WSIS+10 High-Level Event

Open Consultation Process

Official Submission <u>Form #1</u> on the
Outcome Documents of the WSIS +10 High-Level Event
13-17 April 2014, Sharm el-Sheikh

Background: The WSIS+10 High-Level Event will be an extended version of the WSIS Forum to address the progress made in the implementation of the WSIS outcomes related to the WSIS Action Lines under mandates of the participating agencies, while providing a platform for multistakeholder coordination of the implementation of the WSIS outcomes, with involvement and participation of all WSIS action line facilitators, other UN agencies and all WSIS stakeholders.

The WSIS+10 High-Level Event will review the WSIS Outcomes (2003 and 2005) , in particular, related to the Action Lines with a view to developing proposals on a new vision beyond 2015, potentially also exploring new targets. The meeting will be organized taking into account decisions of the 68th Session of the UN General Assembly.

This open and inclusive open consultation process will result in:

- Draft Outcome Documents for consideration by the WSIS+10 High-Level Event, by 1st March 2014:

    - Draft WSIS+10 Statement on Implementation of WSIS Outcomes

    - Draft WSIS+10 Vision for WSIS Beyond 2015 under mandates of the participating Agencies

    (Please see the Official Submission Form #1)

- Multistakeholder guidance on the Thematic Aspects and Innovations on the Format of the WSIS +10 High-Level Event.

    (Please see the Official Submission Form #2)

Please note that formal submission should be sent to the wsis-info@itu.int not later than **20 September 2013**.

A. Your Information

Title: Ms

First name: Xianhong   *Last name:*   Hu

Organization: UNESCO

Organization type: International organization   *Country:*   France

B. Formal Input on the WSIS+10 High-Level Event Outcome Documents

Referring to the background documents i.e. the WSIS +10 Visioning Challenge, the Final Statement and Final Recommendations from the WSIS+10 Review Event Towards Knowledge Societies for Peace and Sustainable Development, the Booklet WSIS Forum 2012 & 2013: Identifying Emerging Trends and a Vision Beyond 2015 and the WSIS Forum 2013 Outcome Document, all WSIS Stakeholders are kindly invited to provide formal submissions and inputs towards the Outcome Documents of the WSIS+10 High-Level Event.

1. Draft WSIS+10 Statement on Implementation of WSIS Outcomes
(Please note that the anticipated length of this Statement is two pages)

Since the two Summits, in 2003 and 2005, WSIS Stakeholders have made every effort in implementing a common vision of the Information Society.

Overall;

    a) What are the main achievements in the area of the information society, in particular, in the implementation of the WSIS Action Lines, in the past ten years?

<div align="center">Ten-Year (2003-2013) Report on WSIS C9 Media</div>

Media (C9)
The implementation of WSIS Action Line C9 media has been significantly advanced past ten years in all its areas, chiefly of promoting freedom of expression, media development, community radio and media literacy, notably in light of digital convergence between media and ICTs. Freedom of expression and media development have been widely recognized as particularly important for progress towards inclusive knowledge societies. Freedom of expression has been reaffirmed by stakeholders to apply on-line as well as off-line. The UN Plan of Action on the Safety of Journalists and the Issue of Impunity is well under way of implementation at regional and national levels.

    1. UNESCO has successfully convened a total of eight facilitation meetings on C9 media in its capacity of the "facilitator" of Action Line C9 at annual WSIS Fora. These facilitation meetings have well served to exchange outcomes of projects and initiatives, initiate joint ventures between stakeholders and trigger debates on emerging issues related to C9 media. Four sub-themes and sub-groups of stakeholders have been identified during the facilitation process: i. Freedom of expression ii. Media development iii.

Community radio and iv. Media literacy, with a sub-facilitator designated to provide a report in each area at the annual facilitation meetings.

These eight facilitation meetings have also addressed a wide range of issues from public-service and digital broadcasting transition, community radio to social media, media and information literacy as well as freedom of expression on Internet and human rights implications of media and ICTs convergence. Notably, freedom of expression and media development, particularly promoting online freedom and privacy protection, were debated during a dozen events at WSIS+10 review meeting (February 2013) and also at the WSIS Forum 2013 (May 2013), and acknowledged as key issues to envision within the post-2015 WSIS agenda.

2. UNESCO, together with C9 stakeholders, promoted freedom of expression and freedom of information and safety of journalists including on Internet and all digital platforms through organizing the International Symposium on Freedom of Expression at UNESCO HQ in 2011, as well as the annual global celebration of World Press Freedom Day (WPFD) on 3 May in the past 10 years. Each year, World Press Freedom Day is also celebrated in more than 100 countries. UNESCO also supported the organization of a Pan African Conference on Access to Information to be held in Cape Town, South Africa in September 2011, marking the 20th anniversary of the Windhoek Declaration on a Independent and Pluralistic African Press.

A significant development on the safety of journalists is the UN Plan of Action on the Safety of Journalists and the Issue of Impunity which was endorsed by the UN Chief Executives Board on 12 April 2012. The Plan was prepared during the 1st UN Inter-Agency Meeting on this issue, convened by the Director General of UNESCO at the request of the Intergovernmental Council of the International Programme for the Development of Communication (IPDC). The Plan of Action aims to create a free and safe environment for journalists and media workers, both in conflict and non-conflict situations, with a view to strengthening peace, democracy and development worldwide. As a first step in 2013, the implementation of the plan has been taking place in four pilot countries, Iraq, Nepal, Pakistan and South Sudan. UNESCO's Work Plan on the Safety of Journalists and the Issue of Impunity, adopted by the UNESCO Executive Board in 2013, sets out specific activities for UNESCO that support the conditions for journalists to work without fear.

3. In the context of a rapidly-changing Internet environment, UNESCO has several mandates from its member states to facilitate a multi-stakeholder approach as regards the Internet, and this includes promotion of freedom of expression online. The Organisation has launched a UNESCO Series of normative publications on Internet freedom including "Freedom of Connection - Freedom of Expression: The Changing Legal and Regulatory Ecology Shaping the Internet" (2011) and "Global Survey on Internet Privacy and Freedom of Expression"(2012). The Series will be followed by ongoing research projects on safety of online media actors and the role of Internet intermediaries in promoting online freedom to be finalized by 2014.

UNESCO, together with other stakeholders, has organized and co-organized a total of 16 workshops promoting online freedom in the past seven Internet Governance Fora since 2006, to ensure freedom of expression has been prominent within the WSIS and IGF process as part of fostering normative work at international level as regards online freedom of expression.

In this context, UNESCO is consulting on a new draft concept "Internet Universality". This has been presented at 10 international events including Stockholm Online Freedom Conference 2013, World Press Freedom Day 2013 conference, and a seminar at the UN Human Rights Council during 2013. The

concept "Internet Universality" proposes an updated UNESCO vision and strategy for the promotion of underlying norms and values which contribute to shaping global Internet Governance and use as "Human rights based and thus free", "Open", "Accessible for all" and driven by "Multi-stakeholder participation".

4. The International Programme for the Development of Communication (IPDC), established in 1980, has continued to play a lead role in UNESCO's media development efforts, providing support to 684 locally-driven projects in more than 120 developing countries in 2003-2013, for a total amount of US$ 16,575,000. These projects contribute to fostering an enabling environment for free and pluralistic media in the countries involved by promoting legal reforms in line with international standards, providing training opportunities for media workers, strengthening community media and supporting innovative uses of ICTs, among other activities. IPDC's work in the field has been supported by the Programme's standard-setting initiatives, which include:

    (i)   the introduction of universal standards and indicators for media development through the IPDC Media Development Indicators initiative. These indicators, finalized in 2008 and endorsed by the IPDC intergovernmental Council, are being used to assess national media landscapes in countries around the world and influence policy-making through the identification of media development priorities (see paragraph 5 for more details);

    (ii)   monitoring and promoting the safety of journalists (including social media producers who produce a significant amount of journalism), through inter alia the submission by the UNESCO Director-General of a biennial report on this issue to the IPDC Council. A recent key development in this area noted earlier has been, at the initiative of the IPDC Council, the UN-wide *Plan of Action on the Safety of Journalists and the Issue of Impunity*, which includes an Implementation Strategy of over 100 concrete activities buy various stakeholders. A new sub-set of indicators focusing on journalists' safety has recently been developed within the MDI framework to help monitor and assess progress in the implementation of the Action Plan;

    (iii)   developing excellence in journalism education in Africa, through support to the most promising journalism education institutions in Africa identified by UNESCO and the steps towards developing a Global Initiative for Excellence in Journalism Education;

    (iv)   promoting knowledge-driven media development, IPDC's most recent initiative, launched in 2013, which aims at promoting global transparency and sharing of information about media development.

5. IPDC's Media Development Indicators have since their endorsement in 2008 gained widespread recognition among major media development partners, including the World Bank, UNDP, the Council of Europe (*which in its Resolution 1636 (2008) "welcomed the UNESCO media development indicators […] which shall help determine communication development strategies within the overall context of national development"*), the International Federation of Journalists, the Media Foundation for West Africa, the Doha Centre for Media Freedom, International Media Support, and others. Comprehensive MDI-based assessments, carried out in partnership with local stakeholders, have been completed in 12 countries, namely Benin, Bhutan, Croatia, East Timor, Ecuador, Egypt, Gabon, Jordan, the Maldives Mozambique, Somalia and Tunisia.[1]. MDI assessments are ongoing in another 17 countries, across all regions. In each case, the MDI-based study presents the dual advantage of providing a roadmap for the development of free, independent a pluralistic media while contributing to strengthening national

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[1] Note: The studies in Jordan and Somalia were partial assessments. All assessments were led by UNESCO, except for the assessment in Benin, which was an independent initiative of the Media Foundation for West Africa and DANIDA.

media research capacities. The process, which is based on multi-stakeholder consultations, and is participatory and inclusive, is as important as the product. Increased emphasis has in recent years being placed on follow-up activities, such as advocacy meetings on specific recommendations or the use of the MDI findings for the elaboration of national media development strategies, in view of translating the recommendations of the reports into reality.

6. The widely-acknowledged model curricula for journalism education were introduced by UNESCO for use at tertiary level in 2007. Comprehensive and multidisciplinary in approach, they have since being adapted by at least seventy journalism schools in over sixty developing countries. The curricula have become a key feature of the journalism programmes offered by the UNESCO-designed African potential centres of excellence in journalism education. The Model Curricula were so successful that they rekindled a need for specialized journalistic literacies. This has resulted in the publication of a compendium of ten specialized syllabi, focusing on such issues as data journalism, intercultural journalism, science journalism (including bioethics), community radio journalism, among others. Linked to this was a review of the African potential centres of excellence, resulting in a second phase of the initiative, mentioned above, namely the Global Initiative for Excellence in Journalism Education (GIfEJ). This entails a geographically expanded phase of the initiative, which will seek to promote greater collaboration in teaching, research and professional outreach between schools of journalism in the developing world, especially Africa, and those in the developed world. Journalism schools, under this second phase, will benefit from support from the IPDC, especially on projects that promote collegial sharing of resources.

7. Media and Information Literacy (MIL), which puts citizens at the centre of engendering inclusive knowledge societies as well as at the centre of the democratic, governance processes and freedom of expression, has been strongly promoted by UNESCO. The recently published model Media and Information Literacy Curriculum for Teachers has been adapted or piloted in Gabon, Morocco, Mauritania, the Philippines, Sweden and Russia, Australia, Japan, Brazil, Egypt, and Canada. The Russian, English, Spanish, French, Arabic, Swedish and Portuguese versions of the MIL Curriculum have been published to facilitate implementation in relevant countries. It is also being translated into Japanese, Chinese, Greek, Vietnamese, Slovak and Bahasa, Thai, Armenian and Uzbek.

To increase access to MIL training, innovative adaptation of the MIL Curriculum is being spearheaded through two international online MIL courses being developed by the Queensland University of Technology, the Athabasca University (Canada) and other key stakeholders. One of the courses was prepared and has been launched by the MILID Network in February 2013. Over 30 teachers/policy makers including 10 master trainers have been involved in a MILID course. 50% of the participants are women and 40% are from Arab States. Their MIL and intercultural competencies has been enhanced and they have initiated intercultural dialogue on the Wiki set-up for this purpose. A second course is being finalized and will target mostly girls from all regions. A partnership with the United Nations Alliance of Civilization and Filmpedagogerna (a Swedish NGO) will lead to the preparation of a multimedia intercultural online MIL teaching resources tool. This will increase easy access by teachers of MIL to OER and intercultural material, lesson plans etc, which are readily adaptable.

Within the framework of the UNESCO UNITWIN/Chairs programme, eight Universities have been supported to promote MIL within their academic programme and university outreach. These are Autonomous University of Barcelona (Spain), University of the West Indies (Jamaica), Cairo University (Egypt), University of Sao Paulo (Brazil), Temple University (USA), Beijing Tsinghua University (China), Sidi Mohamed Ben Abdellah University (Morocco) and Queensland University of Technology (Australia). 12 other universities has join the network as a associate members.

Incorporation with these eight universities, the first Media and Information Literacy and Intercultural Dialogue Week was organized in Spain on 22-25 May 2012. The MIL University Network have developed and agreed on a concrete plan action which will be undertaken over the next year. This includes the launch of relevant research and a MIL PhD programme. The event has led to greater awareness and advocacy for MIL and will be further deepened through the implementation of the plan of action. The second MILID Week was hosted by the University of Cairo on 21-25 April 2013. Over 150 persons participated most from the Arab States, over 50 percent were women.

UNESCO is also empowering citizens to advocate for MIL through support and partnership with organizations such as International Association on Media Education (MENTOR), the African Centre for Media and Information Literacy, and the National Association of Media Literacy Education in Canada. The capacity of 65 young journalists/ information specialists/researchers within citizens' media groups such as the International Association on Media Education (MENTOR), the African Centre for Media and Information Literacy, the Doha Centre for Media Freedom, the European Association of Viewers Interests, the Birzeit University's Media Development Center, the National Association of Media Literacy Education, USA, the Center for Arab Women for Training and Research, Gender Links, and the Inter Africa Network for Women, Media, Gender and Development - have been strengthened to promote MIL and intercultural dialogue and network established through cooperation with the University of Cairo and the UNESCO/UNAOC MILID Network, IFLA and IFJ.

A global mobilization of citizens' media groups and other related institutions was undertaken through the launch of a Global Alliance for Partnerships MIL (GAPMIL) in June 2013. The GAPMIL will result in the articulation of concrete partnerships to amplify MIL development and impact globally, unified policy advocacy, and a deepening of the strategy for MIL to be treated as a composite concept. The also lead to increased awareness of the importance of MIL in Africa and Arab States, the preparation of an action plan to systematically improve MIL activities on the continent and the facilitating of intercultural dialogues through a marriage of MIL and intercultural competencies.

Work is ongoing on a model MIL Policy and Strategy Guidelines which when adapted by counties around the world could lead to greater national take-up of MIL.

In the area of gender equality in and through media, the Gender-Sensitive Indicators for Media research instrument is being piloted in 25 media organizations. Over 500 women journalists, community radio practitioners, policy makers and teachers have been trained on various gender and media topics. In 2013 the annual UNESCO public participatory event, called Women Makes the News, had the theme "Towards a Global Alliance on Media and Gender". This was a preparatory action for the Global Forum on Media and Gender which will be held 2 -4 December 2013 in Bangkok, Thailand. One of the main objective of the forum is to launch a global alliance of media and gender which will coordinate systematic follow-up to Action Line J of the Beijing Declaration and Platform for Action – Gender and Media Diagnosis.

8. The Secretariat for the UN Inter-Agency Round Table on Communication for Development[2] has been hosted by UNESCO. Seven UN system organizations[3] including UNESCO have called upon senior decision makers in the UN system to integrate media and communication capacity building as an

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[2]UNESCO's policy on communication for development underlines requisite features that include free, independent and pluralistic media systems, transparent and accountable governance that encourages public discourse, broad public access to a variety of communication media and channels, and an enabling regulatory environment for local radio and low cost universal access to the Internet and telephone services.
[3] UNAIDS, UNDP, UNESCO, UNFPA, UNICEF,UN-Habitat, FAO

integrated component of national development planning and the UN Development Assistance Framework (UNDAF) in a joint publication entitled "Communication for Development: Strengthening the Effectiveness of the UN system." Pilot country round tables carried out by UNESCO to promote such planning met with success in a number of countries including Mexico, the Philippines, Tanzania and Uruguay. The outcome was reported to the 12th UN Inter-Agency Round Table on Communication for Development, hosted by UNICEF in New Delhi (November 2011), which reiterated the need for increased momentum at country level and reflected the utility of community media at the service of young people, particularly adolescent girls. Additional round tables have been organized in 2013 in the Democratic Republic of Congo, Kenya, Namibia, and Zambia to enhance the flow of humanitarian and disaster risk reduction information through community radio stations within the framework of a Sida funded extra-budgetary project. The 13th UN Inter-Agency Round Table on Communication for Development will be hosted by FAO (Rome, 2014).

9. The development of regulatory measures to enhance community radio sustainability and to employ community media as a learning platform for development, including through national support mechanisms, were also supported by UNESCO. Technical assistance and capacity-building exercises were carried out and community radio legislative provisions were reviewed in Ethiopia, Uganda, India and Mongolia. An international comparative survey on community media regulatory provisions and their application was carried out in more than 30 countries. The results are published in a forthcoming report titled *Tuning into Development: An international comparative survey of community media regulation.* It summarizes the complex and uneven legislative frameworks in which community broadcasting operates worldwide, and unpacks four priority themes, namely: *recognition*, *definition and form*, *access and licensing*, and *funding and sustainability*. It also examines how community broadcasting can be better aligned with international standards.

10. Following the unanimous decision of UNESCO's General Conference and the endorsement of the United Nations, 13 February has been designated World Radio Day to raise greater awareness about the importance of radio among the public and the media but also to enhance international cooperation amongst broadcasters. The day has been celebrated widely by radio stations around the world and has opened new avenues for cooperation particularly among NGOs including the International Union of Radio and Television (URTI).

11. UNESCO supported national broadcasters in 16 small island states of the Caribbean region to build the capacity of TV trainers in minimizing stigma and discrimination by enhancing partner and information resource identification for reporting and programme production purposes. An overall TV production framework that examines issues related to multiple concurrent partnerships, low levels of condom use, gender-based violence, masculinities, homophobia, high levels of stigma, risk taking in terms of sex and drugs was designed in collaboration with national HIV prevention authorities and UNAIDS. Thirty TV producers participated in three regional workshops and produced 10 short documentaries that are compiled in a DVD for free distribution to broadcasters. The Network has facilitated training for more than 300 TV producers and transmitted more than 100 free TV items in more than 70 countries since its inception in 2002.

b) What key identified challenges would need to be addressed in the next 10 years?

The overarching global trend with respect to media pluralism, freedom, independence and the safety of journalists over the past several years is that of disruption brought on by technologies, and to a lesser extent, the global financial crisis.

Technological convergence has meant an expansion of media platforms, particularly in the mobile space, as well as an increase the potential for free expression. This convergence has enabled the emergence of citizen journalism and spaces for independent media, while at the same time fundamentally reconfiguring journalistic practices and the business of news. With this opportunity, however, has come a challenge. The convergence has up-ended traditional economic and organizational structures in the media, legal and regulatory frameworks, journalism practices, and media consumption and production habits.

The predominant trend towards technical convergence means that content originating in broadcasting, print and the internet can now be accessed on multiple platforms (including computers and mobile phones), at more locations, by more users, and through a variety of new intermediaries and aggregators, leading to an overall rise in media pluralism. The internet and Web 2.0 applications and platforms have greatly extended the quantity of both professionally published and user-generated content, the capacity for interaction with content, and the redistribution of content to global audiences. The challenge is that despite expanded media pluralism, there remain problems of media concentration and the dominance of traditional media outlets in much of the online arena.

Another challenge is that at the same time as providing opportunity, media convergence has also led to emerging threats to the free flow of information and to privacy, including of journalistic sources and processes. These threats have included the data-mining, filtering and surveillance capabilities that digitized media enables. This is compounded by the exclusions related to the digital divide. The expansion of the media ecosystem has led to new actors entering the field, from information and communication technology (ICT) firms, such as mobile and internet service providers, to technology companies that own the online platforms through which news is produced and disseminated, to private equity firms that are buying up flailing media outlets in North America. The increased importance of new intermediaries has led to the emergence of a trend towards the 'privatization of censorship.' Search technology and personalization have also become new gatekeepers, and enabled new dynamics of censorship. In addition to these developments, long-standing limitations to press freedom such as restrictive laws and attacks on journalists and media outletts have continued, although there has been a trend towards passage of freedom of information laws and scrapping of criminal defamation laws.

The effects of the global economic crisis have compounded the technological shifts underway, with largely negative impacts on many media business models, thus impacting the sustainability of media outlets and the job security of professional journalists. Yet amid these disruptive trends there is a concurrent trend of stasis with respect to many legal regulatory frameworks, with the exception of those related to the internet, and antagonism between some governments and media. In addition, there are ongoing challenges to the independence of regulatory bodies, self-regulation and journalistic professionalism.

The safety of journalists has attracted more attention at the global level, but casualties have continued to rise and impunity for the killers of journalists has remained as the predominant trend. This poses a continuing challenge.

c) What do the WSIS Stakeholders envision for an information/ knowledge society ensuring that the youth, women, poor, persons with disabilities and indigenous peoples benefit from the enormous opportunities provided by the ICTs?

UNESCO has long recognized that the Internet has enormous potential to bring the world closer to peace, sustainable development and the eradication of poverty. To that aim, it is crucial to promote Internet based universal norms including human rights based, openness, accessible for all and driven by multistakeholder participation as set out in the draft UNESCO concept of "Internet Universality", so as to optimize the development of Internet as a means towards achieving information/knowledge societies.

By promoting Internet based on norms of "Internet Universality", specific concerns will be given to empowering youth, women, poor, persons with disabilities and indigenous peoples to benefit from mobile learning, education for girls, cultural and linguistic diversity, media and information literacy, research into climate change, freedom of expression, universal access to information, bioethics and social inclusion, and etc.

2. **Draft WSIS +10 Vision for WSIS Beyond 2015 under mandates of the participating agencies (Definition of new priorities and objectives for WSIS Action Lines beyond 2015)**
Please note: Participating agency refers to the Agencies tasked by the WSIS Outcomes to lead facilitation of WSIS Action Lines; See Annex to the Tunis Agenda for the Information Society.

a) In your opinion, what are the **key emerging trends** in the Information and Communication Technology (ICT) landscape that should be considered in the implementation of WSIS Action Lines beyond 2015? **Please specify the Action Line you are providing an input for**.

Please note: You may wish to refer to the WSIS Forum 2012 & 2013 Booklet on Identifying Emerging Trends and a Vision Beyond 2015, available at www.wsis.org/review/mpp.

- C1. The role of public governance authorities and all stakeholders in the promotion of ICTs for development
    - Click here to enter text.
- C2. Information and communication infrastructure
    - Click here to enter text.
- C3. Access to information and knowledge
    - Click here to enter text.
- C4. Capacity building
    - Click here to enter text.
- C5. Building confidence and security in the use of ICTs
    - Click here to enter text.
- C6. Enabling environment
    - Click here to enter text.
- C7. ICT Applications:
    - E-government
        - Click here to enter text.
    - E-business
        - Click here to enter text.
    - E-learning

- ▪ Click here to enter text.
    - o E-health
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    - o E-employment
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    - o E-agriculture
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    - o E-science
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- C8. Cultural diversity and identity, linguistic diversity and local content
    - o Click here to enter text.
- C9. Media
    - o - It is necessary to conceptualize the evolving mediascape within a broader framework such as "Internet Universality" as UNESCO is exploring in order to formulate the post-2015 media-ICTs converged strategy and facilitate collaboration between C9 and other relevant WSIS Action Lines. What constitutes media and the media-function needs continuous assessment as communications practices evolve and public interest communications in the public sphere are impacted.

        Consolidated ICTs-media policy frameworks need to be developed and updated based on multi-stakeholder strategies (between governments, private sector and civil society organizations) in the areas of Freedom of expression, the right to information, safety of journalists and bloggers, user-aggregated content, ownership and spectrum issues; Media and information literacy (MIL); Gender; Privacy; content development and appropriation via mobile telephony; and emerging transnational regulatory mechanisms and enabling environments.

        - It is recognized that an expanded role of media and new media based on Internet /mobile and digital platforms as promoted by WSIS Action Line C9, is more valuable than ever, in fostering transparent and good governance and contributing to rights-based and sustainable development goals of the post-2015 agenda.

        - During past decade of WSIS implementation, Internet has profoundly impacted media's scope, reach and richness, as well as its breadth of direct stakeholders and its sustainability, and should be a core issue to consider in current process of updating a post-2015 strategy of WSIS Action Line C9 – Media.

        - With emergence of Internet and online media, more efforts are needed to address the balance between online freedom and other rights such as privacy, as well as the increased complexity of defending freedom of expression, the safety of journalists, and the advancement of media development in the digital era.

        - Defending public service media practice and developing community media (both on and offline) need to be further explored. This is to promote pluralism, and functional differentiation between these media, private media, and social media. The exploration also needs to consider sustainability models, technical coordination, spectrum management, harmonization of commercial and public interests, digital safety, legislative and regulatory frameworks and digital literacy/media and information literacy.

-There is a need to continue the ongoing multi-stakeholder consultative and participatory process for updating post-2015 strategy and formulating a coordinated strategy with stakeholders including UN agencies on the implementation of Action Line C9 media feeding into post-2015 development agenda.

- C10. Ethical dimensions of the Information Society
  - Click here to enter text.
- C11. International and regional cooperation
  - Click here to enter text.

b) What are areas that have **not been adequately captured by the framework of the existing 11 WSIS Action Lines** and would need to be addressed beyond 2015? **Please specify the Action Line you are providing an input for**.

- C1. The role of public governance authorities and all stakeholders in the promotion of ICTs for development
  - Click here to enter text.
- C2. Information and communication infrastructure
  - Click here to enter text.
- C3. Access to information and knowledge
  - Click here to enter text.
- C4. Capacity building
  - Click here to enter text.
- C5. Building confidence and security in the use of ICTs
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- C6. Enabling environment
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- C7. ICT Applications:
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  - E-agriculture
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  - E-science
    - Click here to enter text.
- C8. Cultural diversity and identity, linguistic diversity and local content
  - Click here to enter text.
- C9. Media
  - The interdependence between human rights aspects and content and infrastructure convergence of media-ICT prompt the need for a more comprehensive framework to

formulate the post-2015 media strategy and facilitate collaboration between C9 and other WSIS Action Lines such as C3 - Access, C7 – E-earning, C8 - Cultural diversity and C 10 - Ethics.

- C10. Ethical dimensions of the Information Society
    - Click here to enter text.
- C11. International and regional cooperation
    - Click here to enter text.

c) In your opinion are there any priority areas that need to be addressed in the implementation of WSIS Beyond 2015.

Click here to enter text.

3. Ensuring accountability of the WSIS Action Lines beyond 2015 (Targets and Indicators for an open and inclusive information/knowledge society for all beyond 2015)
Please note that information provided under this point will be relevant to the second physical meeting of the open consultation process on WSIS+10 High-Level Event.

a) How can the **monitoring and evaluation** of future implementation of the WSIS process, in particular, the Action Lines be better enabled?

General public awareness of WSIS should be raised particularly within the developing world.

b) What are the **priority areas** that the post-2015 WSIS process should focus on and which goals and targets could monitor the new vision for WSIS beyond 2015?

Internet's role as media and the overarching impact of digital convergence on C9, C10 and many other Action Lines should be re-conceptualized and highlighted by the framework.

4. Any additional comments or suggestions

Click here to enter text.