



FINAL RECOMMENDATIONS

I. Introductory Remarks by UNESCO, ITU, UNDP and UNCTAD

The Event *Towards Knowledge Societies for Peace and Sustainable Development*, hosted by UNESCO and co-organized with ITU, UNDP and UNCTAD in Paris from 25 to 27 February 2013, marks a significant step in the WSIS+10 Review process.

Convened in the framework the overall review process of the World Summit on the Information Society, 10 years after its holding in Geneva, and subsequently in Tunis, this Event contributed to the on-going review of the outcomes of major UN Conferences. It addressed in synergy all dimensions of the WSIS achievements, debated related challenges and issues at stake for the future, and outlined common views about the post 2015 arrangements and sustainable development targets in which ICTs should be adequately recognized as enabler of inclusive development and peace.

Access to ICTs has increased tremendously in a decade. Mobile phones now reach into almost every corner of the world, bringing connectivity to many people including in poor and remote communities. The Internet has brought unprecedented information access to a third of the world's population, affecting almost every aspect of society. New interactive services have become available, increasing opportunities for free expression and social networking. More importantly, information and knowledge societies lead to new approaches to re-affirm the freedom of expression in cyberspace and in the new media landscape generated by ICTs, including the Internet. Broadband infrastructure and cloud computing will further influence business development and the delivery of public services in developing countries. ICTs also contribute to the objective of enhancing human diversity in all its forms, including cultural and linguistic diversity, both tangible and intangible.

This transformation in information and communication has empowered individuals, enabled economic growth and contributed towards achieving the Millennium Development Goals (MDGs). Access to information and knowledge is, however, far from being universal and equitable. Many people are still excluded from the benefits of the information revolution because of existing challenges in access to affordable ICTs as well as a lack of appropriate policies and skills. Recognising the potential of broadband to accelerate the social and economic progress of countries, there is still an urgent need to bridge the gap between the richest and poorest countries and to address disparities of human capacities and of access to content. Important divides also prevail within countries. Overcoming these challenges will help humanity reap full value from the opportunities that lie before us.

The emergence of the Information Society has raised many hopes. However, information and knowledge are not only forces for social transformation. They are also essential for achieving the promise of sustainable development, mutual understanding and peace. Knowledge Societies build on the sum of human ingenuity, technical innovation and the power of information and knowledge. They have the potential to achieve lasting, positive impacts on education, economic prosperity, social inclusion and environmental protection, taking humanity forward to a new era of peace and sustainable development. Taking advantage of these



opportunities should be at the heart of the post-2015 development agenda and the forthcoming Sustainable Development Goals (SDGs).

Urgent action is needed by the WSIS Stakeholders, Governments, Private Sector, Civil Society and International Organizations to ensure that everyone has the skills and capabilities to participate in the Knowledge Societies, facilitated by accessible and affordable ICTs. Participants in the Paris Review Event pledged themselves to build on the achievements made since the WSIS and to work together in this common endeavour for a better world as delineated in the recommendations assembled out of the debates during this gathering.

II. Plenary and Session Recommendations¹

Thematic Forum II: *Freedom Rights and Ethics* (UNESCO, 25 February)

- Universal human rights, as recognized in the international standards of the human rights edifice, should be at the core of the debate on Internet governance and regulation. The same rights that are applied in the offline world should also be applied online. Decisions should be based on democratic principles, including inclusiveness, transparency, openness, economic growth, equal participation and empowerment of all sectors of society.
- The multi-stakeholder model for Internet governance has proven successful in platforms such as the Internet Governance Forum and should be maintained.
- UNESCO should create a coalition of “content professionals” to defend ethical values and Net Neutrality, and more largely, the rights and freedoms of those who create, process, transmit and preserve content that enriches the knowledge society and public interest.
- Non-state actors, including Internet intermediaries, should apply international human rights standards to guide their commercial and economic choices.
- UNESCO should play a central role in the debate on the importance of Information and Communication Technologies for sustainable development, and the protection of human rights, in 2015 and post-2015.

Session 1: *Public and industry regulatory initiatives in the field of intellectual property enforcement* (ISOC, 27 February)

- Copyright enforcement mechanisms, irrespective of whether they are based on self-regulatory or purely public based initiatives should adhere to principles of the rule of law and, in particular, the one relating to due process; they also should provide legal certainty for all stakeholders.
- All initiatives relating to the enforcement of copyright should be based on inclusive, multistakeholder processes that - at the very minimum - reflect transparent and accountable processes.
- Copyright enforcement should respect and take into consideration the architecture and nature of the Internet.

Session 2: *Contested Governance: Exploring the Evolving Policy-making Environment and Considering Collaborative Solutions from the Netroots* (IAMCR, 27 February)

- Research should be commissioned to provide an understanding of the ecology of actors at the top and at the bottom of the governance chain. There is an urgent need to investigate empirically existing and competing models for organizing governance (bill of rights, carta for privacy, internet declarations...), including “do not regulate/hands off” models to regulation. How different these models are? How sustainable are these models? This research should be empirical, not ideological and provide a comparative matrix or template of service to decision-makers from all stake-holding parties.
- The role of academics should be to broaden the definition of internet governance, beyond IGF. It seems urgent to take into account current core issues (transparency, openness, diversity,

¹ Please note that the WSIS+10 session organizers and authors of the recommendations are responsible for the choice and the presentation of the facts contained in these recommendations and for the opinions expressed therein, which are not necessarily those of the co-organizers and do not commit the co-organizers.

interoperability) and Incorporate new central issues (copyright, ownership, labour, content regulation, accountability) as they have consequences on freedom of expression and building of knowledge, that is under the aegis of UNESCO.

- Research efforts should be applied to bridging the current knowledge gap between different actors, models, good practices, and should apply itself to the scalability and continuous effectiveness and relevance of the initiatives that are emerging at the different levels of the internet governance chain, often not at top or bottom level but at middle national or multinational levels. Researchers could help facilitate exchanges and changes at this intermediary level of action, where there currently is a lot of distrust, so that it is possible to move from contested governance to collaborative governance.

Session 3: *The new PII – Privacy-impacting Information* (ISOC, 27 February)

- We encourage all stakeholders to help raise awareness among Internet users about online privacy and data protection issues, as well as privacy-protecting tools and strategies.

Session 4: *WGIG + 8: Stock-Taking, Mapping, and Going Forward* (Center for Internet Society, 27 February)

- A report with analysis based on the background report of the Working Group on Internet Governance (WGIG) and the final WGIG report, which can take stock of the progress made since then, the new issues and themes that have arisen, and which could be presented at the Internet Governance Forum. One important part of this would be focussing on the benefits of the Internet Governance Forum itself, and on the role of the WGIG process and the WGIG report in underscoring the importance of multistakeholder processes.
- We should continue building on and advancing the themes of Internet rights and principles and enhanced cooperation, as two large developments since the WGIG report.
- The Internet Governance Forum should be strengthened.

Session 5: *Promoting Freedom of Expression and Privacy on the Internet* (UNESCO, 26 February)

- In striking the balance between freedom of expression and privacy, an elastic public interest test can be used.
- Individual users should be educated in Media and Information Literacy to protect their own privacy and freedom of expression.
- Internet intermediaries should be more transparent about requests they receive from Governments for data access and their sharing practices.

Session 10: *Open solutions for addressing global challenges* (UNESCO, 26 February)

- Fostering the use of Open Systems Solutions as both effective rapid-response deployments and sustainable long-term development priorities to address the major United Nations identified challenge areas including Climate Change, Post-Conflict / Post-Disaster Response (PCPD), Gender and Minority Empowerment, and Access to Quality Education and Knowledge.
- Securing and enhancing the creation of multi-sector Open Knowledge Commons that enable access to the rapidly growing range of Open Systems, their components and solutions.
- Acknowledging and supporting open innovation at the grass-roots, including small scale and independent incubators, highlighting the interconnectivity between individual tools and methodologies to create thoroughly comprehensive Open Systems Solutions at all levels of enterprise, community and society.

Session 13: *Multistakeholder Principles* (ICC BASIS, 27 February)

- *Fundamental Design/Operational Principles:*

There are some fundamental design/operational principles that constitute multistakeholder approaches and processes. These include: open participation to all stakeholders; ability for all stakeholders to contribute; self-organization; engagement on equal footing; transparency; bottom-up agenda-setting; and due process. There has been progress in the engagement of stakeholders and open participation, and the IGF has catalysed the creation of regional and national IGF initiatives on all continents. Nevertheless, on-going efforts are needed to broaden engagement of stakeholders, particularly in developing countries.
- *Governance Of and On the Internet:*

There is a distinction between governance of the Internet (i.e. logical layer of protocols, DNS, addresses, etc.), where a distributed ecosystem of multistakeholder governance exists, and the governance on the Internet (regarding usage, freedom of expression, privacy, cybercrime, etc.) where existing mechanisms, such as the IGF, continue to evolve in response to deficiencies identified through multistakeholder discussions. Thus, the time is right to establish multistakeholder principles publicly and efficiently to set the premise by which governance of the Internet and governance on the Internet develop. It also is important to continue to improve existing mechanisms enabling multistakeholder governance of the Internet.
- *Challenges of Multistakeholder Formats:*

Using multistakeholder formats to address key policy issues and for decision-making (beyond open consultations) raises specific challenges. Such challenges include how to form multistakeholder advisory groups, how to achieve balanced geographical representation, how to build capacity to promote effective participation, the role of steering groups, risks of capture, management of conflicts of interest, representation and decision making, and general legitimacy.
- *Roles of Stakeholders:*

The respective roles of stakeholders are interdependent in addressing topics and implementing solutions. They have shared responsibilities on all issues, with different weights according to the different topics and the stages of the discussion in the governance workflow. Moreover, each stakeholder group must grapple with its own internal differences. This makes the multistakeholder process richer, but more challenging.
- *Evolving Mechanisms for the Multistakeholder Model:*

Multistakeholder mechanisms and frameworks should continue to evolve to address concrete problems, on a distributed, issue-by-issue basis. Such mechanisms are an effective way to address Internet governance issues, as opposed to relying exclusively on traditional inter-governmental processes. Governance in the knowledge society will continue to benefit from expanded government interaction with other stakeholders.
- *Exchange Among International Organizations:*

As the Internet increasingly impacts all facets of individuals' lives, the new multistakeholder approach engages with a broad stakeholder community, involved in development, access to knowledge, governance, and environmental, science and technology and trade policies. All forums and organizations relevant to Internet governance therefore should liaise with relevant international processes and institutions to bring about new layers of understanding and contribute to policies relevant to Internet access.
- *Progression of the Multistakeholder Model:*

The WSIS +10 review process should be fully multistakeholder and not regress from the progress made during the past 10 years. The process should involve existing organizations and processes, such as IGF, the WSIS Action Lines Forum, and the CSTD, which in the past decade have improved cooperation among different stakeholders. This has helped to unleash the potential in the multistakeholder model to address the social, political, and economic growth envisioned in the Tunis Agenda.

Session 14: *Open Access to Scientific Information and Research – Myths and Truths* (UNESCO, 26 February)

- To promote the case of Open Access, a broadest possible and inclusive approach is essential. There is pressing need to broaden the context of Open Access and maximize its role in both knowledge dissemination and knowledge conservation.
- Berlin Declaration provides an excellent instrument to declare an organization as Open Access. UNESCO, with its mandate in the area of OA and because of its intergovernmental character, should consider signing the declaration to affirm its position.
- There is a greater need to promote Open Access in the Global South, especially by inculcating new thinking on ranking mechanisms, building impact factor metrics and local value attribution.

Session 17: *The place of Education in Knowledge Societies: Changing Paradigms, Managing Sustainable Education* (IFIP, 26 February)

- Redefining Education: School systems should enable teachers and students to integrate formal and informal learning supporting new approaches offered through new media and learning technologies. Revision of policies and procedures could take place at multiple levels: national, state/provincial, and local.
- Collaborate learning and research: Support collaborative research, of practitioners and researchers, addressing learners effective use of new technologies in formal and informal learning; developing a formative, performance based culture of assessment utilizing tools for learning together, also including analytical techniques and gamification. Use modern, innovative videos; Automatic assessment tools; Gamification techniques; Learning analytics in order to teach differently, better in the digital age. Harness the power of digital technology for teaching using innovative pedagogies.
- Digital Literacy and Informatics: Develop a curriculum for teaching Computing including Digital Literacy and in particular Computer Science/ Informatics that will allow children in K12 education to have an access to knowledge that will make them creators of technology – not just its consumers.
- Explore internationally uses of blended education models and ICT-based models for educational organisation, content, knowledge and communication management, and make these accessible to individual stakeholder groups – parents particularly, but also school and educational managers, teachers, advisers and politicians.
- Explore the ICT skills needed by each different stakeholder group to engage with and support education and make these widely accessible in the context of lifelong learning.
- Explore evolving practices of intergenerational learning and make accessible how digital technologies are needed by, and can be used to support practices across, generations.

Session 18 *Adoption and teaching of Open/Libre technologies in Higher Education curricula and Professional recognition for FOSS engineers and practitioners* (IFIP, 27 February)

- UNESCO/WSIS should encourage changes to Computer Science/Software Engineering curricula to include both Open Source tools and Open Source Methodology to recognise the innovative and transformative power of these and their consequent impact on economies. Approaches to ACM and other CS curriculum should now be taking into account Free and Open Source software explicitly to ensure its inclusion.
- UNESCO/WSIS should encourage universities and other educational institutions in the provision of knowledge and skills for industry, government and practitioners that will better their understanding of the innovative and transformative power of Free and Open Source software in the economy.
- UNESCO/WSIS should take a leadership role in promoting education in the collaborative skills

required to excel in open source. Further they should seek the development of education techniques and resources that lead to such skills development as an adjunct to and context of Computer Science education.

- UNESCO/WSIS should support the development of education modules about risk management in the selection of FOSS and proprietary software for IT projects.
- UNESCO/WSIS should support the development of education modules about the benefits of Open Source adoption and the best practices in doing so.
- UNESCO/WSIS should promote the development of arguments and tools helping business and governments better understand their quality requirements on the IT projects they use and develop.
- UNESCO/WSIS should actively promote the development and application of rigorous auditing of IT projects by properly qualified IT Project Management Specialists to ensure standards of practice can emerge to guide future decision making and operation.
- UNESCO/WSIS should take a leadership role in promoting the encouragement of granular certification carried out by communities' experts to facilitate external trust in both experts and communities.
- National, regional or international certification must ensure that the benefits of certification recognise the high level of innovation that is provided by the application of good ICT practice.
- UNESCO/WSIS should actively support those accreditation schemes which recognise those granular certification programs that build on innovation in the professional practice of ICT.

Session 19: *The future of mobile learning: implications for education* (UNESCO, 26 February)

- WSIS recommends the use of mobile devices as an important element of intervention to expand learning opportunities as well as to increase the quality of learning since these are the most prevalent interactive ICT in the hands of people today, in both developed and developing countries.
- WSIS recommends the use of mobile technologies as they have the potential to respond to the challenges of particular educational contexts in formal and informal settings; supplement and enrich formal schooling; and, in general, make learning more accessible, equitable and flexible for learners.
- WSIS recommends the use of mobile technologies as they have a unique role to play in the strengthening of educational systems, by improving communication between stakeholders and supporting educational management information systems (EMIS) and school leaders.
- WSIS recommends the use of mobile technologies as they can supplement teaching and empower teachers by assisting them to reach more learners in more effective ways, providing a broader spectrum of pedagogical approaches and improving the quality of learning.
- WSIS recommends the use of mobile devices for wider benefits to women and girls which further support and extend beyond learning, including their use as a security measure, granting improved status in communities, promoting feelings of being more connected to the world and to other women, increasing the potential for economic opportunities, and increased autonomy.

Session 24: *Using E-Science to Strengthen the Interface between Science, Policy and Society: High Level Roundtable* (UNESCO, 26 February)

- Operationalizing e-Science is a necessity and urgency. ICTs are recognized as a priority in many countries and further recognition to this end should be promoted.
- E-Science can act as an important tool in the development of applications in sectors critical to society such as natural disasters, agriculture, water security, health, poverty, education, research and innovation and intellectual property. Many societal opportunities have arisen as a result of the application of e-Science tools, including in relation to dealing citizen choices and science-based

evaluation of issues at the heart of society's priorities and preoccupations.

- Harnessing the true potential of digital science anticipates the transformational capacity of science within science itself as well as in terms of the various applications of society for the benefit of society.
- Access to ICTs remains a challenge to be tackled and met. These include access to the Internet, the needed cultural change to promote the use of the Internet and the need to develop tailored policies to support e-Science.
- There is a clear enabling environment for investing on the contribution of e-Science to enhancing the effectiveness of the science-policy interface. This is provided inter alia by the post-2015 MDGs and SDGs processes, the Rio+20 Conference outcomes and the newly-formed Scientific Advisory Board to the UN Secretary-General and the UN system. The host of scientific assessments carried out so far in relation to climate change, biodiversity and ecosystem services and agriculture indicate that we need a web-based multidisciplinary knowledge system that critically reviews and synthesizes new knowledge in as a real time as possible.

The session strongly supported the initiative by UNESCO to develop a web-based platform to facilitate e-Science in support of policy and for the benefit of science and society. This platform will allow the open and free access to scientific knowledge; and allow countries to optimize their capacities to promote the Internet to pursue their development and learning objectives.

The session recommended the development and operationalization of the proposed e-Science platform by UNESCO. The platform should be directed to significantly strengthening the science-policy interface. It should be designed and tailored so as to reflect the dynamics of the science-policy interface at the national, sub-regional and regional and global levels. The web-based platform should also assist in linking the current discussions on international targets such as the post-2015 MDGs and the SDGs. The platform must be demand-, not supply-driven. Strategic partnerships should be sought with the private sector so as to ensure the necessary technological support to the platform and also meeting the need for guaranteeing the funding required to make the platform operational.

Session 25: *Indigenous Peoples' Innovative and Emerging uses of ICTs* (UNESCO, 26 February)

- WSIS processes commit to adhere to applicable international standards and commitments, particularly the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and other international instruments. An overarching principle will be to ensure the full and effective participation of Indigenous Peoples at all stages of strategy and programme development, as well as in implementation, evaluation, and monitoring.
- Foster policies and projects that ensure or enable para and per-indigenous approaches to ICTs. Emerging programmes and policies should move toward para and per-indigenous initiatives that enable Indigenous Peoples to develop, control, and maintain culturally appropriate approaches to ICT development and usage, on their own, or in partnership with other stakeholders, in accordance with their own priorities and perspectives.
- Indigenous Peoples participation should be prioritized within the WSIS process.
- Expansion of wireless capacity to increase quantity and quality of access for Indigenous Peoples is critical. A strategy to develop appropriate Universal Indigenous Connectivity was a central theme promoted by Indigenous Peoples during the WSIS process. Within this framework, the expansion of wireless capacity employing new wireless standard for Wireless Regional Area Networks (WRAN), addressing the challenges mentioned in the footnote, should be a priority.
- Foster policies and programmes that promote media pluralism with a focus on Indigenous media. Develop programmes and policies that: support sustainable Indigenous Media development; ensure adequate protection of traditional knowledge and the safety of Indigenous journalists; remove policies denying Indigenous Peoples access and control of communications networks and frequencies; and support to Indigenous-to-Indigenous media initiatives.

- Consideration of all types of ICTs, including radio, TV and mobile telephony, in service design development could increase effective engagement of some Indigenous Peoples. Policies and programmes should consider literacy as well as emphasise assessing and scaling applications that are already benefiting Indigenous communities.
- Undertake research and relevant action to address the lack of disaggregated data concerning Indigenous Peoples and ICTs. Accurate and disaggregated measurements of ICT adoption, usage, digital divide between different Indigenous Peoples and other impacts are needed to aid policymakers and programme developers to make well-informed decisions. Strategies to mainstream findings across sectors should include consultations, deployment policies, conferences, and programmes inclusive of, and with the full and effective participation of, Indigenous Peoples.
- Long-term goals need to include long-term support strategies. Long-term support for capacity building, secured sustainable funding resources, as well as on-going monitoring and evaluation need to be prioritized and not only short-term projects with limited sustainability.
- Appropriate and culturally sensitive E-government and E-community initiatives should be expanded. National and international e-strategies should have a specific Indigenous Peoples focus when these strategies are being developed in areas where they reside. Providing alternative ways for Indigenous Peoples to access e-services should be a priority.
- Knowledge and knowledge societies have different definitions, there are different types of knowledge. Indigenous knowledge has evolved over centuries and encompasses language, systems of classification, resource use practices, social interactions, ritual and spirituality. These knowledge societies need to be respected and strengthened, with appropriate safeguards, to enable locally-appropriate sustainable development.

Session 26: *Linguistic Diversity: Review of National and International Policies and Measures* (UNESCO, 26 February)

- Opportunities to develop measures and policies to safeguard endangered languages and promote multilingualism can be identified in the framework of the existing UNESCO International normative tools, and in particular its Conventions in the field of culture.
- The first most important step, especially in countries where many languages are spoken, is to identify, map and survey all the languages. The second step is to document those that require most urgent attention.

Session 27: *Developing World and Civil Society Origins and Concerns as they relate to the WSIS agenda and its future* (UNESCO, 26 February)

- UNESCO should be open and reflective about intellectual history of the process that led to WSIS, and about the WSIS process itself. In this spirit it should commission a broad-based study on the legacy of central ideas and concepts about WSIS, including those highlighted by the MacBride Commission and the process of the New World Information and Communication Order.
- Academic institutions should include WSIS in their curricula of international communication, including its substance, the historical process leading to it and the global developments carrying it forward.
- UNESCO should note the urgency for developing new modes of communication in many developing countries and rural areas of the world and as a concrete measure expand the powers of the International Programme for the Development of Communication (IPDC) so that it may serve as a funding mechanism for digital solidarity.
- UNESCO should conduct a report examining the various public assets in equitable conditions of participation in Information Society, including anticipated losses of not-for-profit education systems,

public service media Information Society infrastructure and free-at-the-point-of delivery access to culture. The report should also include an evaluation of Information Society policy outcomes.

Session 28: *Exploring the Evolving Mediascape* (UNESCO, 26 February)

- In the context of media convergence, UNESCO should conduct a debate on the conceptualization of media.
- Media and Information Literacy is needed to empower users and engage all individuals in the knowledge society.
- Media pluralism and diversity should be protected by Governments.

Session 29: *Promoting Freedom of Expression and Media Development in Arab States*
(UNESCO, 26 February)

- Media regulation should be reduced and simplified to facilitate media freedom, independence and pluralism.
- Training should focus on improving professional standards in journalism.
- Recognizing the differences that exist between countries in the Arab region, media development should adapt to national contexts and needs.

Session 30: *Citizen Journalism* (UNESCO, 27 February)

- Citizen journalism is an emerging field that warrants further recognition, discussion and debate.
- Citizen journalists should be provided the same rights and protections as traditional journalists.
- Media and Information Literacy is needed for people to develop a critical attitude toward information.

Session 31: *Community Media Panel: "Enabling Policies, Legislative Environments and Sustainable Measures"*
(UNESCO, 27 February)

- Reaffirming the provision of Article 19 in the Universal Declaration of Human Rights and the International Covenant for Civil and Political Rights as the basis for international standards on community broadcasting;
- Recognizing the achievement of community broadcasting in fostering and facilitating free, independent, and pluralistic media as an essential component of democratic governance and sustainable development;
- Recalling the growing contribution of community broadcasting in expanding access to inclusive information, cultural diversity, education, dialogue, speech, multilingualism, and promotion of safety in health, conflict and natural disasters;
- Taking into account that sound policies and enabling legislative and regulatory frameworks are prerequisite for the development of community broadcasting and that their enforcement is dependent on a vibrant civil society as well as participation-driven community broadcasters;
- Further taking into account the voluntary nature and capacity limitations that distinguish community broadcasting from the commercial and public broadcasting sector;
- Expressing concern that community broadcasting, consistent with international standards, must be sustainable in all aspects of their practice;

The WSIS+10 Sub-Committee on Community Media calls upon and urges:

Governments to:

- Legally recognize community broadcasting by introducing, strengthening and enforcing public policies, legislation and regulatory frameworks and by amending restrictions on ownership;
- Enable and guarantee the independence of national regulatory authorities ;
- Support the establishment of independently managed national funds to strengthen standards of practice;
- Establish and facilitate fair legal practice by considering fast-track licensing measures; free taxation; free spectrum and frequency allocations in analogue and digital bandwidths, and replace harsh penalties such as imprisonment for community broadcasters operating without a license;

Independent Regulatory Authorities to:

- Build a framework to distinguish community broadcasting from commercial and public broadcasting;
- Allocate equitable transmission capacities for community broadcasters;
- Introduce minimum standard requirements to facilitate the legal creation of community broadcasters;
- Allocate free analogue and digital frequencies through transparent and accountable mechanisms;

The international donor community to:

- Establish and strengthen partnerships with civil society and intergovernmental organizations such as UNESCO;
- Support experience sharing and training to address legislative, professional and ethical shortcomings;
- Provide legal-support backing to protect community broadcasters from threat and violation;
- Support policy development required for enabling community media legislative and regulatory frameworks;
- Enhance innovative participation, e.g. programming by women and young people for their constituencies, and strengthen technological convergence;

The International Telecommunication Union (ITU) to:

- Include community broadcasting in the wide framework of radio frequency planning to ensure that their operations do not contribute to and are managed free from frequency interference;

Member States of United Nations Educational, Scientific and Cultural Organization (UNESCO) to:

- Increase extra-budgetary contributions to UNESCO and to the International Programme for the Development of Communication, for community media so that it remains a strengthened priority of multilateral cooperation;

The United Nations Educational, Scientific and Cultural Organization (UNESCO) to:

- Create increased awareness among UNESCO Member States about the significance of community broadcasting in free, independent and pluralistic media, democratic governance and sustainable development.

Session 33: *Avoiding e-waste: Sustainable life-cycle management of ICT equipment*
(UNESCO, 26 February)

- Avoiding or minimizing e-waste as well as protecting workers health and the environment have to be considered by producers, service providers, users and regulatory authorities as essential parts of the ICT equipment life-cycle management.

- Standardization and regulation authorities should aim at ICT equipment that makes more efficient use of resources, is designed for longer life, for easy and effective dismantling and recovery of valuable parts.
- Producers should develop equipment that is designed to minimize e-waste through optimized use of electronics, longer life and easy and efficient disassembly.
- Governments should consider e-waste management as a multi-stakeholders approach and a part of integrated solid waste management building on the 3R concept (reduce, reuse and recycle), Life Cycle Assessment and Value Chain Assessment.
- In developing countries, most wastes are handled by the informal sector. Governments need to look for integrated solutions to e-waste and other solid waste management together with the local garbage community.

Session 36: *Current and emerging ethical and societal challenges of the information society* (UNESCO, 26 February)

- UNESCO should encourage international and interdisciplinary reflection and debate on the ethical challenges of emerging technologies and the information society, in particular through the Information for All Programme (IFAP) and the work of the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST). Such reflection and debate should have a multi-tiered dimension that connects to policy and advisory bodies, with particular attention to participation of developing countries and sensitivity to their needs. Among themes of particular relevance in examining the interface between information technologies, social transformation and governance are the relation between human rights and ethical principles for the information society; the challenges of interculturality in information ethics; the possible tensions between freedom of expression and moral harm; issues of privacy and security; issues of free access to public and governmental information; and the fundamental question of personal and collective identities in a digital world.
- In order to support equitable participation of all stakeholders, efforts should be made, including through UNESCO programmes where appropriate, to build or strengthen regional and national capacity in to analyse, discuss and respond to the ethical challenges of the information society.
- Awareness should be raised of the ethical implications of the information society, particularly among young people, along with life-long education initiatives to equip all citizens with the skills and competence to participate actively and knowledgeably in the information society. New info-ethical and info-civic pedagogical paradigms, including but not limited to e-learning, could be envisaged in this regard to support new modes of global citizenship fully integrating digital media and virtual political spaces.
- Freedom of expression should be affirmed as a fundamental right and as the basis for reflection on its responsible use in the context of broader consideration of freedom of access to information particularly public and governmental and of the right to communication in a framework of cultural sensitivity, tolerance, and dialogue.
- Consideration should be given to the ethical principles that bear on technological and social issues in the information society and underlie specific regulatory frameworks, whether or not such principles are enshrined in existing normative instruments or codes of conduct. Of particular importance in this regard is analysis of gaps and lags that hamper policy in the face of the ethical challenges of the information society, with a view to supporting policy-makers and stakeholders in moving in synchrony with technological advance rather than reacting after the fact.

Session 37: *Beyond the Code: Are Human Rights part of the Internet's DNA?* (ISOC, 26 February)

- The open, end-to-end, interoperable and decentralized design of the Internet should be maintained as a key enabler for an inclusive and open knowledge and information society. By empowering users at the edges rather than the center of its architecture, the Internet embodies democratic values and fosters a wide range of Human Rights.
- The open and transparent processes upon which Internet standards are developed should be supported, as they ultimately allow the users to define what the Internet is and what the future knowledge society will become. From its very early days, the Internet has evolved through empowered users and communities - these processes need to be sustained.
- Digital literacy should be promoted and aim to empower Internet users, in particular younger generations, with a greater understanding of the applicability of existing human rights to the uses and practices emerging in the online environment.

Session 40: *Reviewing gender equality and women's empowerment in the knowledge society: Setting an agenda for WSIS+10* (UN Women/APC/UNESCO /US State Department)

- In accordance with UN Declarations and Conventions, a people-centred, inclusive and development-oriented Information Society must be guided by the principles of gender equality, non-discrimination and women's empowerment as contained in the Beijing Declaration and Platform for Action (Fourth World Conference on Women) and the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW).
- Women are not only consumers or beneficiaries of ICT, they must be equal producers, innovators and decision-makers in the knowledge society. To achieve this, we need to fully integrate gender analysis and principles in WSIS related strategies and facilitate their implementation. Efforts should go beyond techno-centric solutions towards advancing women's innovative and meaningful use of ICTs for their empowerment and development.

WSIS should ensure women's equal and meaningful participation in the knowledge society by:

- Establishing equality in women's access to ICTs, in all its forms, by taking into account the differences in levels of access, opportunity and participation of women and men and addressing the disadvantages and barriers that women and girls experience in the knowledge society.
- Integrating gender analysis and principles in national digital and e-strategy frameworks and agendas and developing proactive policies and programmes across all sectors for women as active and primary agents of change in owning, designing, using and adapting ICT.
- Developing and collecting gender and sex-disaggregated data, and undertaking research and impact analysis on gender and ICT, including for evidence based policy making and programming.
- Adopting effective monitoring and accountability frameworks, including actual targets within WSIS framework, for commitments on gender equality and women's empowerment.
- Building capabilities of women and girls to use ICTs for agency, empowerment and citizenship. To empower girls and women throughout their life cycle, as shapers and leaders of society, gender responsive educational programs and appropriate learning environments need to be promoted.
- Promoting awareness and prevention of prevalent discriminatory and negative gender stereotypes and violence against women in the online world.
- Ensuring that women's rights are taken into account in internet rights and principles and dialogue and reporting on ICT dimensions are facilitated within women's rights frameworks.
- Ensuring parity in women's representation in high levels and decision-making in the ICT (public and private) sector and governance structures.

- Building the skills and environments necessary for women to enter, remain and progress in ICT careers.
- While ensuring shared responsibility of all stakeholders to contribute efforts, resources and investments to reach WSIS commitments on gender equality, it is important for there to be mechanisms for holistic monitoring of gender commitments across all spheres of the review process.

Session 44: *Identifying Emerging Trends and Vision Beyond 2015: Action Line C2 Information and communication infrastructure, C5 Building confidence and security in the use of ICTs, C6 Enabling Environment* (ITU, 27 February)

- The established facilitation mechanisms both at the international and regional level have proven to be inclusive and outcome oriented.
- The WSIS Forum integrates the Action Line related facilitation meetings, including those on Action Line C2, C5, C6, that lead towards main Meeting of Moderators and Facilitators of Action Lines ensuring effective coordination of the implementation of the WSIS outcomes.
- The distinction between the facilitation and implementation roles of the WSIS Process need to be made clearer as there is often a confusion between these two roles amongst the stakeholders.
- ITU roadmaps for WSIS Action Lines C2, C5, C6 as detailed plans to guide progress towards achieving the WSIS goals, provide a broad vision and detailed overview of the activities planned within the mandate of the ITU. The roadmaps may be perceived as a framework to serve as a template for the other WSIS Action Line moderators/facilitators to strengthen the implementation mechanism of the WSIS process, and ensuring that activities are reflected in regular planning of facilitators/ moderators of the Action Lines.
- Regional level action line coordination and implementation is encouraged for coordinating regional inputs.
- In this regard, series of the ITUs Connect Summits have provided the perfect platform that aims to mobilize human, financial and technical resources for the implementation of the connectivity targets of the WSIS and the Regional Initiatives.
- Activities like Global Symposium for Regulators, Global Cybersecurity Agenda effectively facilitated implementation of the respective action lines.
- Emerging trends for Action Lines C2, C5, C6, identified through the multi-stakeholder approach in 2012 should be further expanded during the upcoming WSIS Forum 2013.

Session 45: *“The web we want” What can WSIS plus 10 deliver – a view from civil society* (Global Partners for Best Bits, 27 February)

- We would like to highlight our concerns that current internet governance mechanisms are deficient. For example, they are unable to successfully address inequalities in internet access, threats to data privacy and network neutrality.
- We also acknowledge and support the notion that governments do have a legitimate role to play in internet governance, for example in the areas outlined above.
- In this context, we would like to strongly recommend that the best way forward is to develop and grow the IGF. Through, for example, enable the IGF to issue soft law in the form of recommendations or declarations.
- Alongside enhancing the IGF it is essential that current accountability and transparency deficiencies of the IGF.

Session 48: *Enhanced Cooperation: from deadlock to dialogue. Reflections on what needs to be done* (ISOC/APC/ICC BASIS)

- Enhanced cooperation has been occurring in many different ways; the CSTD working group on enhanced cooperation will be an opportunity to gather input on how and where enhanced cooperation is happening, and where there may be room for improvement. The discussions on enhanced cooperation have been happening in many contexts including the WSIS +10 review event in February, and should continue at the IGF and in other spaces.

Session 50: *Enhanced cooperation and the Internet addressing organizations* (ICANN and Apnic, 27 February)

- For the working group of the Chair of the CSTD on enhanced cooperation to document the concrete practices that have been developed within and among existing organizations.
- For all stakeholders and processes to foster efforts to ensure participation and inclusion of governments and other stakeholders from developing countries.
- Encouragement to all stakeholders to follow and contribute to the work of the upcoming Working Group of the chair of the CSTD on enhanced cooperation.

Session 51: *Rights-Based Principles and the Internet: Taking Stock and Moving Forward* (Internet Rights and Principles Dynamic Coalition, 26 February)

- The full range of human rights should be the normative foundation of any internet policy making and internet governance processes.
- Encourage all initiatives around human rights and principles to ensure that consultations, formulation and implementation engage all sectors of civil society in particular grassroots communities.
- Reinforce the principles of multistakeholder dialogue and open participation as the way of working in all internet governance arenas together with generating concrete outcomes.
- Theme for IGF Bali 2013 and WSIS 2015 should be Human Rights and Principles for the Internet.
- The creation of a dedicated UN Special Rapporteur on Human Rights and the Internet as a monitoring and accountability mechanism for the online environment.

Session 52: *Cybersecurity – Searching for a common understanding* (ISOC, 27 February)

- We invite all stakeholders to work together to better understand cyber threats and risks, and through cooperation and mutual assistance to develop policies and strategies that enable innovation, economic growth, and preserve the fundamental principles of the open Internet.

Session 53: *Digital Safety of Journalists* (UNESCO, 26 February)

- Journalists, both off-line and online, should receive technical training in digital safety.
- Greater awareness is needed by journalists, media companies and Governments on the digital threats that journalists face in order to enhance the safety of journalists.

Session 57: *Spring Dance* (Free Press Unlimited, 27 February)

- UNESCO needs to realize and build policy on the basis of the notion that the digital world is moving from the first stage (internet as search and survey pool) through the second stage (internet and digital communication as a tool for conversation) into the third stage (digital communications

platforms engaging citizens providing meaning and action): a hyper individual media context in which journalists working on and for digital platforms, in sync with citizen reporters networks, will grow to perform important and crucial functions providing meaning, context and actionable results to citizens, redefining the shape of journalism.

- There is a huge and potentially growing technology, education and resource gap between traditional media-actors in countries at risk (repressive and fragile countries) and technology opportunities 3.0 in the speedily modernising digitally connected areas of the world where the third wave of digital innovation is evolving. This highlights the urgent need for UNESCO to foster and facilitate knowledge sharing, to harness co-creation and technologic cooperation empowering all media actors, as the basis of progress for their work to foster freedom of expression and media freedom. That can only happen when digital communications are secure and safe, and citizens are protected, also against their governments.

Session 59: *Money for content: Successful Business Conditions for Quality Content* (World Summit Award, 27 February)

- Make support for local content industries key part of ALL WSIS / Post WSIS Agendas in order to ensure cultural and linguistic diversity: Quality Content with local relevance should be considered as crucial factor to create a sustainable and inclusive Knowledge Society. Content, monetization for Content and an environment to enable content creation should be included in all WSIS recommendations for local and regional ICT agendas. Strengthening the local and regional content industry must become a priority of the WSIS and post WSIS agenda as this is the only way to ensure the cultural and linguistic diversity of peoples around the world in the digital age.
- Stop condescension, paternalism and content censorship : The condescension, paternalism and content censorship of governments and policy makers how content should be developed and distributed is a major obstacles around the world for a the development of a rich knowledge society and should be replaced by truly multi-stakeholder dialogues on a local and regional level. Governments, developers, creative and the industry should work together in an equitable dialogue especially in the areas of educational content. Teachers should be involved in crowd sourcing content, but unions should be excluded in order to assure that content is politicized in the narrow sense for and interests. Content producers and creators have innovative ideas and technologies, but the surrounding to enable the creative process and bring ideas into market should be facilitated by governments and the industry.
- Telcos and content producers should work together: WSIS and Post WSIS agenda should advocate that telecom providers should offer content producers, platforms and marketing support for the creation of local app stores, regional knowledge repositories and high quality content in order to address the local and regional needs for cultural identity and democratic participation.

Session 60: *Youth 4 Action: Using Internet and mobile for peace and development* (WSYA, 26 February)

- Policy makers should consider best practice examples of the power of the young generations in the civil society when suggesting that future citizens must take an active role in building up knowledge societies. Young people are already doing a lot; policy makers are often out of touch and do not know about what young people are already doing and achieving.
- International organizations and policy makers should actively support global best practice competitions for young people using ICTs to achieve social, educational and cultural goals, including the UN MDGs and build their recommendations to maximize the use of technologies on the examples of innovative use and high quality e-content and applications.
- UNESCO, ITU, UNDP and the UN organizations in the WSIS process should not start projects which parallel existing civil society efforts; rather they should actively seek out the proven civil society

actors and already successful collaborative networks between NGOs, universities and social innovation incubators in order to optimize results in a multi stake holder form and manner.

- UNESCO, ITU, UNDP and the UN organizations should work towards including the private sector and encourage this sector to support youth initiatives for global best practice and develop cooperative programs with NGO networks and their partners (peer to peer mentoring).
- The international development organizations should work with WSIS stakeholders to include them and support their initiatives in order for longer terms sustainably and lasting impact regarding the UN MDGs and the post 2015 WSIS Agenda (Sustainable Development Goals SDGs)

Session 64: *Stakeholder Accountability in Sustainable Knowledge Societies* (UNESCO, 26 February)

- In the light of UNESCO's mission, highest priority should be given to facilitating learning processes and to the organisation of networked learning. This can be achieved by fostering balanced partnerships among private sector, public sector and civil society organizations as well as individuals and other groups.
- UNESCO should encourage research and debate on a balanced legal system to protect intellectual property and to favour access to information for all in knowledge societies.
- UNESCO should give a very high priority to stimulating participatory initiatives, valuing diversity and giving individuals and local communities visibility and voice.

III. Recommendations from the Working Papers research and open consultation process

1. Renewing the Knowledge Societies Vision: Towards Knowledge Societies for Peace and Sustainable Development

- 1.1. Giving priority to learning processes and the organization of networked learning in the light of UNESCO's mission is essential. All people need the abilities to evaluate digital information critically in the light of other sources of knowledge. Education through formal and informal learning processes, mixing online with offline where necessary, should be given a high priority, as should multilingualism to foster diverse and inclusive learning environments. This also means that information and media literacies must be strengthened throughout all segments of society.
- 1.2. Strong emphasis should be given to the training of trainers combining effectively all the resources available from face-to-face interaction to digital networking. Achieving autonomy, a key aim of education, requires the help of competent trainers. The development of digital networks offers new opportunities that should be taken up and given the appropriate financial and technical resources to enlarge and improve the training of teachers.
- 1.3. Facilitating the rapid circulation of scientific knowledge in all parts of the world, especially in less developed areas, should be given priority. Scientific knowledge is a key factor in the innovation process and in finding pathways to industrial development which are respectful of the environment. As science is acknowledged as a common or public good, it should be shared universally. Well established universities and laboratories should be encouraged to share rapidly their discoveries and their know-how, especially with institutions located in less developed areas.
- 1.4. Encouraging research and debate on a balanced legal system to protect intellectual property and to favour access for all is essential. The market exchange and the creative commons models should be articulated with each other to stimulate the creation and sharing of information. Arrangements are needed to devise new business models and to promote the sharing of information. At the same time, it is essential to consider the implications of information sharing for the protection of individual privacy.
- 1.5. Fostering balanced partnerships among the private sector, the public sector and civil society organizations, as well as individuals and other groups, should be a priority. Digital networks and access to information are being developed through private and open applications of ICTs across the whole of the economy, polity and social environment. Companies, governments and civil society organisations are often working in isolation or their relationships are contested. In all of these contexts, efforts are needed to privilege participatory bottom up action.
- 1.6. Stimulating participatory initiatives, valuing diversity and giving individuals and local communities visibility and voice should be a very high priority. Even when efforts are made to promote local participation, insufficient attention is given to what is necessary to ensure that applications of digital technologies are participatory in sense that they are empowering for all those involved. Innovation and learning processes are most successful when they are open to the unexpected and to changes in the environment.
- 1.7. Responsiveness to the interests of women, people with disabilities, native peoples, and marginalized people and groups should be a consideration of the highest priority in all measures to promote knowledge societies. All policy measures must seek ways of addressing inequality and social injustice especially through measures that respect human rights. Networking offers new opportunities for empowerment of women and other marginalised and excluded groups, but the opportunities cannot be realised without attention to discriminatory practices, privacy considerations and ethical issues.
- 1.8. UNESCO should take a leading role in all the areas covered by its mandate, encouraging

collaborations among those in and outside the UN System with the resources to host information portals, to foster measures which support open data initiatives and make information more accessible, and provide guidance about how to link data and interpret it in ways that are meaningful to those whose interests are often neglected. UNESCO should increase its presence on the internet, provide access to information, and foster interconnections among groups working on similar problems. This includes attention to open standards for information sharing, the implications of the increasing scale of data resources, including 'big data', and the growing importance of cloud computing for data and information access.

- 1.9. Fostering environments in knowledge societies that employ fair employment practices and respect the human rights of voluntary contributors and paid workers is essential for diversifying and improving livelihoods and should be an important priority for UNESCO in collaboration with other organizations. Open data and information are making it easier to generate new knowledge in support of development goals and many of these activities fall within UNESCO's mandate. UNESCO should strengthen its coordination with other agencies which have mandates with respect to labour practices.

2. Review and Strategic Directions for Building Inclusive Knowledge Societies for Persons with Disabilities

- 2.1. Developing policies in support of inclusive Knowledge Societies. United Nations Agencies should cooperate in supporting countries to implement the WSIS Action Lines and the dispositions of the UN Convention on the Rights of Persons with Disabilities by:

- Supporting national legislative initiatives promoting accessibility including to information, and Information and Communication Technologies
- Helping governments develop national policies and roadmaps for accessible ICT infrastructure, contents and services with appropriate stakeholders
- Encouraging governments to fund and develop processes to ensure the participation of Organizations of Persons with Disabilities in policy making about information and ICT accessibility
- Assisting governments in adopting public procurement rules incorporating ICT accessibility criteria consistent with existing international standards
- Promoting good practices in accessible e-government, the use of standards, and the adoption of accessibility considerations at the inception of new web development projects

- 2.2. Setting measurements and targets for inclusive Knowledge Societies. WSIS should define targets for the inclusion of persons with disabilities in the Knowledge Society and develop appropriate measurement tools by:

- Defining methodologies in cooperation with UNESCO, ITU and civil society to facilitate the implementation of national data collection on the accessibility of information, ICTs, media and knowledge for persons with disabilities
- Encouraging Governments to Apply Census and Survey Methodologies Defined by the UN Group on Disability Statistics in order to accurately measure disabilities prevalence in support of policy making
- Supporting and participating in the existing work of Civil Society in measuring and benchmarking the progress made by States Parties to the CRPD in implementing ICT accessibility

- 2.3. Building capacity to implement accessibility for persons with disabilities. International organizations

should encourage governments to develop capacity building programs as a prerequisite to implement accessible contents, services and technologies by:

- Supporting awareness raising and training programs on ICT accessibility for ICT professionals, teachers, librarians, media, policy makers and other stakeholders developing ICT based contents and services in partnership with academia and the private sector
- Promoting research and development of universally designed products and Universal Design principles among developers
- Supporting the participation of national stakeholders in international ICT accessibility standards activities and to promote international ICT accessibility standards in their jurisdictions notably ISO, ITU, W3C and DAISY/ePUB3
- Developing, supporting and leveraging national centers of expertise on assistive technologies serving multiple stakeholders involved in supporting persons with disabilities including in education, employers and rehabilitation services
- Deploying digital literacy and accessibility programs for senior citizens and persons with disabilities with an emphasis on relevant contents and services such as health, employment, cultural, government and information services
- Providing incentives for community based institutions and telecenters to train persons with disabilities in the use of ICTs and accessing relevant information and knowledge
- In addition, United Nations agencies should cooperate to research and document countries good practices in making available technology tools for persons with disabilities and their benefits for the wider community and Knowledge Society

2.4. Promoting accessible and assistive information and communication technologies in support of Inclusive Education:

- Governments should ensure that accessible contents and services and assistive technologies are made available to students with disabilities throughout their education system and that teachers are trained and supported in their implementation
- UNESCO should promote widely the conclusions of its report on Accessible ICTs and Personalized Learning for Students with Disabilities and Incorporate an Inclusive Education component in its ICT Competency Framework for Teachers
- UNESCO, in cooperation with relevant institutions, should develop a model policy for national education institutions to promote accessible and assistive technologies in support of Inclusive Education
- Such model policy should include procurement criteria based upon standards including but not limited to the DAISY/ePUB3 and W3C - WAI guidelines as an incentive for publishers, information services, web services and hardware vendors to develop accessible education tools and contents
- UNESCO, in cooperation with education institutions, should research and document how technology can assist students with disabilities in excelling in inquiry based learning and becoming proficient in participating in all aspects of the Knowledge Societies

2.5. Promoting accessibility solutions and innovation. International Organizations, in cooperation with civil society should contribute to promote solutions and innovations that can remove barriers for persons with disabilities to participate in the Knowledge Societies:

- ITU should promote solutions for accessible media services and contents and UNESCO serve as a forum for disability and accessibility related media issues taking into consideration a human-rights based approach
- The Broadband Commission should dedicate research efforts to overcome the low rates of adoption of broadband services by persons with disabilities
- UNESCO, in cooperation with ITU and other international agencies and civil society, should accompany the rapid transformation of knowledge sharing and dissemination via mobile platforms by promoting accessible mobile tools, contents and services for persons with disabilities including for general news and information, special education, participation in social networks and independent living
- ITU and United Nations agencies should cooperate to promote the use of mainstream mobile technologies for persons with disabilities in low resource environments to enhance their participation in the Knowledge Society
- UNESCO, in cooperation with ITU and other relevant agencies, should undertake a technical and economic evaluation of the best ways to promote the development of sustainable speech software in minority languages and seek to engage a dialogue with industry on those matters
- UNESCO, in partnership with WHO, ITU and other international organizations and research institutions should identify and promote good practices and innovations in “anywhere anytime” contextual knowledge generation and delivery, leveraging new types of devices for seniors and persons with disabilities including but not limited to health, rehabilitation and emergency support services

3. Literacy and Competencies Required to Participate in Knowledge Societies (C3: Access to Knowledge and C9: Media)

- 3.1. Maximizing mobile technologies and promoting m-learning;
- 3.2. Cultivating 21st century competencies with objectives such as responding to the specific needs of the new socio-technological environment, narrowing the “digital use divide”, fostering media pluralism and contesting restrictions on freedom of speech;
- 3.3. Establishing collaborative networks and strategic partnership;
- 3.4. Education reform and Teacher Training;
- 3.5. Contextualizing initiatives for specific cultural settings;
- 3.6. Considering the power of individuals (particularly the Net Generation) in the civil society when suggesting that more research should be conducted in this respect.

4. The Future of Open Systems Solutions, Now (C3: Access to Knowledge)

- 4.1. Fostering 'Access to Open Access' by creating public use access spaces and lowering barriers for access to technology;
- 4.2. Developing universal criteria and vocabulary for more rapid implementation and better understanding of FOSS and Open Systems Solutions;
- 4.3. Fostering the use of Open Systems Solutions as effective long-term sustainability priorities to address UNESCO's four key challenge areas;
- 4.4. Fostering professional training ('education of the educators') as well as children's elementary

education into and through Open Systems;

- 4.5. Acknowledging, supporting and promoting small scale, independent or user defined FOSS incubators, highlighting the interconnectivity between individual tools and methodologies to create thoroughly comprehensive Open Systems Solutions;
- 4.6. Linking the economic and long-term sustainability advantages of Open Systems Solutions in the allocation of public funds and procurement processes;
- 4.7. Securing and enhancing the creation of accessible Open Knowledge Commons that enable access to the growing range of Open Systems Solutions, including FOSS, Open Data, Open Hardware and their related processes, methodologies and experiences.

5. Indigenous Peoples, WSIS, and Emerging Uses of ICTs (Action Line C8: Indigenous Peoples and ICTs)

- 5.1. Foster policies and projects that enable para and per-indigenous approaches to ICTs: emerging programmes and policies should move toward para- and per-indigenous initiatives that enable Indigenous Peoples to develop, control, and maintain culturally appropriate approaches to ICT usage, on their own, or in partnership with other stakeholders.
- 5.2. Consideration of all types of ICTs, including radio, TV and mobile telephony, in service design development could increase engagement of some Indigenous Peoples: policies and programmes should emphasise assessing and scaling applications that are already benefitting Indigenous communities.
- 5.3. E-government and E-community initiatives should be expanded: national and international e-strategies should have a specific Indigenous Peoples focus, when being developed in areas where Indigenous Peoples reside. Providing alternative ways for Indigenous Peoples to access e-services should be a priority.
- 5.4. Expansion of wireless capacity to increase quantity and quality of access for Indigenous People is critical: a strategy to develop appropriate Universal Indigenous Connectivity¹ was a central theme promoted by Indigenous Peoples during the WSIS process. Within this framework, the expansion of wireless capacity employing new wireless standards for Wireless Regional Area Networks (WRAN) should be a priority.
- 5.5. Foster policies and programmes that promote media pluralism with a focus on Indigenous media: develop programmes and policies that: support sustainable Indigenous Media development; ensure adequate protection of traditional knowledge and the safety of Indigenous journalists; remove policies denying Indigenous Peoples access and control of communications networks and frequencies; and support Indigenous-to-Indigenous media initiatives.
- 5.6. Long-term goals need to include long-term support strategies: long-term support for capacity building, the securing of sustainable funding resources, as well as on-going monitoring and evaluation need to be prioritized.
- 5.7. Encourage research to address the lack of disaggregated data concerning Indigenous Peoples and ICTs: accurate measurements of ICT adoption, usage, and impacts among Indigenous Peoples are needed to aid policymakers and programme developers to make well-informed decisions. Strategies to mainstream findings across sectors should include consultations, deployment policies, and programmes which are inclusive of Indigenous Peoples.

¹ In this context basic infrastructure, affordability, literacy skills, and relevant content are identified as key barriers and enablers.

6. Exploring the Evolving Mediascape: Towards updating strategies to face challenges and seize opportunities (Action Line C9: Media)

6.1. General strategy recommendations, calling upon UNESCO to provide and promote:

- A debate on the conceptualisation of media as they are retooled by digital convergence, around the main issues of freedom of expression and development;
- An arena for discussing supra-national decision-making policy tools and templates, using Freedom of Information (FOI) and Media and Information Literacy (MIL) methodology as a basis for consensus-building;
- A multi-stakeholder consultative process that needs to incorporate clearly the media industry in all sectors (public, private and community) and Civil Society Organizations (CSOs) as accredited partners;
- A coordinated strategy with ITU and UNCTAD;
- Independent research to show evidence of impact of legislation and initiatives in freedom of expression and its connection with media, culture and development;
- Awareness raising campaigns, disseminating findings and policy templates, to help diagnose issues, elaborate strategies and identify key parameters for information and knowledge creation, preservation, access and sharing.

6.2. Specific recommendations to be implemented by legal and non-legal measures, calling upon UNESCO to provide and promote:

Templates for national policy frameworks and to foster multistakeholder strategies (between governments, private sector and civil society organizations) in the following areas:

- Freedom of expression, right to information, gatekeeping and user-aggregated content;
- Public interest, ownership and spectrum issues;
- Media development;
- Professional training and quality content;
- Media and information literacy (MIL);
- Gender;
- Illegal and harmful media content and protection of minors;
- Privacy;
- Content development and appropriation via mobile telephony;
- Emerging transnational regulatory mechanisms and enabling environments.

6.3. Suggestions for raising general public awareness of WSIS, calling on UNESCO to:

- Promote an enabling environment for freedom of expression and information, to help “broadcast” media navigate the change towards digital convergence, to foster the information commons;
- Engage in pro-active communication towards decision-makers and the general public about goals and achievements of WSIS in the framework of Millennium Development Goals;

- Make its own proposal for Internet governance with human rights at the centre and development as its goal, with people-centred issues and knowledge societies in mind, including issues of freedom of expression; media independence, pluralism and diversity; production of local content; and multilingualism;
- Enlist researchers and practitioners and ensure they use WSIS perspectives and action lines more in the field of communication for development;
- Support all these media initiatives in terms of human rights and actively promote media ethics.

7. E-learning

E-learning should:

- 7.1. Harness the development of open pedagogies, resources and practices to support inclusive knowledge societies
- 7.2. Support programmes on literacy education with a specific focus on women and girls, and for students and youth in emergency contexts to promote the universal access to high-quality primary education.
- 7.3. Re-orientate the national or institutional curriculum for students in the light of opportunities and challenges presented by the knowledge economy at a digital age, including reviewing and re-defining the learning outcomes and human value objectives for the digital generation, reforming the content and format of curriculum and innovating the teaching and learning methodologies according to the redefined learning outcomes.
- 7.4. Broaden the access to higher education and life-long learning opportunities with a view of equity in tertiary education context, including the development of the quality assurance mechanism for online learning process, and the validation and accreditation of the outcomes of e-learning programmes both formal, and non-formal and informal learning settings.
- 7.5. Enable the networking of teacher institutions, schools, and individual teachers to support professional development including through the provision of equitable access to the Internet to schools and institutions.

8. Ethical and Societal Challenges of the Information Society

- 8.1. Encouraging international and inter-disciplinary reflection on the ethical challenges of emerging technologies and the information society. This would entail the facilitation of a critical conversation in which ethicists, scientists and social scientists, software developers, policymakers, and citizens can come together to identify the emerging challenges of the information society with a view to examining the interface between information technology, social transformation, and governance. It should, ideally, have a multi-tiered dimension that connects public debate with policy and advisory bodies.
- 8.2. Foregrounding infoethics and its sub-fields (such as the issues of privacy, security, and malice) as thematic priorities for local, governmental, and inter-governmental reflection with a view to expanding the engagement with these issues beyond Europe and the USA. This biased nature of the discussion has created an inequity of ethical knowledge and know-how and the conditions for even more exacerbated political and social divides.
- 8.3. Analyzing existing normative instruments and ethical codes of conduct and beginning preliminary discussions on their lacunae and policy “time-lags” in the face of the ethical challenges outlined in this report. Steps should be taken to design the proper protocol and implementation mechanism that would assure that policy-makers and stakeholders move in synchrony with technological advance and not find themselves simply reacting “after the fact.”

- 8.4. Engendering public debate and awareness-raising on the ethical implications of information society, particularly vis-à-vis young people. Reflect on the possibility of new info-ethic and info-civic pedagogical paradigms that could equip young people more effectively to confront the challenges of the information society and foster new modes of virtual citizenship.
 - 8.5. Developing robust and specific rights-based paradigms to the information society which will supplement and/or be merged with the study of normative frameworks for the ethics of the information society. It will be of particular interest to examine if the two approaches can indeed be synthesized or if, rather, one is more effective than the other.
 - 8.6. Examining further the antinomies between freedom of expression and moral harm. Reaffirm support for the right to communication and freedom of expression while continuing to bolster greater cultural sensitivity, tolerance, and dialogue.
 - 8.7. Examining in greater depth the new debates emerging from intercultural information ethics and what constitutes “being one self” in a digital world, particularly in relation to cultural and other “primordial” identifications.
 - 8.8. Creating new paradigms of responsible e-Learning and digital education which take into account an awareness of the risks specified in this report. Such paradigms would profit from technological advances and greater digital access, but reaffirm their commitment to philosophy, not only a way of life, but as a non-digital enterprise that also requires modes of sustained reflection on the self and others that thrive in non-digital circumstances and contexts. Responsible e-Learning would provide a means of potentially bridging traditional modes of “knowing” with new forms of learning. As this report concludes, it will be imperative not to confound “information” with “knowledge”, and it will be necessary to bring one domain to support the other.
- 9. Multistakeholder principles session** (submitted by the facilitator, ICC BASIS based on preparatory discussions with the panellists and moderator)
- 9.1. The WSIS, and the adoption of the Tunis Agenda, set out important principles for the Information Society, including Internet Governance. There are some **fundamental design/operational principles** that constitute multistakeholder approaches and processes. These include: open participation to all stakeholders; ability for all stakeholders to contribute; self-organization, engagement on equal footing, transparency, bottom-up agenda-setting, due process. The engagement of stakeholders and the open participation progressed positively, and the IGF has catalysed a wide movement of the creation of regional and national IGF initiatives on all continents.
 - 9.2. There is a distinction between **governance of the Internet** (i.e. logical layer of protocols, DNS, addresses, etc...), where a distributed ecosystem of multistakeholder governance exists and the **governance on the Internet** (regarding usage, freedom of expression, privacy, cybercrime, etc...) where mechanisms are emerging as they become applied online.
 - 9.3. The **time is right** to establish multistakeholder principles publicly and efficiently to set the premise by which governance of the Internet and governance on the Internet develop.
 - 9.4. **Using multistakeholder formats to address key policy issues and for decision-making** (beyond open consultations) raises specific challenges, such as how to form multistakeholder groups like the MAG, how to achieve balanced geographical representation, the role of steering groups, risks of capture, management of conflicts of interest, representation and decision making and general legitimacy.
 - 9.5. The **respective roles of stakeholders** are interdependent in addressing topics and implementing solutions: they have shared responsibilities on all issues, with different weights according to the different topics and the stages of the discussion in the governance workflow.

- 9.6. **New multistakeholder mechanisms and frameworks** may be needed to address concrete problems, on a distributed, issue-by-issue basis, and they can only emerge through multistakeholder initiatives, not purely intergovernmental processes. Governance in the knowledge society requires currently a much wider engagement of governments with other stakeholders in the public remit for which the traditional strictly intergovernmental organizations settings are not the most appropriate as they are not able to follow the trends and the political and technical needs, essential components of the policy-making process.
- 9.7. As the Internet increasingly impacts all facets of individuals' lives, the new multistakeholder approach engages with a broad stakeholder community, namely those involved in development, environmental and science and technology policies, trade, access to knowledge, and governance. **As such, the IGF should** outreach to liaise with relevant international processes and institutions seeking new layers of understanding and impact on those policies, as can be the case with affordable Internet access.
- 9.8. **The WSIS +10 review process and events must be fully multistakeholder** and demonstrate the progress made in this regard since Tunis. The processes such as IGF itself constitute an important tool towards permanently improving cooperation among different stakeholders. The multistakeholder approach is an essential component of the current knowledge society public policy ecosystem, not only to answer to society's increasing demands for more participation in the political dialogue but also to unleash the creative potential of nongovernmental stakeholders for social, political and economic growth, actually directly responding to the Tunis Agenda goals.

10. WSIS Forum Session

- 10.1. WSIS Forum continues to provide the perfect platform for the annual coordination of multistakeholder implementation at the international level as requested by Tunis Agenda.
- 10.2. WSIS Forum engages all WSIS stakeholders i.e. government, private sector, civil society and international organizations to network, learn, share views and opinions as well as implementation experiences, while building partnerships and developing set of concrete recommendations for the WSIS follow-up.
- 10.3. With the objective of making the WSIS Forum more result oriented, the annual WSIS Forum Outcome Document has evolved as the multistakeholder reporting document that captures key observations, recommendations and highlights emerging trends in the ICT ecosystem. This is an important reference document for all WSIS stakeholder to plan their yearly implementation activities and projects.
- 10.4. WSIS Forum is increasingly recognized as mechanism to identify emerging trends in the ICT ecosystem in a multistakeholder format, with expert inputs facilitated by the UN Agencies in their roles as the facilitators of particular WSIS Action Lines.
- 10.5. Country workshops organized during the WSIS Forum have evolved as an effective mechanism to report on WSIS related activities at the national level and led towards elaboration of 10-year National Reporting Templates for WSIS+10, to be used by countries for the purposes of self-evaluation of progress in implementation of the WSIS outcomes.
- 10.6. WSIS Forum is an international multistakeholder platform to develop multistakeholder consensus on WSIS+10, WSIS Review. Proposed mechanisms to arrive to the multistakeholder consensus, like plenaries, ministerial round tables, and visioning exercises are expected to advance preparatory work for the WSIS+10 review.

11. WSIS Prizes and Stocktaking Process Session

- 11.1. Pursuant to the Tunis Agenda (§120), the International Telecommunication Union maintains WSIS Stocktaking database that serves as one of the valuable tools for assisting with the follow-up on the implementation of WSIS outcomes. WSIS Stocktaking database is crucial in the collection of best practices that highlight efforts undertaken by governments and other stakeholders to bridge digital divide and achieve WSIS goals. WSIS Stocktaking provides a beneficial role as medium to share the experience, review world class ICT related projects and learn best practices.
- 11.2. WSIS Stocktaking platform is as an effective means of sharing information among stakeholders that is beneficial for ICT4D community. The platform provides the space for online discussions, reporting, consultations and networking.
- 11.3. The WSIS Stocktaking Process has multi-stakeholder nature, in particular engagement of civil society in this activity is of high value.
- 11.4. WSIS Stocktaking has proved to be an excellent tool to monitor progress to achieve the WSIS goals, and the series of the WSIS Stocktaking Reports are seen as significant contribution to the process facilitating identification of trends in implementation of WSIS outcomes the Information Society.
- 11.5. WSIS Stocktaking has been playing a crucial role during these 9 years and its role becomes even more significant with respect to the WSIS+10 review process of the implementation of the WSIS outcomes. The 10-Year Country Reporting Template that was elaborated at WSIS+10 Plenary at WSIS Forum 2012 on the multi-stakeholder consensus basis, will be used for the purposes of national reporting for WSIS+10.
- 11.6. Beyond 2015, it is expected that the reporting mechanism will evolve to address the new requirements of the WSIS process.
- 11.7. In 2012 United Nations Economic and Social Council (ECOSOC) resolution 2012/5 "Assessment of the progress made in the implementation of and follow-up to the outcomes of the World Summit on the Information Society" reiterated the importance of sharing the best practices at the global level, and while recognizing excellence in the implementation of the projects and initiatives which further the WSIS goals, encourages all stakeholders to nominate their projects to the annual WSIS Project Prizes, as an integral part of the WSIS Stocktaking process, while noting the report on the WSIS Success Stories.
- 11.8. In this context the WSIS Project Prizes initiative was also recognized by ICT4D community as unique international contest of the WSIS process. The contest has an open character that encourages engagement of all stakeholders: governments, private sector, civil society, international organizations, academia and others. It creates a new opportunities for stakeholders to showcase their excellence in implementation at the international level.
- 11.9. It was proposed to investigate the possibilities of adding upon existing mechanism a review committee. Subject of further discussion at the WSIS Forum 2013.