United Nations Educational, Scientific and Cultural Organization

Information For All Programme (IFAP)

Thematic Debates
of the Bureau of the Intergovernmental Council
for the Information for All Programme

Issues and Outcomes

"Measuring Progress Towards Achieving IFAP's Goals and in Bridging the Digital Divide"
(19 October 2004, UNESCO Headquarters, Paris, France)

"Information Literacy"
(5 April 2005, UNESCO Headquarters, Paris, France)

"Infoethics"
(15 September 2005, UNESCO Headquarters, Paris, France)

edited by Laurence Zwimpfer (New Zealand),
Rapporteur of the Intergovernmental Council
for the Information for All Programme

UNESCO, October 2005

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INTRODUCTION

1 Date and place

The thematic debate on "Measuring Progress Towards Achieving IFAP's Goals and in Bridging the Digital Divide" was held at UNESCO Headquarters in Paris on 19 October 2004. It took place within the framework of the 7th Meeting of the Bureau of the Intergovernmental Council for the Information for All Programme (IFAP).

2 Participants

The meeting was attended by more than 30 participants, including the Bureau's official representatives of Member States, experts, representatives of NGOs and UNESCO staff.

The meeting was chaired by Laurence Zwimpfer (New Zealand) who also took the role of moderator and rapporteur.

3 Purpose

The specific purpose of the thematic debate was to consult with experts, both within UNESCO and among constituent stakeholders, to identify priorities for the Information for All Programme in addressing and identifying relevant methods for measuring progress towards achieving IFAP's goals and in bridging the digital divide.

4 Structure

The expert debate was structured according to the following two aspects:

(a) Case studies

The following speakers presented examples of national approaches and experiences in their countries, regions or their areas of expertise:

Speakers
Representatives from Member States
- Daniel Malbert, France
- Dietrich Schüller, Austria
- Rolando Lopez del Amo, Cuba
• Olayemi Olubummi Omolayole, Nigeria
• Ludovit Molnar, Slovakia
• Wacef Chiha, Tunisia
• Wu Yishan, China
• Laurence Zwimpfer, New Zealand

Invited Speakers
• Stella Hughes, UNESCO Communication and Information Sector, "Community Multimedia Centres"
• Alexander Schischlik, UNESCO Culture Sector, "Alliance for Cultural Diversity"
• Wijayanand Jayaweera, UNESCO Communication and Information Sector, "ICT in the Hands of the Poor"
• Paul Hector, UNESCO Communication and Information Sector, "Initiative B@bel"
• Andy Wyckoft, Organization for Economic Co-operation and Development (OECD)
• Perrine Canavaggio, International Council in Archives (ICA), "ICA and e-Information for All"
• Mike Heaney, International Federation of Library Associations and Institutions (IFLA), "IFLA's Approach to Measurement"
• Ian Thomson, 2020 Communications Trust New Zealand (by audioconference), "Computers in Homes for Rural Communities"

(b) Measuring and monitoring the Information Society

The following experts presented existing measures and monitors for the Information Society, the ongoing international debate on measuring and monitoring the Information Society and possibilities for monitoring and evaluating progress towards achieving IFAP’s goals.

Speakers
• Lydia Deloumeaux, UNESCO Institute for Statistics (UIS), Denise Lievesley, UIS (by audioconference), "The Statistical Challenge"
• Amir Piric, UNESCO Internal Oversight Service (IOS), "IOS's Approach to Evaluation & Measurement"
• Hans d'Orville, UNESCO Bureau for Strategic Planning (BSP), "Measuring ICT for Development"
• Torben Krogh, International Programme for Development of Communication (IPDC), "Measuring Programme Effectiveness – an IPDC Perspective"

5 Key questions of the debate included

• How does a country know how well it is doing in achieving the IFAP goals?
• What reliable international comparative data already exists?
• Which UN agencies have the mandate to measure and report on progress in bridging the digital divide?
• What are the most appropriate indicators, i.e. what should be measured?
• What role does UNESCO have?

The results of the debate are intended to help in formulating proposals for the IFAP Council and the UNESCO Secretariat on actions in the area of measuring progress towards achieving IFAP's goals and in bridging the digital divide.

**CONTEXT**

6 Why measure progress towards achieving IFAP's goals?

IFAP seeks to narrow the gap between the information rich and the information poor and thus to build an Information Society for all. However, until now it has not set any benchmarks or indicative targets and this makes it difficult to clearly demonstrate achievements. Without well-defined measures, Member States face similar challenges.

The core underlying question is how does a country know how well it is doing in achieving the IFAP goals; what reliable international comparative data can be used to signal to politicians and other leaders where they stand on a global scale? This is based on the assumption that IFAP goals will only be achieved and digital divides will only be overcome if addressed through policy developments and funding priorities at the national level. It was considered as a key role for IFAP National Committees to raise the policy awareness of digital matters within their own countries.

7 Measuring what?

Most discussions of ICT measurement quickly turn to the very physical and concrete components of ICT infrastructure – telephones, computers, Internet connections, bandwidth. No one disagrees that infrastructure measures give useful information about the level of access that a society has to ICTs. However, unless these measures are placed within the context of a society itself, they are rather irrelevant and can be misleading in trying to understand the benefits ICTs are delivering.

8 WSIS and measuring the Information Society

The World Summit on the Information Society agreed on some indicative targets in December 2003 and has challenged governments to return for the second phase of WSIS in 2005 and report progress against these goals. The Plan of Action adopted by the World Summit on the Information Society (Geneva, December 2003) sets a number of broad targets under "Objectives, Goals and Targets" that were taken up in the debate:

**Plan of Action**
Based on internationally agreed development goals, including those in the Millennium Declaration, which are premised on international cooperation, indicative targets may serve as global references for improving connectivity and access in the use of ICTs in promoting the objectives of the Plan of Action, to be achieved by 2015. These targets may be taken into account in the establishment of the national targets, considering the different national circumstances:
Measuring Progress Towards Achieving IFAP's Goals and in Bridging the Digital Divide

a) to connect villages with ICTs and establish community access points;
b) to connect universities, colleges, secondary schools and primary schools with ICTs;
c) to connect scientific and research centres with ICTs;
d) to connect public libraries, cultural centres, museums, post offices and archives with ICTs;
e) to connect health centres and hospitals with ICTs;
f) to connect all local and central government departments and establish websites and email addresses;
g) to adapt all primary and secondary school curricula to meet the challenges of the Information Society, taking into account national circumstances;
h) to ensure that all of the world's population have access to television and radio services;
i) to encourage the development of content and to put in place technical conditions in order to facilitate the presence and use of all world languages on the Internet;
j) to ensure that more than half the world’s inhabitants have access to ICTs within their reach.

With the outcomes of the debate, IFAP can contribute to these efforts.

DEBATE

Measuring progress towards achieving IFAP's goals and in bridging the digital divide embraces a wide range of issues. The following central issues have been addressed in the debate and strategies with respective actions were developed.

9 Measurement issues

(a) Establishing a focus for measurement

Before consideration can be given to specific indicators, a focus for the measurement activity must be agreed, e.g. international benchmarking (country level) or regional comparisons (within countries). Because of the large disparities in terms of access to information and communication technologies, as well as traditional information infrastructure – libraries, radio, television, telephones – it is also important that the measures be relevant to developing and developed countries. Furthermore, care is required in distinguishing evaluation (of projects and programmes) from measurement (of outcomes or indicators).

Exemplar issues

| Lack of international framework for archival statistics | Numerous dimensions to the information and the digital divide– connectivity, capability, content, cost |
| Library statistics are insufficiently robust | |

With the outcomes of the debate, IFAP can contribute to these efforts.
(b) Determining what should be measured

Most measures normally associated with the Information Society have tended to focus on just one dimension – the technology infrastructure. Although measures are now readily available for the Internet, both in terms of service providers and end users, they fall well short of understanding the extent to which communities and societies have access to relevant information. Therefore, participants of the debate advocated a more social and human approach to measurement instead of the common technological and economic approaches. There is a danger, however, that without concrete measures, moving beyond the realm of academic social policy research will be difficult. Policy-makers generally require "hard" quantifiable data. To persuade governments of the benefits of ICTs, information should be presented in a form that is understood and accepted by policy makers. A major challenge is to decide whether to measure 'efficiency', 'effectiveness' or 'impact'.

<table>
<thead>
<tr>
<th>Areas of measurement</th>
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<tbody>
<tr>
<td>Access (technology infrastructure)</td>
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<tr>
<td>Training (teachers, community capability)</td>
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<tr>
<td>Content (local, digitisation, language)</td>
</tr>
<tr>
<td>Contact (quality, ease of use, social capital, social change)</td>
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(c) Identifying relevant measurement methods

The next challenge is to determine what methods should be used to collect data.

<table>
<thead>
<tr>
<th>Suggestions</th>
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<tbody>
<tr>
<td>Ethnographic action research</td>
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<tr>
<td>Visits by specialist evaluators</td>
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<tr>
<td>Identify a locomotive (lead country)</td>
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</tbody>
</table>

(d) Identifying partner organizations

IFAP is not the only international programme with an interest in measuring the Information Society. In fact, some presenters suggested this space is becoming quite cluttered, with many different agencies (even within the United Nations) engaging in some form of measurement activity. Add to this the substantial level of activity among the academic and research communities. The challenge is how to coordinate and consolidate this research and measurement activity so that the results can contribute to a better global understanding of the Information Society.

Recognition should be given to work already being carried out by partner organizations, e.g. by IFLA's Committee on Free Access to Information and Freedom of Expression (FAIFE) and the UNESCO Global Monitoring Group for Education for All. A dialogue with these groups might be sufficient to ensure the inclusion of suitable Information Society indicators in their monitoring activities. Similarly, a discussion with the UNESCO Culture Sector might quickly identify relevant measurement activity in terms of cultural and linguistic diversity.
(e) Developing possible indicators

The broad reach of the Information Society means that there are numerous possible indicators. The challenge here is to identify the indicators that provide the most useful information at the lowest cost in terms of data collection. UNESCO and IFAP have a special interest in the four principles underlying Knowledge Societies and these could help provide a focus for the selection of indicators, i.e. freedom of expression, respect for cultural and linguistic diversity, quality access to education for all and universal access to information and knowledge. Given that partner organizations are already addressing the first three areas, it was suggested that the special focus of IFAP should be on the fourth principle – universal access to information and knowledge.

<table>
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<tr>
<th>Possible indicators</th>
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<tbody>
<tr>
<td>Quality of access</td>
<td>Level of technical support</td>
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<tr>
<td>Ease of use</td>
<td>Information literacy of communities</td>
</tr>
<tr>
<td>Effective use</td>
<td>ICT skills of teachers</td>
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<tr>
<td>Stability of electricity supply</td>
<td>Integration of ICTs within curricula</td>
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(f) Agree on mechanisms for monitoring and reporting

In parallel with the above issues, it is critical that there is clarity and global agreement on responsibilities for ongoing monitoring and reporting. One-off measurements are of limited value. This suggests measurement responsibilities need to be mainstreamed and covered by core funding. The OECD has a good track record with economic indicators for its member countries (developed nations) and some private organizations have developed a credible record of monitoring other country-level economic indicators such as telecommunications competitiveness and favourable business environments among a limited set of countries. However, there is less global experience with reliable ongoing monitors for developing countries, and clearly these are essential for any sensible comparisons for the Information Society. Once the "what" and the "how" have been agreed, another key challenge will be defining "who" should have this responsibility.

10 Potential strategies and actions

(a) Develop a framework for measuring the Information Society

1. Develop a position paper for WSIS Consultations

2. Contribute to development of WSIS Guide to IS Measurement
3. Contribute to the WSIS Thematic Meeting on "Measuring the Information Society" planned for February 2005

(b) **Scope the Information Society measurement activity within UNESCO's competency**

4. Focus on 4 UNESCO WSIS Principles – embracing the Knowledge Societies

5. Focus on people issues (ease of use, skills, information literacy) rather than technology infrastructure, i.e. what are the social impacts of the Information Society

(c) **Identify appropriate measurement methods, especially for developing countries**

6. Include an evaluation component in project funding, but noting the comment about how project evaluation differs from outcome measures

7. Support local community evaluation (this helps to address question of who owns the data)

8. Develop model surveys relevant to developing countries

(d) **Develop indicators for measuring universal access to information and knowledge**

9. Examine UIS stocktake of indicators

10. Develop specific proposal to submit to UIS (possibly based on measuring indirect social impacts of ICTs)

(e) **Establish formal partnerships and ongoing collaborative mechanisms with other international agencies involved in measuring the Information Society**

11. Seek further information on ICA project on archiving statistics with a view to providing support

12. Collaborate with IFLA on scoping study for development of robust library statistics

13. Identify opportunities to include additional statistics in UNDP and World Bank reports

14. Seek cooperation of IFAP National Committees in data collection

(f) **Ideas to bridge the digital divide**

A number of suggestions were made during the debate for addressing the digital divide. Even though this was not the main focus of the debate, having a clear vision of the desired outcome can help shape what measures are being used to monitor progress towards this outcome:

15. Make broadband access tax deductible

16. Banks to provide attractive finance terms for purchase of computers
17. Broadband connections for all schools

18. Gigabit connections for all universities, museums, libraries and archives

19. Promote e-culture (including local content creation and preservation of information)

20. A lamp-powered radio that can charge cell phones
IFAP thematic debate on Information Literacy: Issues and Outcomes

UNESCO Headquarters, Paris, France
5 April 2005

INTRODUCTION

1 Date and place

The thematic debate on Information Literacy was held at UNESCO Headquarters in Paris on 5 April 2005. It took place within the framework of the 8th Meeting of the Bureau of the Intergovernmental Council for the Information for All Programme (IFAP).

2 Participants

The meeting was attended by more than 55 participants, representing NGOs, academics, experts from within the UNESCO as well as the Bureau's official representatives of Member States.

The meeting was chaired by the President of the IFAP Council, Daniel Malbert (France). The rapporteur of the meeting was the Rapporteur of the IFAP Council, Laurence Zwimpfer (New Zealand).

3 Purpose

The specific purpose of the thematic debate was to consult with researchers and other experts in the field of information literacy, both within UNESCO and among constituent stakeholders, to identify the particular contribution that the Information for All Programme can make in helping to ensure all peoples have the opportunity to become information literate.

4 Structure

The expert debate was introduced by Elizabeth Longworth, Director, UNESCO Information Society Division. Abdelaziz Abid, Senior Programme Specialist, Information Society Division, structured the debate according to the following two aspects:

(a) Case studies

Speakers addressed national initiatives in regard to information literacy and the role of libraries and librarians.

Speakers
• Dietrich Schüller, Austria
(b) Impact of information literacy on societies

Speakers focused on how information literacy affects education and learning, economic development (labour and the workforce), governance and citizenship, and health and human services.

Speakers
- Namtip Aksornkool, UNESCO Section for Literacy and Non-Formal Education, "Literacy for All as Information for All"
- Hannelore B. Rader, University of Louisville, "The Global Significance of Information Literacy in Workforce Development"
- Kay Raseroka, International Federation of Library Associations and Institutions (IFLA), "The Librarian's Viewpoint"
- Divina Frau-Meigs, Université Paris-Sorbonne, "Education aux Médias et aux TIC à l'ère numérique: les priorités symboliques et structurelles pour l'alphabetisation à l'Information"
- Philip C Candy, NHSU Institute, "Reflections on Information Literacy in the Context of Health and Human Services"
- Yves F. Le Coadic, Conservatoire national des arts et métiers (CNAM), "Curriculum Development-Maîtrise scientifique et maîtrise technique de l'information"
- Jim Wynn, Schools Developments & Strategy Manager, EMEA Education Solutions Group, Microsoft Limited, "Statistical Literacy"
- Albert K. Boekhorst, Medewerker, Faculteit der Geesteswetenschappen Leerstoelgroep Archief- en informatiewetenschap, Amsterdam, "Information Literacy in the Netherlands and South Africa"

5 Key questions of the debate included

- What is information literacy?
- What are people's needs?
- What education programmes are needed to meet these needs?
- What strategies and actions can UNESCO and IFAP implement?

The results of the debate were intended to help in formulating proposals for the IFAP Council and the UNESCO Secretariat on actions in the area of information literacy.
CONTEXT

6 What is information literacy?

Information literacy is concerned with teaching and learning about the whole range of information sources and formats. To be "information literate" people need to know why, when, and how to use all of these tools and to think critically about the information they provide.

Information literacy aims to develop both critical understanding and active participation. It enables people to interpret and make informed judgments as users of information sources, but it also enables them to become producers of information in their own right, and thereby to become more powerful participants in society. Information literacy is about developing people's critical and creative abilities. Digital media – and particularly the Internet – significantly increase the potential for active participation, but they also create an environment of bewildering choices.

When discussing information literacy and the conditions of information literacy, it is essential to regard the assessment as a necessary element. How do we determine if a person is information literate?

7 WSIS and information literacy

The World Summit on the Information Society (WSIS) in Geneva specifically referred to ICT literacy, including the knowledge and skills to use ICTs and highlighting the empowering element of information as a tool for development. In its Declaration of Principles, the Heads of States participating in WSIS declared their "common desire and commitment to build a people-centred, inclusive and development-oriented information society, where everyone can create, access, utilize and share information and knowledge, enabling individuals, communities and peoples to achieve their full potential in promoting their sustainable development and improving their quality of life". ¹

8 What are people's needs?

Information literacy is a concern to all sectors of society and should be tailored by each to meet its specific needs. Particularly, developing countries need to take a more proactive role in determining solutions most appropriate to their needs, as solutions for developed countries may be inappropriate. Information literacy enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning. Information literate people are able to access information about their health, their environment, their education and work, empowering them to make critical decisions about their lives, e.g. in taking more responsibility for their own health and education. In certain areas, such as personal health information, the critical abilities to sift and discern among the mass of information can lead to life or death decisions. Furthermore, as more and more countries implement e-government, it will become increasingly important for citizens to be able to navigate electronic systems and understand the ways electronic information is preserved and can be accessed.

¹ Declaration of Principles Building the Information Society: a global challenge in the new Millennium, Document WSIS-03/GENEVA/DOC/4-E.
While information literacy goes much further than numeracy literacy (ability to use language, symbols and text interactively), these skills are evidently needed when progressing towards information literacy. The 2005 EFA Report, however, revealed that there are still 799 million adult illiterates and 64% of these are women. Furthermore, in order to access digital information, people require a base of ICT literacy; increasingly, this is a necessary pre-condition for information literacy.

9 What education programmes are needed?

Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments and to all levels of education, while recognizing the disparities in learning styles and in the nature and development of literacy in different countries. There is a critical need for an information literacy curriculum at all levels of schooling that is accepted by and implemented by governments and education administrators. Information literacy should also be introduced wherever possible within tertiary, non-formal and lifelong education. When speaking about information literacy, it is important to recognise the movement from "unconscious incompetent" to "conscious incompetent" and only then to "conscious competent". Only then can effective education programmes be developed.

Frequently, teachers are a barrier in creating more information literate students. Therefore, elements of training in information literacy should be part of teachers' ongoing professional development. In order to tackle the crucial issues of information literacy, educationalists must change their focus from information technologies to information management.

10 UNESCO and information literacy

The United Nations Literacy Decade (2003-2012) aims to increase the number of literates and to extend the reach of literacy programmes. UNESCO's Action Areas in this field include developing literate environments, literacy practices, literacy for all and literacy with all. During the 2004-2005 biennium, an Information Literacy Programme was launched at UNESCO. It is supervised by the Information Society Division (Communication and Information Sector) in close co-operation with the Education Sector and the Field offices. This programme is an opportunity for information literacy to become a cornerstone within the international debate on bridging the knowledge divide.
DEBATE

11 Potential strategies and actions

The following strategies and actions for IFAP were developed from the debate.

(a) Communicate the concept of information literacy

1. Identify a popular "slogan" to promote information literacy, noting the International Federation of Library Associations and Institutions' (IFLA) use of the term "lifelong literacy"

2. Dialogue with IFLA and the American Library Association (ALA) on the wording of the definition to include in a more explicit way the concept of creating information or content

3. Publish the agreed definition with explanatory text in a booklet in UNESCO's six official languages (Information Literacy in a Digital World)

4. Collaborate with IFLA to produce Guidelines for Member States, describing how countries can create more information literate societies

5. Promote flagship initiatives that demonstrate information literacy in action

6. Initiate global awareness campaign, including national workshops and regional meetings

7. Support the international colloquium on information literacy, which will be held in Alexandria, Egypt, in November 2005

8. Support the establishment of a global clearinghouse on information literacy

9. Encourage Member States to support the development of information literate societies in implementing the WSIS Action Plan and report these to the Tunis Summit

(b) Encourage intersectorality within UNESCO in programme development and implementation

10. Collaborate with the Education Sector to ensure information literacy is appropriately recognised within the United Nations Literacy Decade

11. Collaborate with the Education Sector to ensure information literacy is an integral part of Education for All

12. Collaborate with the Literacy Initiative for Empowerment (LIFE), which focuses on women and out-of-school girls in the 33 countries with illiteracy rates over 50% or illiterate populations greater than 10 million

13. Collaborate with the Associated Schools Project Network (ASPNet) schools in promoting information literacy
(c) Encourage partnerships with key external stakeholder groups

14. Collaborate with IFLA and the International Council on Archives (ICA)

15. Collaborate with the US National Forum on Information Literacy

16. Collaborate with the American Library Association (ALA)

17. Collaborate with the Education Office at Organisation for Economic Co-operation and Development (OECD)

18. Collaborate with the World Health Organisation (WHO)

19. Collaborate with other Information Literacy leaders

20. Establish an online Reference Group including representatives from the organisations to partner with UNESCO in implementing these strategies and actions

(d) Engage governments in dialogue on information literacy

21. Develop an instrument (e.g. Declaration or Recommendation) to encourage Member States to give greater recognition to information literacy in their societies

22. Pro-actively advocate information literacy to governments

23. Encourage IFAP National Committees to have a discussion on information literacy to develop a better understanding of what it means for their country and communities

(e) Embed information literacy in the curriculum, at primary, secondary and tertiary levels

24. Develop model curricula

25. Promote information science as a discipline

26. Promote information and communications as a distinct discipline

27. Encourage media studies professionals to take a more expansive view of media than traditional media

28. Encourage coordination and collaboration among media educators and other information professionals

29. Promote mathematical literacy as a core element of an information literacy curriculum

30. Promote exemplars of activities that stimulate student interest in becoming more information literate
(f) **Embed information literacy in the professional development of information professionals, including education and health workers**

31. Promote initiatives that assist professionals including teachers and health professionals to become more information literate

(g) **Encourage partnerships between teachers and librarians**

32. Promote information skills professional development for teachers, noting the extensive online resources available to support this activity

33. Encourage librarians to take a leadership role in promoting information literacy in formal primary, secondary and tertiary education and in informal education

(h) **Promote information literacy in the health sector**

34. Encourage coordinated national approaches to health information literacy

35. Develop and promote international standards for health information literacy

36. Develop pilot programmes that harness the potential of ICTs for people to take responsibility for their own health and wellbeing

37. Promote the concept of an "information literate patient"
INTRODUCTION

1 Date and place

The thematic debate on Infoethics was held at UNESCO Headquarters in Paris on 15 September 2005. It took place within the framework of the 9th Meeting of the Bureau of the Intergovernmental Council for the Information for All Programme (IFAP).

2 Participants

The meeting was attended by more than 40 participants, including the Bureau's official representatives of Member States, academics, representatives from NGOs, media professionals, and UNESCO staff.

The meeting was chaired by the Chair of the IFAP Council Daniel Malbert (France). The rapporteur of the meeting was the Rapporteur of the IFAP Council Laurence Zwimpfer (New Zealand).

3 Purpose

The specific purpose of the thematic debate on Infoethics was to consult with experts, both within UNESCO and among constituent stakeholders, to identify priorities for the Information for All Programme in addressing social, legal and ethical issues that are of growing international significance in an increasingly interconnected and digital global society.

4 Structure

The expert debate was introduced by Elizabeth Longworth, Director, UNESCO Information Society Division. Boyan Radoykov, Programme Specialist, Information Society Division, moderated the debate and structured it according to the following three aspects:

(a) Experiences in Member States

Representatives from the following countries shared experiences in the field of Infoethics:

Speakers

- Claire Balfour, New Zealand, "Educating for Internet Safety"

• Dietrich Schüller, Austria,
  "Ethical Principles of Audiovisual Archiving"
• Rolando López del Amo, Cuba
• Catherine Souyri, France
• Ludovit Molnar, Slovakia
• Wacef Chiha, Tunisia
• Linus Ikpaahindi, Nigeria

(b) Ethics for information producers and users
  e.g. ethics in production of (web) content, source authenticity/integrity, ethical aspects of
  web based interaction (blogs, chats, virtual communities), ethics and information literacy,
  protection of privacy, identity theft.

Speakers
• Guillaume Chenevière, President, World Radio and Television Council,
  "What can we learn from the Television Age?"
• Marcello Scarone Azzi, UNESCO Division for Freedom of Expression, Democracy and
  Peace,
  "Freedom of Expression in Cyberspace"

(c) Ethical principles for access providers and information specialists
  e.g. librarians and archivists.

Speakers
• Simone Scholze, UNESCO Division of Ethics of Science and Technology,
  "Professional Deontology and Ethics"
• Stuart Hamilton, IFLA Committee on Free Access to Information and Freedom of
  Expression (FAIFE),
  "Professional Principles for Free Access to Information"
• Jonathan Robins, Vice-President, IPv6 Task Force France,
  "Overview of Ethics and Convergence in Emerging Technologies for a Seamless
  Society"

5 Key questions of the debate included

• What aspects of Infoethics are clearly within UNESCO's mandate?
• What can we learn from experiences in the television age?
• What are the specific initiatives that UNESCO can help promote?

The results of the debate are intended to help in formulating proposals for the IFAP Council and
the UNESCO Secretariat on actions in the area of Infoethics.
CONTEXT

6 What is Infoethics?

Ethical principles for an Information Society derive from the Universal Declaration of Human Rights and include the right to freedom of expression, universal access to information, particularly in the public domain, the right to education and the right to participate in cultural life. The international debate on Infoethics addresses the ethical, legal and societal aspects of the application of information and communication technologies (ICTs); although it has been suggested that the most challenging ethical issue of all is the inequity between countries, and between urban and rural communities within countries, in terms of access to information and communication technologies.

7 UNESCO and Infoethics

UNESCO's journey in Infoethics commenced in 1997 with a series of international discussions among experts and government decision-makers. This included international congresses in 1997, 1998 and 2000. These discussions culminated in the adoption of the "Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace" at the UNESCO General Conference in 2003. This pioneering work provided the mandate for UNESCO to promote four key principles at the World Summit on the Information Society (WSIS):

(a) Freedom of expression
(b) Universal access to information and knowledge
(c) Respect for cultural and linguistic diversity
(d) Access to quality education for all

This focus has also directly influenced the workplan in the CI Sector in the 2004-2005 biennium. Looking forward to the 2006-07 biennium, UNESCO's Programme and Budget (33 C/5) explicitly states "achieving a wider recognition of the challenges of the Information Society" as a key output. This provides a context for ongoing work by UNESCO in the field of Infoethics.

8 WSIS and Infoethics

The first phase of the World Summit on the Information Society concluded in Geneva in December 2003 with the adoption of a Declaration of Principles and a 150-point Action Plan. More than half of these actions fall under UNESCO's competence. The ethical dimensions of the Information Society were recognised in both the Declaration of Principles and the Plan of Action.

Declaration of Principles

56. The Information Society should respect peace and uphold the fundamental values of freedom, equality, solidarity, tolerance, shared responsibility, and respect for nature.

57. We acknowledge the importance of ethics for the Information Society, which should foster justice, and the dignity and worth of the human person. The widest possible protection should be accorded to the family and to enable it to play its crucial role in society.
58. The use of ICTs and content creation should respect human rights and fundamental freedoms of others, including personal privacy, and the right to freedom of though, conscience, and religion in conformity with relevant international instruments.

59. All actors in the Information Society should take appropriate actions and preventive measures, as determined by law, against abusive uses of ICTs, such as illegal and other acts motivated by racism, racial discrimination, xenophobia, and related intolerance, hatred, violence, all forms of child abuse, including paedophilia and child pornography, and trafficking in, and exploitation of, human beings.

Plan of Action
25. The Information Society should be subject to universally held values and promote the common good and to prevent abusive uses of ICTs.
   a) Take steps to promote respect for peace and to uphold the fundamental values of freedom, equality, solidarity, tolerance, shared responsibility, and respect for nature;

   b) All stakeholders should increase their awareness of the ethical dimension of their use of ICTs;

   c) All actors in the Information Society should promote the common good, protect privacy and personal data and take appropriate actions and preventive measures, as determined by law, against abusive uses of ICTs, such as illegal and other acts motivated by racism, racial discrimination, xenophobia, and related intolerance, hatred, violence, all forms of child abuse, including paedophilia and child pornography, and trafficking in, and exploitation of, human beings.

   d) Invite relevant stakeholders, especially the academia, to continue research on ethical dimensions of ICTs.

The Geneva Summit was unable to reach agreements on some key issues and these have been the focus of discussions during the last two years. One of these issues relates to Internet Governance and while this was originally conceived as a mainly technical and administrative issue concerning management of the domain name system, the scope has steadily expanded to include a number of societal issues. UNESCO has developed a position on Internet Governance mechanisms based on the key principle of "openness", which concerns the "free flow of information" and "freedom of expression", and the importance of technical interoperability. The full list of principles is available. ³

DEBATE

Infoethics embraces a wide range of social, legal and ethical issues arising out of the phenomenon known as the "Information Society". The term encompasses the societal, legal and ethical implications of ICT. The expert debate addressed these issues and suggested possible strategies and actions.

9 Infoethics issues

(a) Broader and more efficient provision of local content

The lack of local content is evident across media and information channels. However, improved access to local information is increasingly possible through the use of the Internet. Stimulating the development of and access to diverse content is crucial for Knowledge Societies. While the importance of local content has often been raised in many international meetings and by numerous donors and cooperation agencies, concrete initiatives and expertise in this area are scarce.

<table>
<thead>
<tr>
<th>Issues</th>
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<tbody>
<tr>
<td>Multilingualism</td>
<td>Authenticity</td>
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<tr>
<td>Information commons</td>
<td>Trusted content</td>
</tr>
<tr>
<td>Digitising libraries</td>
<td>Freedom of access to information</td>
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<tr>
<td>Preservation of audio visual archives</td>
<td>Globalisation</td>
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<tr>
<td>Diversity of content</td>
<td>Search engines</td>
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</table>

(b) Facilitating access to networks and services

Ensuring and expanding affordable access to telecommunications services has long been a primary goal of national and global policy in communications. With the rise of the Internet, access to telecommunications has become even more urgent, since phone networks supply many of the channels for Internet connectivity. But technical access only is not sufficient. Citizens must be able to access information and must have the necessary skills such as being information literate.

<table>
<thead>
<tr>
<th>Issues</th>
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<tbody>
<tr>
<td>Internet Governance</td>
<td>Universal access</td>
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<tr>
<td>Accessibility</td>
<td>Equitable access</td>
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<tr>
<td>Information literacy</td>
<td>Affordable access</td>
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<tr>
<td>Data storage</td>
<td>Reliability</td>
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(c) Fair use and copyright

Due to the presentation of content in a digital format, information processing, growth in network bandwidth, the formats for delivering information and content have changed significantly. The emergence and proliferation of databases poses new challenges as do

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4 Further explanation of the addressed issues can be obtained via the online report [http://www.unesco.org/webworld/ifap/debates](http://www.unesco.org/webworld/ifap/debates).
computer programmes which do not follow traditional conceptual copyright models such as by enabling individuals to publish on the web as well as to broadcast and copy works. Although international conventions exist, there remain fundamental differences in national and regional approaches to and concepts of copyright.

<table>
<thead>
<tr>
<th>Issues</th>
<th>Copyright</th>
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<tbody>
<tr>
<td>Intellectual property rights</td>
<td>General Agreement on Trade &amp; Services</td>
</tr>
<tr>
<td>Fair use balance</td>
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</table>

(d) Protection of privacy on global networks

When looking at (computerized) personal data files the special conditions of the use of the Internet and other telecommunication networks need to be regarded. The right to privacy might be at risk from these technologies. There are proposals to introduce additional privacy requirements for the Internet.

<table>
<thead>
<tr>
<th>Issues</th>
<th>Government control</th>
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<tbody>
<tr>
<td>Privacy</td>
<td>Cybercrime</td>
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<td>Confidentiality</td>
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<td>Surveillance</td>
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</table>

(e) Freedom of expression in electronic media

Freedom of expression is the cornerstone of any democratic society. It is a basic human right, to be enjoyed by all peoples. UNESCO promotes the free exchange of ideas and knowledge as well as the free flow of ideas by word and image. Within the electronic media environment, there are a number of challenges that need to be addressed when speaking of freedom of expression.

<table>
<thead>
<tr>
<th>Issues</th>
<th>Social responsibility of media</th>
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<tbody>
<tr>
<td>Freedom of expression</td>
<td>Trust</td>
</tr>
<tr>
<td>Filtering and blocking</td>
<td>Editorial independence</td>
</tr>
<tr>
<td>Illegal content vs harmful content</td>
<td>Libel</td>
</tr>
<tr>
<td>Net Safety</td>
<td>Paedophilia</td>
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<tr>
<td>Freedom of conscience (religious freedom)</td>
<td>National security</td>
</tr>
<tr>
<td>Bullying and harassment (e.g. text messaging)</td>
<td>Codes of conduct</td>
</tr>
<tr>
<td>Media ethics and professionalism</td>
<td>Intellectual freedom</td>
</tr>
<tr>
<td>Diversity of opinion</td>
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</table>

(f) Issues inherent in the nature of the technology

The very nature of the new technological developments gives rise to Infoethics issues:

- The unprecedented scale and reach of modern ICTs, which demonstrate "exponential" tendencies (whether in growth, capacity or sophistication) and the power of "one to one en masse" communication

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• The growth in digitisation of paper-based public collections and the need to ensure this development augments the amount of information in the public domain
• The increasing reliance on wireless and mobile technologies, and the need to ensure human safety
• The defacto control over applications and content exerted through "code" and embedded in platforms, and the choice of the network architecture
• The lack of interoperability in global information systems
• The instability of "born digital" content and its risk of disappearance
• The lack of attention to metadata to manage global knowledge
• The increasingly sophisticated tracking and identification technology, such as for biometric use, diagnostic chips, and Radio Frequency Identity (RFID) tags
• The embedding of decryption means and the controversy surrounding IPv6
• The power, intelligence and intrusiveness of the search engines of the future

10 Potential strategies and actions

The following strategies and actions for IFAP were developed from the debate.

(a) Educate for cybersafety to create societies of safe and responsible Internet users

1. Internationalise the NetSafe resource kit developed by the Internet Safety Group in New Zealand\(^6\), noting this has already been adopted in the UK and is expected to be adopted shortly by one State in the USA

2. Assist in creating an infrastructure of appropriate policies and procedures

3. Promote the Net Safety approach which focuses on awareness raising and engaging key partners from education, the justice system, police, government and civil society; to develop a collective consciousness of issues, risks, and strategies. Focus on how to carry the message to schools, businesses and whole communities, noting the benefits of including teachers, police, parents and local communities in shaping the delivery to local environments

(b) Promote awareness of, and skills for, digital preservation

4. Promote audiovisual archiving philosophies and principles\(^7\)

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5. Promote the standards, recommended practices and strategies developed by the International Association of Sound and Audiovisual Archives (IASA) Technical Committee\(^8\) and the code of practice developed by the Federation Internationale des Archives du Film\(^9\).

6. Support training for archives and records professionals.

7. Review current practices, develop guidelines and recommend assistance for countries to develop legislation for "digital" legal deposit.

(c) **Promote awareness of human rights issues with respect to the Internet**\(^{10}\)

8. Develop education resources aimed at facilitating access to the Internet, with a special focus on access to the world's cultural heritage.

9. Develop and promote standard-setting instruments for new regulatory models, noting that private parties bear a large responsibility for the freedom of speech in cyberspace.

10. Monitor and report on regulations governing the deployment of and access to Internet services, noting any restrictive effects on the exercise of human rights that breach international law.

(d) **Promote equitable access to the Internet and to information**

11. Promote technological solutions for extending Internet services to remote and rural communities, especially those that are ignored by commercial providers.

12. Promote national schemes to ensure all families have access to affordable computers, noting the low cost family computer scheme in Tunisia and the internationally recognised Computers in Homes Scheme from New Zealand.

13. Continue to promote the deployment of community multimedia centres (CMCs) – local radio with Internet connection; podcasting could possibly help extend the reach of local voices.

14. Promote access for everyone to a radio as a step towards Information for All.

(e) **Promote the development and use of open source software**

15. Support open source software initiatives for the development of new Internet tools and in the deployment of open source applications.

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(f) Leverage existing youth networks to raise awareness of ethical issues

16. Develop Infoethics activity for implementation through INFOYOUTH and ASPNet networks

(g) Encourage parents to take responsibility for their children's use of ICTs

17. Develop initiatives that help parents understand and increase their confidence in ICTs so that they are better equipped to promote ethical use by their children, noting that even if parents do not have the same technological skills as their children, they do have wisdom

(h) Encourage use of blogs

18. Promote the use of blogs to empower individuals and encourage diversity of opinion, noting that mainstream media are increasingly drawing on information published in blogs, while also recognising the high risk of inappropriate use (without the normal checks and balances in mainstream media) and inherent unreliability of the content

19. Generate a definition of "blog", highlighting the differences in form, and the significance for the Information Society

(i) Acknowledge and support a continuing role for information mediators or infomediaries

20. Promote professionalism and ethical behaviour among information professionals, for example media owners, librarians, archivists

(j) Collaborate more closely with other UNESCO sectors addressing ethical issues

21. Collaborate with, and participate in, the work of COMEST, Bioethics Council and the Inter-Agency Commission, as well as the Working Group on Nanotechnology, noting that all these groups are addressing ethical issues

(k) Develop collaborative manifestos with IFLA, ICA and other international organisations

22. Participate pro-actively with IFLA in the development of the Alexandria Manifesto for WSIS; confirm that this is an extension of the Prague Declaration on Information Literacy

23. Continue to collaborate with IFLA in the development of Guidelines for the IFLA Internet Manifesto and support workshops, noting that IFAP has already supported the manifesto

24. Support the ICA position developed for the WSIS Preparatory Committee¹¹

(l) **Promote awareness of social impacts of emerging technologies**

25. Develop position papers on emerging technologies and Internet tools such as IPv6 – the paradigm shift, RFID, WiMax and other wireless technologies, Podcasting, Blogging, Wikis, and promote these to Member States

26. Organise an annual "emerging technologies: social impacts" conference in partnership with other interested organisations

27. Work with technicians in the process of technology development

28. Encourage UNESCO to establish a clearinghouse on social impacts of new technologies