on multi-stakeholder strategies (between governments, private sector and civil society organizations) in the areas of freedom of expression, safety of journalists and bloggers as well as media development.

- Address the balance between online freedom and other rights such as privacy, as well as the increased complexity of defending freedom of expression, the safety of journalists, and the advancement of media development in the digital era.

- Defending public service media practice and developing community media (both on and offline) need to be further explored.

-Continue the ongoing multi-stakeholder consultative and participatory process for updating post-2015 strategy and formulating a coordinated strategy with stakeholders including UN agencies on the implementation of Action Line C9 media that will contribute to the post-2015 development agenda.

12. What do you consider the most important emerging trends in technology and other aspects of ICTs which have affected implementation of WSIS outcomes since the Summit? What has been their impact?

WSIS did much to bring the potential of information technology, and the opportunities facilitated by it, to the forefront of international thinking about development. Its discussions were wide-ranging and, although it was not possible to reach agreement on everything that was discussed, its outcome documents represent a strong global consensus on the potential of ICTs as this was understood at the time the Summit met. Participants also recognised, however, that technologies, markets and societies were changing rapidly and would continue to do so, and that the goals and targets, opportunities and challenges arising from the Information Society would see rapid and unpredictable change as a result.

The pace of change in ICT technology and markets since WSIS has indeed been rapid:

- The number of mobile telephone subscriptions has grown from around 1.5 billion in 2005 to over 6.5 billion in 2013 (ITU statistics), almost one for every person on the globe. Mobile phone networks now provide coverage in almost all inhabited areas.
- The number of people connected to the Internet has grown enormously, from just over one billion in 2005 to over 2.7 billion in 2013 (ITU statistics). In many countries, mobile phones now provide the main mode of access to the Internet for most users.
- Rapid investment in broadband networks has greatly increased the capacity available to ICT users, especially for the Internet. Almost all countries are now connected to high-capacity undersea cables.
- Entirely new services have been introduced which have transformed users' experience of mobile telephony and the Internet, including smartphone apps,

online social networks and microblogs. These have made ICTs and the Internet more interactive and fostered tremendous growth in user-generated content and free expression.

- Major changes continue to take place in ICT and Internet technology, such as the development of cloud computing, which locates applications as well as data in data centres rather than end-users own hardware and software, and the Internet of Things which has the potential to extend connectedness from individuals and organizations to almost all devices and objects.

These changes in technology and markets have had and will continue to have profound impacts on social, economic, scientific and cultural developments. ICTs enable people and organizations to undertake activities more efficiently, and to coordinate more effectively with one another. They have also made it much easier for people and organizations to access information and to publish and share content. The number of indexed pages on the World Wide Web now exceeds two billion, while more than one billion people use the most popular online social network. Relationships between citizens and between citizens, governments and businesses have changed substantially as a result of these developments. New forms of economic production, distribution and consumption have emerged, including major changes in modes of access to literature, music and the arts. Governments and businesses now gather and analyse very large data sets, for various purposes including in order to maximise the efficiency of public services – a development which has important implications for privacy and identity. Patterns of work, leisure and even human settlement are changing in response to the impact of ICTs.

Many of these changes were not fully anticipated at the time of WSIS. They have led to revisions in WSIS targets for connectivity, and to fresh thinking, in UNESCO and elsewhere, about the best ways for governments and other stakeholders to respond to constant innovation and expansion in the potentialities of ICTs.

At the same time, emerging trends have generated challenges around social inclusion, the right to privacy, jurisdictional authority, business models etc. These also need to be addressed.

13. What should be the priorities for stakeholders seeking to achieve WSIS outcomes and progress towards the Information Society, taking into account emerging trends?

UNESCO believes that the vision of inclusive Knowledge Societies holds the key to sustainable human and economic development. By inclusive Knowledge Societies, UNESCO means societies in which people have the capabilities not just to acquire information but also to transform it into knowledge and understanding, which

empowers them to enhance their livelihoods and contribute to the social and economic development of their communities. The concept of Knowledge Societies formed the centrepiece of UNESCO's contribution to WSIS, emphasising the importance of integrating technology and human development.

WSIS acknowledged the importance of locating technology within this wider developmental context, as follows:

> ... ICTs should be regarded as tools and not as an end in themselves. Under favourable conditions, these technologies can be a powerful instrument, increasing productivity, generating economic growth, job creation and employability and improving the quality of life of all. They can also promote dialogue among people, nations and civilisations.

Taking also in to account emerging trends such as big data, broadband connectivity, cloud computing, innovation in the Internet of things, etc., it is apparent that multistakeholder cooperation is ever more essential.

The development of inclusive Knowledge Societies requires governments and other stakeholders to establish and build 'favourable conditions'. Societies whose citizens have high levels of skills and experience, and the capacity to absorb and use information to develop new products and services, are more likely to succeed in a world of increasing technological complexity. Knowledge Societies are better equipped to achieve the social equity, economic prosperity and environmental sustainability, which are the three core objectives of sustainable development and which also underpin the fulfilment of human rights. Knowledge is also of central importance for the sciences, and in social and cultural life, enriching human experience and contributing to intercultural dialogue and international harmony.

In 2005, UNESCO published an influential World Report, *Towards Knowledge Societies*, which described in detail the opportunities arising from the transformation of information and communications, and the challenges arising from these for social equity and inclusiveness. While access to information and knowledge was growing as a result of new technologies, this report emphasised, unlocking their value would depend as much on human aspects of development, such as education and free expression, as on technology:

> Closing the digital divide will not suffice to close the knowledge divide, for access to useful, relevant knowledge is more than simply a matter of infrastructure – it depends on training, cognitive skills and regulatory frameworks geared towards access to contents.

Throughout its subsequent work, UNESCO has stressed the importance of media and information literacy capacities as essential to empowerment, along with the need to

ensure that information and knowledge should be equitably shared, inclusively distributed and reinforced by education and skills development.

The report *Towards Knowledge Societies* ended with a number of recommendations, focused on the need to improve the quality of access to:

- ICTs themselves, including both infrastructure and services,
- the information derived from them, through community facilities and linguistic diversity; and
- the services essential to maximise their value, particularly education.

It recognised that there could be no single model for achieving these goals, but that inclusive Knowledge Societies will develop differently in different countries, building on local cultures, experiences and capabilities. These priorities continue into the post-2015 period and should continue to attract attention. The multi-stakeholder model of facilitating opportunities and addressing problems should continue to be a priority going ahead.

14. What role should information and communications play in the implementation of the post-2015 development agenda?

UNESCO has stressed relentlessly the importance of using technologies to achieve the MDGs and future SDGs. When UNESCO chaired the United Nations Group on the Information Society (UNGIS) in 2013, it developed with the co-chairs UNDP, ITU, UNCTAD and UNDESA and in consultation with its 31 members the *Joint statement on the post-2015 Development Agenda*, which was adopted by the UNGIS. This is a unified effort of 31 UN Organizations to harness inter-agency expertise in the field of information and communication technologies (ICTs) and address sustainable development challenges in the twenty-first century collectively. The UNGIS Joint Statement says:

"Today we know that:
  1.1 ICTs provide a platform to better integrate and accelerate delivery on all three pillars of sustainable development -- economic growth, social inclusion and environmental sustainability.
  1.2 ICTs in general, and the Internet in particular, play an important part in ensuring rights-based development, especially enabling wider exercise of freedom of expression and press freedom, which in turn are critical to combating corruption, ensuring gender-sensitivity, deepening accountability, and promoting socially inclusive development.
  1.3 ICTs have become critical drivers and essential tools for the creation of jobs and the delivery of basic public services, for improving access to knowledge and education, for empowering women, enhancing transparency, and for

giving marginalized populations a voice in decision-making processes that directly affect their own lives.

1.4 ICTs play a transformative role in governance and institutional development at the global, regional, national and local levels, which are essential for sustainable development.

1.5 Regional cooperation, through the sharing of best practices, policies, experience that can pro-actively facilitate mutually beneficial solutions that are particularly relevant to a given regional context.

1.6 The enabling power of ICTs can greatly enhance the technical effectiveness of development work, as well as the way in which common objectives are defined, set, monitored and achieved.

1.7 Most importantly, ICTs by themselves cannot guarantee the achievement of development goals. Strategic policies, human capacity, appropriate knowledge management, relevant content development, infrastructure deployment, and an enabling environment are critical factors to ensure that the potential of ICTs for sustainable development is fully harnessed by and for all.

1.8 Affordable access to ICTs will continue to transform people's lives, as this enables people to empower themselves, their communities and their societies.

Despite the significant progress made to date, inequalities in access to ICT networks/infrastructure, education and technological progress and to innovation systems remain vast, within and between countries. Significant threats and risks, important digital and knowledge divides, including around gender, remain. They need to be addressed pro-actively, hand in hand with non-technology related barriers, in order to achieve an inclusive and a people-centred Information Society. " [...]

"UNGIS therefore proposes that:

4.1 The potential of ICTs as key enablers of development, and as critical components of innovative development solutions, is fully recognized in the Post-2015 Development Agenda. Taking into account the importance of relevant content, skills and an enabling environment, ICTs, including broadband Internet, mobile technologies and relevant ICT applications, should be fully recognized as tools that can help empower people, enable wider exercise of human rights including freedom of expression, foster access to information, open up employment opportunities, expand access to learning, education, and basic services. In collaboration with other stakeholders, the UN system should seek to take full advantage of ICTs in addressing the development challenges of the 21st century and to recognize them as cross-cutting enablers for the achievement of all three pillars of sustainable development.

4.2 The Post-2015 Development Agenda reflects lessons learned during the past decade in the implementation of the WSIS outcomes. UNGIS urges building on what has been learned on the potential of ICTs since the MDGs were established in 2000, specially acknowledging that WSIS 2003/2005 has galvanized significant international cooperation and collaboration on ICTs as enablers for development.

4.3 Interaction between the Post-2015 Development Agenda and the WSIS+10 Review processes be established to create synergies. Such interaction is important to ensure that efforts across the UN System are coherent, connected and coordinated to achieve maximum, sustainable impact. "

The World Summit on the Information Society (WSIS+10) Review hosted by UNESCO in 2013 was another milestone in this quest. It brought together 1450 participants, who explored the intersection of *Knowledge Societies for Peace and Sustainable Development* and highlighted in the *Final Declaration* the importance of Freedom of Expression, of education, of indigenous, traditional and scientific knowledge as key factors for innovation processes and for finding pathways to sustainable development. Infrastructure, accessibility to quality multilingual content and knowledge, public access and building capacities of people to leverage information for sustainable development were other key themes underscored. This multistakeholder statement was endorsed by the 37th General Conference of UNESCO and it established explicitly the link between WSIS and the SDGs, asking to "ensure that the lessons learned during the WSIS review processes inform, as appropriate, the formulation of development goals post 2015." The same theme was stressed in the Declaration of the World Press Freedom Day Conference held in Paris in May 2014.

So did *The NETmundial Multistakeholder Statement* on the evolution of the Internet governance ecoysytem, to which UNESCO contributed to in April 2014. Finally, in June 2015, the second WSIS+10 Event hosted by ITU and co-organized with UNESCO, UNDP and UNCTAD emphasized that "ICTs have the potential to be a key enabler of development, and to be a critical component of innovative development solutions in the Post-2015 Development Agenda." UNESCO's position, also expressed at the Ministerial Roundtable clearly made a case for education, the right of access to information, freedom of expression and media development to be duly taken into account in all upcoming internationally agreed set of goals as key enablers for sustainable development.

More generally, the theme of inclusive Knowledge Societies will continue to be at the heart of UNESCO's work beyond 2015. 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 will be societies in which people have ready access to free expression and associated 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 address the challenges of poverty eradication, sustainable development and peaceful coexistence that still face our world. UNESCO will continue to pursue them vigorously through its own programmes and in partnership with others.

The emergence of the Internet as the world's leading medium for information and communication in the early years of this century has required governments and other stakeholders to rethink many of the assumptions that had previously underpinned their policies and priorities. The Internet is in a state of continual expansion and innovation. The decade since WSIS has seen major, sometimes unanticipated developments in its technology, services and markets, as broadband networks and the mobile Internet have reached out to more people, Web 2.0 applications have greatly extended interactivity, and innovations such as cloud computing have begun to offer radically new ways in which organizations and individuals can store data and manage their business and personal lives.

The Internet has been built on foundations of open innovation and free expression. UNESCO believes that four principles are essential to the continued development of inclusive Knowledge Societies based on the Internet and other ICTs. These four principles have been summarised in the draft concept of 'Internet universality' which UNESCO has developed as a synthesis of its positions and statements, and about which it has extensively consulted other stakeholders during 2013. These principles are that the Internet should be:

- rights-based, rooted in freedom of expression, the Universal Declaration of Human Rights and its associated Covenants;
- open, in the way that Internet protocols are developed, applications are designed, and services are made available to their users;
- accessible to all, in both infrastructure and content; and
- multistakeholder in its governance, building on the successful partnerships that have evolved since WSIS between governments, the private sector, the technical and professional community, and civil society to foster the Internet's growth and use for peace, prosperity, social equity and sustainable development.

These principles are critical to the future of a dynamic Internet, which contributes to the achievement of UNESCO's core commitments to freedom of expression, education for all, access to information and knowledge, and cultural and linguistic

diversity. They offer a framework for the Organisation's future Internet-related work to promote inclusive Knowledge Societies beyond 2015.

The year 2015 will be a landmark year in international engagement with social and economic development. As well as the WSIS+10 review, the United Nations General Assembly will undertake a comprehensive review of the Millennium Development Goals, and will agree a new post-2015 development agenda, including the adoption of Sustainable Development Goals. This provides an opportunity to integrate ICTs and WSIS outcomes more effectively within the broader development agenda, and associate the emergence of inclusive Knowledge Societies with the Sustainable Development objectives of social equity, economic prosperity and environmental sustainability. UNESCO can be expected to enthusiastically contribute further to the growth of inclusive Knowledge Societies in the framework of the new mandate for development that will emerge from the General Assembly in 2015.

15. Please add any other comments that you wish to make on the subject of the review that you believe would be helpful.

The Internet Governance Forum (IGF) was established by the UN Secretary-General at the request of WSIS, but has not been a major part of the WSIS+10 Review process, except for the first, UNESCO hosted, 2013 WSIS+10 Review event.

The IGF provides a discussion forum for multistakeholder policy dialogue on issues affecting Internet governance and public policy, though without decision-making powers. The first IGF was held in Athens in November 2006, with subsequent meetings being held at annual intervals in countries around the world, attracting in recent years 1500-2500 participants from all stakeholder communities and all world regions. It is now a well-established part of the international ICT calendar. A substantial number of regional and national IGFs have also emerged to complement the global meeting.

UNESCO considers the IGF to be one of WSIS' most important outcomes and strongly supports its multi-stakeholder character which has enabled wide-ranging discussions to take place in a collaborative atmosphere, facilitating debates and agreement in other governance fora. The annual meeting of the IGF provides an invaluable opportunity for UNESCO to publicise its work and build partnerships around its core themes of freedom of expression, education for all, access to information and knowledge, and cultural and linguistic diversity. In 2011, for example, UNESCO held workshops at IGF in partnership with other stakeholders on local content creation and Internet infrastructure, the role of social networks in free flow of information, and security aspects of participation in the digital environment. In 2012, its workshops focused on information ethics and Internet governance, Internet privacy

and freedom of expression, digital preservation and multilingualism, and the implementation of internationalised domain names.

The IGF has been an especially valuable forum to raise awareness and build discussion around the themes of research reports which have been commissioned or published by UNESCO. In recent years, these have included UNESCO's collaborative study with ISOC and OECD of *The Relationship between Local Content, Internet Development and Access Prices*, the influential normative publication on *Freedom of Connection, Freedom of Expression*, and the *Global Survey on Freedom of Expression and Privacy*.

At the 2013 IGF, UNESCO presented the experience and outcomes of the WSIS follow-up event *Towards Knowledge Societies for Peace and Sustainable Development*. It also showcased its work, and sought multi-stakeholder input, in five areas of activity:

- media and information literacy;
- access to information and knowledge by persons with disabilities;
- digital preservation;
- freedom of expression, privacy and the role of intermediaries in information and expression; and
- the ethical dimensions of inclusive Knowledge Societies.

UNESCO will continue to support the work of the IGF, to promote multi-stakeholder participation in Internet governance, and to foster dialogue and understanding concerning human development and inclusive Knowledge Societies aspects of the Internet.

Another link to WSIS at UNESCO has been the decision in November 2013 to undertake a major study on Internet-issues. The UNESCO Member States agreed that the topics would be Access to information and Knowledge, Freedom of Expression, Privacy and Ethical dimensions of the Information Society. Options should be presented to the Organization's General Conference in November 2015, within the framework of reporting on the follow-up to WSIS. The study is required to be consultative, providing UNESCO therefore an opportunity to draw an expertise across a range of stakeholder communities. The resulting knowledge will help further in the realisation of "a people-centred inclusive and development-oriented" future.

16. We would also welcome any documents, reports, etc. that you can forward which you think will provide useful evidence for the review. Please send these to cstd-wsis10@unctad.org. It would be helpful if you could list these in this box, together with any URL which enables access to them on the World Wide Web.

1. WSIS+10 Review Event Outcomes: Renewing the Knowledge Societies Vision for Peace and Sustainable Development - See more at: http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/wsis/WSIS_10_Event/wsis10_outcomes_en.pdf

2. Outcomes - First WSIS+10 Review Event: Towards Knowledge Societies for Peace and Sustainable Development - See more at: http://www.unesco.org/new/en/communication-and-information/flagship-project-activities/wsis-10-review-event-25-27-february-2013/homepage/#sthash.OvxLYXOX.dpuf

3. Information and Knowledge for All: An Expanded Vision and a Renewed Commitment (Final Statement) - See more at: http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/wsis/WSIS_10_Event/wsis10_final_statement_en.pdf

4. Building inclusive knowledge societies: a review of UNESCO's action in implementing the WSIS outcomes – parts of this report were used to respond to above questions, see more at: http://unesdoc.unesco.org/images/0022/002264/226425e.pdf

5. On the UNESCO hosted WSIS+10 Review event in 2013 please access: www.unesco.org/wsis2013

6. On the IGF achievements from 2010-13 please see:

   The IGF's impact
   http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/wsis/igf_impactjuly2014.pdf
   Or (same document on the IGF site):
   http://www.intgovforum.org/cms/documents/contributions/call-for-information/193-unesco-response-to-call-for-information-on-concrete-actions-and-decisions/file

8) What are knowledge societies & what is their social vision? A selection of stories, initiatives, and experiences that highlight the importance of Knowledge Societies can be found at: http://www.unesco.org/new/en/communication-and-information/flagship-

project-activities/wsis-10-review-event-25-27-february-2013/homepage/#sthash.OvxLYXOX.dpuf

9) Towards knowledge societies: UNESCO world report (2005)
http://www.unesco.org/new/en/communication-and-information/resources/publications-and-communication-materials/publications/full-list/towards-knowledge-societies-unesco-world-report/

10) Towards inclusive knowledge societies: a review of UNESCO's action in implementing the WSIS outcomes (Souter 2010)
http://www.unesco.org/new/en/communication-and-information/resources/publications-and-communication-materials/publications/full-list/towards-inclusive-knowledge-societies-a-review-of-unescos-action-in-implementing-the-wsis-outcomes/

11) Renewing the Knowledge Societies Vision for Peace and Sustainable Development (Mansell 2013)
http://unesdoc.unesco.org/images/0022/002245/224531E.pdf