

HIGH-LEVEL DIALOGUE



HLD1 SDG 16: Promoting Peaceful and Inclusive [Knowledge] Societies (United Nations Educational, Scientific and Cultural Organization – UNESCO)

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>> INDRAJIT BANERJEE: A very good afternoon to you, ladies and gentlemen. Sorry for the delay. We are right after the lunch break. Thank you for cutting short your lunch to join us for this exciting session. I'm delighted to welcome you at this first high-level dialogue of the WSIS.



UNESCO decided to organize this special session.

In response to requests made by the leader for the WSIS forum, UNESCO decided to innovate on several levels. All sessions are dedicated to SDGs and all but one session we also break down the WSIS action line silos. Today we'll explore how different action lines dealing with access to information and knowledge with media can jointly contribute.

SDG16, to refresh your memory, and I quote, states, "To promote peaceful and inclusive societies for sustainable development, provide access to justice for all, and build effective, accountable, and inclusive institutions at all levels."

For this session we will touch on different parts of SDG16. We added for our session in square brackets, knowledge, society, dimension, which was a term coined by UNESCO in 2005 on the World Summit on Information Society in Tunis. This will combine discussions on ICTs, peaceful and inclusive knowledge societies, and the SDG for the WSIS line perspective.

We will proceed in four parts. First set the scene with two or more general interventions by myself and professor Janowski. We will talk about how do we fight radicalization and extremism on the Internet. In the third we'll discuss key discussions which will be a very exciting debate with very different perspectives. We will not want to remain on just talk only.



In the fourth and last part we will hold the first match making session with innovative attempt where we will present a number of UNESCO projects, inviting others to join our work. It will also be an opportunity for those of you who seek new partnerships to present their projects, spelling out what kind of expertise you need and/or cooperation you seek to develop. UNESCO will be very attentive to your suggestions and requests.

We will keep a spirit of exchange and discussion throughout our session. Fortunately, we have the time for that. There are many sessions where we promise they will be interactive, but time was too short. The different round table speakers will speak and discuss with the moderators and I will also invite questions and comments from revote participants and all of you here.

The three hours I guarantee will pass by rapidly, too. We have different panelists to be introduced by the moderator of the specific round tables, let me thank all of them for joining us today and tell you that you see now on the podium on my left, professor Janowksi from the United Nations university chief of section at UNESCO, Miss Darice Rusagara, and Mr. Tim Francis of UNESCO.

It will get more multistakeholder, I'm sure, and more women join the panels, even though we did not reach our gender balance today, at least for the moment, unfortunately.

Let me now begin with of the session. The pursuit of



sustainable development has been an increasingly central goal for international community since the first Earth Summit in 1992. The recognition that lasting development encompasses interrelated goals of economic prosperity, social welfare, and environmental sustainability.

UNESCO is fully committed to the achievement of sustainable development and believes that by enhancing human capabilities, improving and enabling new ways of meeting development objectives, knowledge societies have a crucial role to play in its achievement.

As you know, the year 2015 marked the point of transition on the poverty focused millennium development goals or MDGs, from the centerpiece of the past 15 years to the sustainable development goals set out in the 2030 agenda for sustainable agenda, which will form the centerpiece for the next 15 years E.

The 17SDGs and the accompanying targets, reach far beyond the SDG. We'll speak on that later.

For a common understanding in this session let me define how we understand knowledge societies. Knowledge societies are societies in which people have the capabilities not just to acquire information, but to transform it into knowledge and understanding, which empower them to enhance the livelihoods and contribute to social and economic development of the communities.

Let me just go back a little bit. This is exactly the



reason for which UNESCO chose to move away from Information Society concept and move towards knowledge society concept, because we believe that the end goal was achieving knowledge which could then be leveraged to enhance empowerment and development.

To this knowledge society approach we added UNESCO more recently the Internet universality framework. It was adopted by 135 member states in UNESCO. It was built around four core Internet principles of rights, openness, access, and multistakeholder participation.

It has become influential in international discourse about the development interaction of the Internet, and is a critical platform for achieving knowledge societies.

Last, but not least, we need to keep in our minds for this forward looking session towards the SDGs in 2030 that we will see even greater impacts arriving from continued growth in ICT and continued economic services. Capabilities will grow, altering the dynamic of communications, pose challenges demanding for 2016.

In the decade between the WSIS that has just concluded and that in 2025, other developments in technology, markets, and services will take place, which are yet unapparent and unpredictable. ICTs can increase equality and empower individuals as well as as individuals and empower them. Rapid unpredictable change in ICTs in both challenges, as we are already witnessing, as well as creating challenges and it will

be important to monitor change as a whole and achieve ICT goals in particular.

With this, I will give the floor to Mr. Janowski, leadership.

(Multiple audio voices).

He has also worked at the school of engineering, founded and coordinated international conference on electronic governance, in the area of digital government.

Professor Janowski on the development of SDG2016, understanding the linkages between knowledge societies and sustainable development in providing relevant policy recommendations.

>> TOMASZ JANOWKSI: Good afternoon. I would like to thank UNESCO for the opportunity to contribute to the session on knowledge societies and the sustainable development goal 16 and for fruitful collaboration over the years and in many places around the world.

The inclusion of SDG16 among 17 sustainable development goals is a game-changer. We knew from years of mounting evidence that governance is critical to development and that a lot of development failure can be attributed back to the failure of governance; however, in the absence of political agreement, we fail to include any measure of governance performance in the millennium development goal framework.

SDG16 is changing this.

The goal covers wide space of issues from violence,



corruption, rule of law, access to justice, inclusive, and participatory decision-making, access to information, and effective, transparent, and accountable institution. The goal imparts virtually all other goals, but with the largest number of 12 targets and related conceptual method and how it will be measured is likely to be contested.

One of the key issues related both to WSIS and knowledge societies is managing the impact of digitalization on governance. It is transforming traditional governance institutions and how they relate with citizens and other nongovernment actors through digital technology, as well as regulating the new digital space in addition to the physical one.

This is a critical issue given the direction and the sheer scale of the trend. An increasing share of economic, social, cultural, political, and other activities taking place in the digital space may help solve some problems, but also create new problems and exacerbate existing problems of division, inequity, exclusion, insecurity, radicalization, violence, and many others.

This risks undermining progress not only to SDG 16, but other SDGs as well.

So where while it is clear that policymakers and governments cannot leave digital space unattended, the question is how exactly should the core government functions be performed in both physical and digital worlds. Providing

public services and infrastructure, formulating and implementing public policies, maintaining social order, and security, operating social programs, promoting economic growth, protecting free speech, and other fundamental human rights and others.

Another question is how to address the adverse effects of digitalization on governance. For example, for the political options, systematic vilification of governments. Government sentiments, not new but accelerated and enabled by digitalization.

The answers to these questions have been gradually and variably emerging in international and knowledge contexts through trial and error, but interaction between research policy and practice of digital government. So the link between governance, it is SDG 16 and digitalization is realized through digitalal government. The link is particularly strong considering target 16.6, 16.7, ensuring responsive, inclusive participatory and representative decision-making at all levels, and 16.10, ensure public access to information and protect fundamental freedoms.

For all three targets, digitalization is both an opportunity and a challenge, but certainly not something that we can afford to ignore. However, governments could not rely such targets by acting alone, as a sovereign, acting on behalf of its subjects. Neither they are able to different local circumstances without informed, active, and knowledgeable

society to demand -- at least to demand government performance. The same targets are clearly shared between digital government and knowledge societies.

So we can make an argument that digital government and knowledge society share the targets and the policy space defined by SDG 16. But how are they related to each other? Digital government, considering how this concept is researched and taught and how it is adopted in government policy and practice, is evolving. This evolution reflects how governments are trying, sometimes trying desperately, to find digital solutions to changing economic, social, cultural, political, and other pressures based on technologies and knowledge available at the time, and absorbing and institutionalizing such innovation in the government practice.

The evolution leads from digitalization alone through transformation working through government institutions to engagement where the relations between institutions and individuals are not only digitized, but transformed, and finally to contextualization.

Concerning contextualization, which we also called the next generation digital government, we see the initial but growing trend of digital government working to create conditions specific to different territorial and sectoral contexts for self government and self-context. Creating conditions for others, private sector, nonprofit, citizens themselves, to take development action rather than taking such



action by themselves. The "self-" in this motion implies knowledge to act on this knowledge for improving one's own conditions and conditions of one's only family, community, and social group.

The process can take place along with the evolution of authority and empowering of the local government level. As such, the next generation digital government is closely related to knowledge societies. It both relies on the existence of knowledge societies, because you need knowledge to improve your condition, and simultaneously stimulates the development of societies because seeking to improve one's condition is a natural and powerful human instinct.

So the transition from digitalization to transformation to engagement to contextualization also puts digital directly at the service of human development and not only in the service of improving internal government performance or better relations with citizens. These human centric of the next government parallels the development of human-centered societies as promoted by UNESCO.

In the same way, the next intention digital government promotes different governance models emerging for different territorial and sectoral contexts, as perations.

In summary, there is evidence to show that digital government and knowledge societies are converging in the sense that the next digital government, what we call the contextual stage of digital government, will find the success relative to

the success of knowledge societies supposed to enable. As such, we predict the digital government will become, as we get closer to the 2030 deadline for SDGs, not only an enabler, but probably a platform or an essential infrastructure for the development of knowledge societies.

This synergy, if realized through further research, policy, and practice, and with active international coordination by UNESCO, ITU, and the partner organizations will further benefit the realization of SDG 16 and through it the realization of all other Sustainable Development Goals. Thank you very much. That was a brief introduction to the topic of SDG 16 and its relationship with digital government. I will be -- there is no time for questions at this moment, but I will be happy to receive questions during the round table discussion, and certainly offline.

At this moment, I'd like to invite Dr. Radoykov to chair the round table discussion.

(Applause)

>> BOYAN RADOYKOV: Thank you very much. That was, I think, extremely good introduction to our session. I'm sure that most of you are interested in knowing how the SDGs are linked to this round table, fighting radicalization. I think the debate we will have today is maybe one of the most interesting during this conference and this forum and other conferences, because it touches upon something that no one can escape from thinking about.



I had the privilege to have on this round table Miss Darice Rusagara. She will present the Pan-African Youth Network on the Culture of Peace, enables youth organisations to experience projects for strategies and policies that promote the culture of peace. She will draw on her activities and supporting youth employment and entrepreneurship as a young youth growing up in Europe. We will have then Mr. Tim Francis from UNESCO, who will speak about the Unite for Heritage. Questions will fall on these lines: Why is an alternative narrative important? Why is it important to focus on social media for these types of campaigns? What were some of the biggest challenges or sensitivities experienced, etc.?

Then the floor will be given to my colleague from UNESCO from the section for research policy and foresight in UNESCO sector for social and you know what I mean sciences. He is responsible in particularly for the secretariat on the management of social France formation. He also coordinates UNESCO work on WSIS action line on ethics. He will try to respond to questions like which positive online practices can be shown to crowd out extremism in cyberspace and subject to which conditions? Who builds the responsibility to do what to counter online activities conducive to criminal acts? And the role of social media in raising or diminishing radicalization.

As one of the sessions will be on multilingualism, we have this practice in UNESCO. I will now switch to French for those who listen in English, just put your earphones in order

to introduce the subject of fighting youth radicalization and preventing violent extremism on the Internet.

Ladies and gentlemen, we welcome this debate, which is closely linked to the tragic events that are shaking the world on a regular basis. Recently in Iraq, in France in November, in Turkey this year, in Brussels more recently, all of these events are specific in the sense that they give us a sense of emergency. Whereas has been said in the past, mankind is a machine that knows how to forget. Why do I say this? One should be aware of the fact that the attacks in March 2004 in Spain with over 190 dead and 2,000 injured, back then turned terrorism into a major concern for 73% of Spanish citizens.

According to a survey in 2015, this figure fell to 0.1% in that same year, 2015. This shows how over time the attention that is paid to these events wanes or even disappears.

Unfortunately, mankind gets used to horror on a daily basis. What seemed to be an unusual event years ago now seems to be a regular occurrence, even in the European Union. Sharing the experience in this field, I would like to share with you a few thoughts about how we've reached this situation and what our responsibility is with regard to the challenge of the radicalization of youth.

Who are these terrorists who attack us? Who are these human bombs? For the most part, they are members of our youth, as we have noticed in the past the laugh 30 years or



more, UNESCO has been calling for greater investments in youth. Whereas in reality, and especially since the financial crisis of 2008, we are constantly investing less in youth. Now we see the results of these savings that have been made in terms of investment in youth and its development.

The radicalization of youth was made easier by the combination of the progress and technology and the exponential use of social media. In one minute on the Internet, 204 million e-mails are sent. Over 2 million searches are made on Google. 570 websites are put online every 60 seconds. These statistics, taken along with the following, which is that half of the planet is under 25 years old, gives us a clear idea. The world is young, and it is very much interconnected.

Two billion people are regularly on the social networks.

With the invention of the social web, we realize that we are very far away from the video cassettes that were disseminated several decades ago. As soon as the Internet came about, the Jihadists, the Islamic media center, was created in 1991 and remained active until the early 2000. Further to that, many firms were created and remained operational between 2000 and 2012 and 2013. The French speaking forums are few and far between. The most well-known is Alahart created in 2006. The decline is progressive and caused in particular by the infiltration by various intelligence services.

The situation changed completely in 2012 in Siyia,



because of the social media, the creation of YouTube which meant online in 2005 to social Internet allows Jihadists to promote the horror they're capable of to reach youth in particular. It's used to collect tactical advice, collect contributions, and recruit youth in particular. Yet youth is easily influenced.

The blind violence that affects youth, especially in the present, is, as we all agree, unacceptable; however, the fight against extremism cannot only be won through weapons and repression and censorship. If we want reason to prevail, we need to turn to youth, to their hearts, to their ideas, and the universal values of our civilization.

What is UNESCO doing about this? As you may know, in June 2015, UNESCO organised with the support of Bulgaria, Egypt and China, first international conference on youth and the Internet combating radicalization and extremism. Well-known experts, representatives of many member states came together to turn this event into a huge success which, amongst other things, allowed for the drafting of an ambitious plan, which was aimed at sustainable development. I had like to inform you the second conference of this kind is being organised along with the government of Quebec. It will be held at the end of the year in Quebec city. In to 15 the United Nations adopted its first resolution and it's historic, on youth, peace, and security.

This resolution represents unprecedented recognition of



the urgent need to mobilization youth and promoting peace and combating extremism. Then in January this year, the Secretary General of the United Nations presented his plan of actions to present battle extremism. There was a global strategy to combat violent extremism. This is the impact of UNESCO's activity in this field.

I mentioned the plan of action that was adopted by the conference in June 2015. UNESCO's activities against radicalization of youth is based on four pillars. The first is to support multidisciplinary research on the links between youth, the Internet, radicalization, and policies that are based on research. Second pillar, empower the communities of youth online with regards to ideas about counter-radicalization.

Thirdly, reinforce mobilization and cooperation between all professionals in the media with a view to combating extremism and radicalization focusing on countries in conflict and experiencing those tensions.

Fourth pillar, support campaigns and awareness raising targeting decision-makers and especially the younger ones. These activities are carried out at a national and regional level. They are also reflected in various legislative documents to facilitate the prevention of conflict. Radicalization, violence extremism, it all depends, there is a debate on these terms. It's an open debate. There's ideological radicalization and behavioral radicalization.

What we're most interested in is preventing radicalization that leads to violence, because violence and destruction is the determining factor.

What other solutions do we have to combat the radicalization of youth in cyberspace? The censorship of Jihadist content on the Internet. There is the technological access to networks. We have been working on this for many months now. And I can tell you more about that later on when I answer your questions. For example, Facebook decided to close all accounts that made it a policy for terrorism since mid-2015 Twitter decided to fight against terrorist content and a few months ago it was shown that over 125,000 accounts had been deleted, many of which were linked to the Islamic state.

Now, you will remember that Twitter said to begin with there were only 50,000 accounts or so, and in the end we had 125,000. How did that come about? Well, just basically because once you closed one account, that would lead to the opening of several others. And they often used the hashtag of one account to spread their messages and increase the number.

However, it will be impossible to eradicate all of the content that can lead today radicalization of youth. And surveillance of the Net is going to be necessary.

The second pillar, which is counter-discourse, various political entities are involved in this. There is a realization that it is necessary.



The third type of action is indicating youth about media and information. Now, we should stop here a moment. We need to provide youth with the means and knowledge necessary to view content with a critical eye and put things into perspective. School and families have a major role to play here. To end, I would say that in democracy, each generation is a new society. This is why at the beginning of my speech I had that we all have the same responsibility, which is to give youth the knowledge, competencies and values that they need to involve in dignity and the respect of others. The main problem with radicalization -- sorry, the problem of the radicalization of youth is a global problem. It is an urgent problem that requires mobilization in order to do away with it.

Action needs to be taken at national and international level has already taken place. It's been painful, but we are currently experiencing mobilization. It's a situation of confrontation between two visions of the world due to the marginalization of youth and technological progress we have already mentioned. Nevertheless, as far as I'm concerned, I remain optimistic. I'm sure that knowledge will assist youth in realizing what is really behind these violent messages and we will win against these barbaric acts. Thank you.

(Applause)

>> INDRAJIT BANERJEE: Now as I am chairing panelists, I have the privilege to give the floor now to our next speaker.

Please.

>> Thank you so much. Thank you, Mr. Chair, for this opportunity to have the youth also participate in this debate. (Darice Rusagara).

We are a Pan-African youth organisation that promotes the culture of peace. The way we came about it was to really enhance the synergy between African youth-led organisation and really our aim is to come together and present our projects to spread the common objectives that we have for the African youth on the continent.

Four key points that I would love to share with you when speaking of youth or fighting radicalization on the Internet and violent extremism is really that what have young people done so far and why should we be invested in more at least in our projects?

One of our key points was that the tool of the Internet is the main collaborative tool in sharing our ideas, but implementing it as well at PAYNCoP. We really think that ICT media, videos, social media, or the Internet itself, is a great platform for us to kind of convey our messages.

One example that we have, as we are an organisation-led network, in South Soudan, an example is we have been able to kind of put a project across where we allow youth or young people to take a selfie and kind of add a message of peace to that. We put it on social media and share and their friends share it and caption a message. It conveys the use of what we

call today the use tools of communication.

In Kenya we have a project, and it was actually created post-2007 election. The idea was to give and promote access to information, but also condemn hate speech. What it created is really a more collaborative way of communicating.

A second part that we would like to kind of share as part of our action plan is use cultures, sports, and arts. And we really believe that that's where young talents lie and it gives us a new operative tool to share our side to promote peace. In West Africa, we have an association that is a founding member and member organisation. It's called the African artist peace initiative. What they do is they use music, arts, videos, and movies to really convey the message of peace. That is through collaborative using famous music artists, but also upcoming music artists, and vice versa in the arts and the moving making industry.

So we believe that's how we can reach out better to the youth, because it conveys tools that we use on a day-to-day basis. So youths will be more in kind towards that type of message and communication, but also we advocate for more training, capacity building for youth-led organisation. Our organisation had been through peer to peer learning. We realized there was a critical tool to magnify the effect of promoting peace. That, again, we could use social media and the Internet.

We know that young people are a victim of the violence of



radicalization and extremism, but also they are the one who stand up to say that they are tired of those type of action and want to make a difference in their society.

So one of our founding members and victor Richen, a Nobel Prize nominee in 2015. He set up a center that trains post-conflict victims. That's really to help them reinsert into the community.

Our point is really engaging the youth within peace policy process in designing, implementing, and reviewing. We would like to thank UNESCO for giving us that platform to be able to be part of the process. We were given the opportunity to participate in 2016 in the ministerial education in sub-Saharan, and it was noted that we are the main recipient of education, so why not be part of its design and implementation or review. So just to leave you on a short note. These are a few projects that we have been able to implement since our creation in December 2014 in Gabon. Just imagine what we could do if we were funded and we were given training and capacity building, but also just to be integrated in our governmental institution, to just giving more space to Civil Society, NGOs. So today we're here to meet all potential partners, sponsors in private, governmental, or NGO society to kind of even more promote our projects and learn from your expertise on the ground.

Thank you so much for your attention.

(Applause)



>> INDRAJIT BANERJEE: Thank you very much, Darice. And we will finish with the different presentations before taking questions from the floor. So, Tim, please.

>> TIM FRANCIS: Ladies and gentlemen, thank you for coming to listen to this discussion today. My name is Tim Francis, and I work in the communication and information sector of UNESCO in media and development -- media development and diversity. And I previously was the manager of the UNESCO powered Unite4Heritage campaign.

Maybe you've seen, if you've been following UNESCO at a general conference in Paris last year. You may have seen the campaign around. It was launched in March of last year by our director general, who traveled to Baghdad to launch it amongst dignitaries, and local people. This was extreme extreme I have the groups such as Daesh bulldozing sites and attacking cultural, religious, minorities. The campaign in a nutshell is to built an alternative narrative. An alternative to the kind of extreme I have the propaganda and attacks on culture. We didn't want to own or dominate or even really moderate the conversation. Of course, with the hashtag that's something that you can't even necessarily do.

The idea was to let people around the world take ownership and talk about what heritage and diversity mean to them. I think with the campaign such as this one, it's important to remember that it can't just survive online, and it needs to be supported through on the ground activities and



events. So we relied on our field offices across world, and especially in the Arab region, to engage young people in a wide range of activities.

We had traditional workshops and capacity building exercises, of course, but also field trips to learn about heritage and culture and cultural performances and events. More than 10,000 people have so far participated in these activities. Of course, today we're here to discuss knowledge societies and the core of the Unite4Heritage campaign has always been the goal. The goal is not only directly involve young people, but to lead to further discussion online, and then in turn the online discourse would encourage real world action and activism, for getting out for volunteering and organizing activities. There is a relationship between the on the ground campaign.

The campaign is really to become a conversation of record, we call it, about issues related to heritage and diversity. So thousands of people have posted to social media. We had more than 10,000 entries into an online photo contest that we ran, and we've reached millions of people around the world through the hashtag, through the content posted, and through the platform.

The campaign has always had a dual identity. It was launched directly in response to the attacks on cultural heritage and diversity, but, of course, it would be very difficult to have a real impact through a social media



campaign, for example, advocating to save Palmera, when you didn't even have access to the territory that the site is in. It can have a backfiring effect where you turn sites and vulnerable minorities into targets.

So my colleague mentioned on the conference on youth and radicalization in June of last year. One of the main things that the young people attending the event shared was the idea that we can't counter extremist narratives by deconstructing them. Various organisations have tried this, attacking the kinds of lies perpetuated by extreme I have the groups and mimic the dramatic atmosphere of the videos we're all familiar with.

What these young people were saying, instead of a counter-narrative, we need an alternative, something positive for people to be involved in and for people to be a part of. Of course, there are many hard real issues that contribute to radicalization and extremism around the world. Many of which have been what we discussed today. Unemployment, disengagement, lack of opportunities in society. They can't necessarily be directly addressed through a campaign such as this. And we do need real solutions to those problems. But I guess my main point is that we see this kind of campaign as an important part of the overall fight against radicalization, offering a narrative based on the core UNESCO ideals of tolerance, diversity, and understanding.

It's also just one part of UNESCO's overall response to

the issue. You heard about some of these from my colleague. One other big issue we're trying to address is the potential of the media as responsible actors, avoiding contributing to the spread of extremist content. Many more are, even online sources, are spreading. We are working on a handbook for how the media outlets can sensitively cover the extremism and take the audience into account to form a basis of capacity-building exercises with media professionals. That includes online media crucially as well.

This is especially important as the lines start to continue to blur between traditional media and online media. We also have to look at initiatives involving migrants and other vulnerable groups to avoid divisions being created within society. I think that's really important.

So overall, I think it's clear that social media has its drawbacks and its obstacles and it can sometimes be a forum for the kind of hate speech spread by Daesh and other groups. It gives these groups a new outlook and we have seen the shocking results of this. But in the same way, it also presents huge opportunities for us as an international organisation, for other organizations, for the partners we work with, and for the general public to directly reach young men and women all over the world, and in turn those young people can express themselves and get access to information that would never have been possible before.

I think the key point is that this can be a positive or a

negative thing. So our most important crucial goal is to ensure that social media and the Internet can live up to their potential as a forum for dialogue and not dispute, togetherness and not division, and tolerance and not violence.

Thank you.

(Applause)

>> INDRAJIT BANERJEE: Thank you very much. We will end this round of presentations with (?)

>> You really need another UNESCO speaker; right? Well, for better or for worse, you have one. I'm from a different part of UNESCO. Therefore, I hope some of what I will have to say has a slightly different angle and some complement.

My position in UNESCO, as Boyan said, in the social and human sciences sector. One of the things I'm responsible for is the connection between the social and human sciences as body of research and knowledge, and the policy processes that need to make sense of that knowledge. And I hope this slightly different spin will allow me to give some complementary information.

Let me start a normative as aspiration. Five keyword, peace, justice, effectiveness, accountability, inclusion. Imagine it was realized. It certainly isn't as we speak, but it's supposed to be by 2030. In a world in which sustainable development goal 16 was fully realized, there would clearly be no space either for the kinds of ideologies we're talking about and for the radical, hateful, violent expression, or for

the background conditions that pretend or claim to provide legitimacy to that radicalization. In that sense, while there's clearly much more at stake in such expansive and multidimensional goal as Number 16, it's a key element or revealing factor of what is at stake in taking SDG16 seriously.

On the things that have already been said, I would like to emphasize two ideas that are slightly misleading. By pointing to the misleading character, we can best identify the direction in which work needs to go, the kind of work already referred to on public awareness and promotion of positive messages, but also the research work that needs to be conducted to produce the knowledge base on which appropriate policies can be grounded.

First of all, it's very common because of the role of social media in some of the most visible forms of contemporary extremism and radicalization, to assume that that new factor is both the driving factor and what makes the phenomenon new. Secondly, there is a tendency to assume that because one of the dimensions, the most horrific, the more barbaric, as Boyan mentioned, is terrorist atrocities. This must be primarily at root a security problem. Francois Marian.

At the very minimum they require much more research. First of all, a historical perspective reminds us that very similar kinds of phenomena long predate not just social media, but the Internet. If there is a specific contribution of the

Internet in its current social media driven forms to the did he no, ma'am that we're talking about, it is one that would need to be identified carefully by serious research, not just assumed. There is research on this. There are some indications as to the ways in which a specific but not exclusive contribution may be made by the forms of online exchange, and the kind of platforms and technologies that facilitate that exchange.

Secondly, again underlining that this is, of course, to some extent a technological problem but one that cannot be seen only through a technological lens, there is a well recognized and significant importance of offline spaces in generating radicalization. For instance, one of the most significant findings of anthropological activities of particular terrorists as was mentioned earlier was pointed to prison as one of the key places of radicalization. Prison by deliberate design, even though it can be leaky and even though mobile phones are constantly being smuggled in, is almost entirely an offline environment.

Of course, there is permeability between the offline and online you know versus. We shouldn't assume that because all the social media stuff is both highly visible and profoundly distasteful, it is what is driving the phenomenon. We need more research on this.

In this light, let me mention one of the sociological hypothesis that once you do the research seriously, there is



indeed a connection not between radicalization and extremism in general, but, again I'm repeating things previously said by Boyan, between the current forms of Jihadi extremism and the social media expression they find, I'm thinking in particular of the work published by the French scientist Capel in what he calls the third generation of Jihadism, the social media generation. Social media is the means to achieve designed by ideologist in the middle of the first decade in response to the earlier failure of the strike that driven by Al-Qaeda. This is a research challenge. We should be modest with respect to our claims about things that are only poorly understand.

In how distinctive the series, the connection between engaged in hardcore criminal activity, including the plotting or realization of terrorist atrocities, and the much broader social context within which excuses are found, justifications provided, sympathy expressed for those who claim to be martyrs to their cause.

Now, the security challenge is very profound with respect to the hundreds and thousands of people engaged in the activity itself. Whether the broader social context is best seen as a security challenge is very much an open question. As my colleagues have been saying, probably the correct answer is to see it more as a public awareness and educational cultural challenge than one that is best addressed through security means.

Again this is a research issue. There needs to be a better understanding of the connections between the various components of an ideological universe, or some people never do more read in sympathy certain things they find online, the barbaric acts to which Boyan referred are judged by some, even by many, to have a kind of justification.

With all this in mind, we clearly need better knowledge. As someone working within an Intergovernmental science programme of UNESCO, I would like to emphasize, and we can come back to this later in particular in the so-called match making session, that without better mobilization of interdisciplinary knowledge on these subjects, we are unlikely to have the basis to inform policies that can actually respond to the phenomenon. Otherwise, the policies will simply respond to our imagination of what the phenomenon might be, meaning that our misunderstanding will become our policy failures.

At the same time, as better knowledge, we need within the normative frameworks offered by the general ethical statements about responsible use of technology, the general ethical framework of the WSIS action plan and other instruments promoted by UNESCO, many of which have already been referred to, we need a framework that can create the conditions, again, echoing what's already been said, that enable young people in particular to create an environment in which, instead of being preached to, to abstain from inappropriate behavior, or even,

perhaps, from inappropriate views, given the capacity to shape their own environment through alternative narratives that crowd out the narratives proposed by radical extremism.

The question, however, and this is a research question, not just a normative question, is how that crowding out actually works. You may be in a very different context of what is known as Grecian's law. The principle that shows bad currency drives out good currency. When the currency is debased, real currencies, gold, and its equivalents, are hoarded and taken out of circulation. There is a lot of evidence that something like this is true.

What we're talking about on social media is, among other things, the type of law in cyberspace whereby serious, sane, sober discourse, is crowded out by hysterical discourse. The more hysterical you are, the more space you fill, and the more people run away rather than engage with you.

So counteracting that law or that general tendency is extremely challenging. It is wherein to social media and cyberspace the equivalent of the kind of currency reform that countries that have gone through hyperinflationist spirals have had to deal with. That's extremely difficult. It requires technical means as well as social background conditions of confidence. It doesn't always work.

In this respect, what my colleagues in the social and human sciences responsible for UNESCO's youth programme are doing in close coordination with the colleagues in the sector



for communication and information, is trying to work with young people around the world on a grassroots, bottom-up basis, not just by global preaching, as we are doing here, to enable them to communicate better across the supposed barriers of cultural diversity, respecting that diversity, and nurturing it, and to support peace instead of being dragged in, not necessarily because they particularly want to, having to take sides in particular conflicts, whether civil or transnational level.

What works and doesn't work in this regard? As we all know, well-being positive narratives can easily invite scorn, particularly when they seem to be naïve and touchy-feely and preachy. What makes it effective that equips it with the capacity to make a difference in the social world in which it applies? We really need to know that because we're trying to promote them. If we promote the wrong ones, there is a huge opportunity cost. We will waste pressure energy and time on going up the wrong garden path.

If we see there is a keyword that I've mentioned many times, which is, perhaps, additional to what's already been said complementary, it is that word "evidence." We have a lot of claims and counterclaims of what's going on and how it should be responded to. One of the things we really need is a better evidence base for those claims, and a better connection between the kinds of claims we can establish by serious research John Crowley speaking and the policy research we can

build on. If we get it wrong, the consequences will be serious. Instead of a world of, to repeat the five keywords, peace, justice, effectiveness, accountability, and inclusion, we will have something that could look catastrophically like the opposite.

Since it also has five keywords, let me, as a rather decorative way of designating the opposite, quote from Thomas Hobbs, the elegantly written nightmare what happens when SDG16 is comprehensively not achieved. As Hobbs put it as the state of nature, written in 1651, but still very topical. And the condition of man. Solitary, poor, nasty, Brutish and short. That's exactly what failure to realize SDG 16, poor, nasty, brutish and short. Putting short at the end was rhetorically brilliant.

With that, having not been as short as I should have been, I will leave you so we can have some discussion about it.

(Applause)

>> I think we should thank all our panelists. It was a very interesting presentation by each of them. And with no further delay, I would like now to open the floor for questions. If you can please introduce yourself and we will try to respond in a very concise way in order to take as many questions as possible.

So yes, please?

>>

>> AUDIENCE: My name is Fred from the university in UK. To the last speaker, could you elaborate a bit on funding mechanism that may exist that you are aware of that could assist with evidence base that you alluded to, particularly given the funding is a major obstacle to research in high education? Thank you.

>> INDRAJIT BANERJEE: Okay, please.

>> JOHN CROWLEY: I certainly couldn't give you a comprehensive of all the kinds of funding available for research in the social and human sciences. Suffice it to say, there is a lot of money around, but it tends to be biased, particularly geographically. It tends to support the kind of in depth, long term multi-site research that is desperately needed to respond to the kinds of problems we're talking about. Not everything fits in with the three-year research project. Not everything fits into a framework that is primarily directing funding towards rich institutions in the north. Among the challenges that UNESCO, as the UN agency responsible for international scientific research, is to try to lever situations that are more global and specified to global policy challenges. If I had a solution for this, I probably wouldn't be sitting here. We do have multiple partnerships with research organizations and networks in every part of the world, including in Africa. We are working hard to try to create the institutional conditions where the money can flow in a somewhat more balanced and somewhat more

appropriate direction.

Perhaps this is more for the match making discussion later, the Intergovernmental programme on the management of social information is a science area of UNESCO, is precisely the framework within which governments can work together with research stakeholders to try to imagine new ways of supporting research and making that research available to policy.

At least we have the framework. We don't have the money, but we have the framework. If we work hard enough with the right partners, with enough commitment, we'll get the money to flow.

>> INDRAJIT BANERJEE: If I may add to that, last week I was on a panel with (?) that you mentioned, John. He was telling us about the European Union commission taking a decision to invest a lot of money in research on fighting radicalization. So this is something that is just happening. I think it's important to share it with you as per your question.

So yes, please.

>> AUDIENCE: My name is Adam Cain. I'm with Unitar. My question is for Darice. Are there any things that you've done online or in person, any of the trainings that you found to be more successful than others for peace building? Because we do a lot of peace building activities at UNITAR. I'm interested in what has worked for you.

>> Thank you so much. We are working with UNESCO in

Quebec he can, but partnership and Intergovernmental opportunities, we're able to be given the floor to actually share our experience.

Our organisation would love to kind of focus on the more grassroots experiences and enable our members or organizational member to actually be the one to give the insight and the training on what they've been doing so far on the ground and sharing it with a larger public. So I would love to talk it some more during the match-making session. But as we said, we really want to kind we want to get the opportunity to learn from a more established institution how to really use the online tool to kind of also grow our network, and who knows, become the biggest youth network to kind of promote the culture of peace in the coming years. So yeah, thanks so much for your question.

>> INDRAJIT BANERJEE: Thank you. Next question? Okay. So as I see no more questions -- yes? Please.

>> AUDIENCE: Just on the same question on research, we had an Egyptian student from the university killed in Egypt. Not an Egyptian student, but a student from another country. And I think this is one of the risks of researching this area. I'm not sure whether you've got any views on that, because the risk -- universities are finding it very difficult to send students to areas when they are handling very sensitive issues. Is that a potential problem?

>> INDRAJIT BANERJEE: Yes, definitely.

>> JOHN CROWLEY: We could discuss it more, but yes, definitely. One word answer is enough. Dangerous topics are dangerous to research. But ignorance about them is dangerous, too. So how do we find the balance?

>> INDRAJIT BANERJEE: Okay. So thank you all for your questions and to our panelists for their presentations. And now we would move to the next round table, and I would like to ask the speakers of the next round table to join us here.

Thank you.

Ladies and gentlemen, we move to the second round table on the theme of protecting fundamental freedoms and promoting diversity of cultural expression. This high-level dialogue on SDG 16, an overarching question that the participants should reflect on what are the key enablers of peaceful and inclusive knowledge society. The way in which people acquire knowledge for sustainable development are closely linked to their historical, cultural, and linguistic context. Knowledge societies and development of educational strategies are likely more effective in addressing challenges. All people in cultural life is essential to foster innovation and building a better future.

Dialogue promotes artistic expression, and social and economic development. Freedom of expression is key for articulating divergent views, ensuring transparency, identifying challenges, but also finding solutions.

It becomes even more important as the channel for

expression such as social media, diversity and multiply. The dominance of in about ten of some 600,000 existing languages on the Internet.

The general questions for the panelists: Social media can include the excluded and give a voice to those who may otherwise not be heard. What are some of the main challenges to ensuring that this is available to marginalized communities? Could the panelists provide concrete examples of ways to address these challenges? How can the use of ICTs as a mean and channel for why the artistic freedom and expression in turn promote not only better access to and enjoyment of culture, but also foster intercultural dialogue?

Professor John Janowski will be the moderator. I am pleased to give you the floor.

>> TOMASZ JANOWSKI: Welcome to the second part of the session. We have an exciting topic and very interesting panel of speakers. We will talk about protecting fundamental freedoms and promoting diversity and cultural expression. Our panel of speakers includes from the left, to the right, Nicolas Seidler is the senior policy advisor at the Internet Society, a global NGO, working to expand an open Internet for everyone. He joined the organisation in 2010 and currently leads ISOC's work on human rights. He also contributes to the ISOC's in key government issues and processing, including the WSIS and IGT.

On the right, Paul Blaker, the head of Internal



Information and Communication Technology at the Department of Culture media and sport in the United Kingdom. He leads for the UK the World Summit on Information Society and was actively involved in the review of WSIS by the UN general assembly. He represents the UK in the reporting of international organisations, including the commission on science and technology for development and at the beginning of this year he was elected as a vice chair of the European conference on postal and telecommunications administrations. Paul was previously head of the World Heritage in the UK and spent three years as director of programs at the arts council in England.

On the right from Paul is Dragana Korljan. She is a -- I apologize for misspelling. She is a human rights officer and coordinator of the justice, protection, and social right unit in the special procedures branch of the office of the High Commissioner for human rights. She's responsible for ensuring substantive support to eight special thematic mandates dealing both with social, cultural, and economic rights, such as health, education, cultural rights, and civil and political rights, such as independence of judges and lawyers, human rights defenders, freedom of expression, and transitional justice.

With an academic background in law, she has significant experience in the field of human rights. She has worked with a number of international organizations including different UN

agencies, and the exposure to the work of different organizations has enabled her to gain an overall view of human rights and develop sound knowledge of human rights, implementation at both international and national level.

Before joining the office of the high commission for human rights, she has worked with the Ministry of Foreign Affairs in then Yugoslavia, and information related to human rights.

On the right, from Dragana is Francois Marien. He is a former communication officer at the director general for equal opportunities at the European Commission. He is an advocate for the rights of persons with disabilities and engages with Civil Society and government to fight against discrimination.

He was president and founder of the former association, which raised awareness about persons with disabilities and the respect of the rights. Based in Brussels, he has particularly engaged with the European Parliament and European Commission to work to change mentalities, and to better advocate society for persons with disabilities.

With these, join me in welcoming our panel.

(Applause)

We don't have prepared questions, but we hope to stimulate questions from the audience. Let me start with Nicolas sitting on the left. Concerning providing access to the remote communities, those underserved, do you have examples of successful projects to give a voice to who's who

otherwise might not be heard.

>> NICOLAS SEIDLER: Thanks a lot. Good afternoon. Getting to the point and just taking a brief step back, when I was reading the SDG 16, I think one of the first concepts that really stood out for me was the one of diversity. First of all, I think on this panel every one of us would have very diverse and different set of views that we can bring to this issue, government, technical community, etc. And the Internet Society as well, for those who don't know, is not only a set of staff across the world, but also a community of 80,000 individual members and more than 100 chapters. Chapters are like local associations that share the view of the Internet Society and its vision.

I see many ISOC members in the room. I think what's remarkable with this community, despite differences of views in very diverse cultures, culture being a key part of this discussion, we all share a common view and interest in having an open Internet that empowers people.

Now, I think that if we talk about diversity, we need to talk about inclusiveness. We firmly believe the people that build the Internet should be the people that use the Internet. I think that in that sense, that relates a lot to gender issues. Women, for example, make up for more than half of the world's population, yet only 26% of women are represented in computer science, for example.

I think inclusiveness relates to people with



disabilities. Inclusiveness relates to youth. We heard about that from before. And I think that that we also shift our mind set, because very often when we think about these groups, we talk about we need to empower these groups and empower women and empower persons with disabilities and empower youth. The thinking, and I think we need to look at these groups as people that can empower the rest of society with ideas with cultures with right away. It's an important shift. We need these people not only to acknowledge information, but we need people to be creators of innovation and flows to go from the local to the global level.

So how do we get there? On the supply side access is a key issue. We have a few quite successful examples on that. We worked in India and Pakistan on Wireless for Communities, where we used spectrum and low tech local Wi-Fi equipment to bring Internet to remote villages. It's been hugely successful that something that we're going to expand to other regions. But the last point I wanted to make is that actually access itself is just one part of the story. Today we have about 70% of the global population that is covered by mobile Internet access. Yet only 45% of them are actually Internet users. So the cost of access is, of course, one key issue that we have to deal with. But it's not the only explanation. There is actually something that we found out during research, and it's that many people are not in line because they are actually not interested to go online. One great example, we

are working with the government and local stakeholders, there is 90% coverage of 3D networks in the country, and yet only 10% of the population is using the Internet. Again, cost is one aspect, but there is a big part which is the lack of local content, linking that to the notion of local culture.

So many people are actually interested to have content in their own language, to have content that relates to their local community, and having more local content and locally relevant content, we found out is a big driver for the connections. It tends to drive prices down. That's something that we also found out in a study that we did with UNESCO in 2011. So that's the idea I wanted to leave the panel with that can be very strong synergies between free expression, local culture, local content, and actually bridging the digital divide.

Thank you,

>> TOMASZ JANOWKSI: Maybe another category of those that are interested but unable to benefit fully because of other reasons may be education barrier, for example, yes?

>> NICOLAS SEIDLER: Yes yes, but that's one of the elements that we also found out, some people are just not getting online because there is no content that either they produced or that they found relevant as well.

>> TOMASZ JANOWKSI: Particularly I'm glad that you mentioned persons with disabilities, empowering them to take an active role and become not just consumers, but also



producers and consumers of digital content. Perhaps also using them, they are in the best position to diagnose the type of barriers that they face in the real world to access to education and to mobility. ICT can help highlight these barriers to those that can actually make improvements in the environment.

Thank you very much for your answer.

Let me go to Paul. Paul, you have been engaged with the review of the WSIS process on behalf of the UK government. I understand that there was a lot of discussion during the review in how we should align in the 2030 sustainable development agenda. So it's a very broad question, but can you share your insight on how can WSIS contribute to SDG 16 promoting peaceful and inclusive societies?

>> PAUL BAKER: Thank you, yes. Thanks to UNESCO for organizing this really important and interesting session this afternoon. I think we come to the WSIS forum very often and talk about infrastructure and cables and spectrum and devices and investments in infrastructure. These are all extremely important issues, but we also need to remember that these are a means to an end. They're not an end in themselves.

It's important that we keep our focus on the social, economic, environmental, and cultural benefits that ICTs bring and the kind of development that we want to achieve as a WSIS community. Without that development, there would be no reason to invest. There was a review calling for alignment between



the WSIS agenda and the outcome alliance agenda. Both agendas recognized the contribution that ICTs make to those broader development's agendas.

In fact, I think it works both ways. There is an interdependent relationship between the SDG and the WSIS agenda. What is driving the development of ICTs is not just technology by itself, but it's people and people's aspirations, the aspirations of individuals and communities for prosperity, for richer social engagements, for cultural expression.

We'll only achieve the SDGs if we find ways to harness those aspirations, the aspirations that people have. The reason they're so powerful is because they provide new tools for access information, for expressing opinions, exchanging ideas. New tools for bringing those together. ICT's put those directly in the hands of people. That's why this connection between WSIS and the SDGs is so important.

I'm thinking about our topic today, talking about SDG 16, building just, peaceful inclusive societies. And I think if you look at the different aspects of that goal, we can see clearly already the impact of the WSIS agenda is having. Thinking, for example, about access to justice or tackling corruption, we've seen over the last few years just how ICT's are transformed journalism and the role that journalism plays in society. That's been a challenge for many print-based journals, but it's also been a huge opportunity. It's



extended the reach of journalism far more than we knew before. It's allowed public debate to become much more interactive. It's made journalism much more a participative endeavor and expanding the media.

Yesterday was World Press Freedom Day, which reminded all of us just how important journalism and the press is for holding governments to account, for holding the powerful to account, and for achieving this SDG. This is something that during the WSIS review last year we looked at. The outcome document of the WSIS review makes some quite remarkable statements. I'll just read one of them. It says we note with concern there are serious threats to freedom of expression and plurality of information, and we call for the protection of journalists, media workers, and Civil Society space.

I think that's quite a remarkable statement. And it goes beyond the language that's being used previously in the UN General Assembly on this. It highlights the role that journalists play in achieving this goal.

The UK is a member of the open government partnership, which is a partnership of 69 countries all committed to creating more open, more accountable, and more responsive government. Again, the WSIS agenda and ICT play a really important part in that. We have seen how the Internet has improved access to information, to public information, and to public services. We have seen how there are new opportunities for consultation, particularly consultation at the local level



and new opportunities for policymakers to understand issues better and to listen and to respond to communities much better.

So this SDG 16 is really depending on ICTs in so many ways. The final thing I would mention, one particularly important aspect of SDG 16, is the idea of increasing participation in global governments, having more inclusive debate on global governance, particularly from developing countries. Again, we see already how remote participation is opening up some of these debates, whereas a few years ago you could only take part in this debate if you were able to come to Geneva. Whereas now, though it can be frustrating when the technology doesn't work perfectly, it's a real transformation that debates like the debate we're having today can be accessed around the world. And I think there's much more we can do in that regard and use remote participation much more effectively to help achieve that particular aspect of SDG 16.

So all of these things are about empowering citizens, empowering communities, bringing people together. And I think that's why WSIS needs to keep its focus on this people-centered agenda. That's why UNESCO's role is so important here. It's about allowing people to access information, to express opinions, exchange ideas, and to join together to help achieve Sustainable Development Goals. And I think that's why it's so important that the WSIS agenda and the sustainable development agenda are continued to be seen as

interdependent and two sides of the same coin.

>> TOMASZ JANOWKSI: Thank you very much. I cannot ask this question. As we seek a direct linkage between WSIS and SDG, it seems to me that the action line 7, the applications, will play a particular role, because that's where the development will be felt on the ground.

Can we have kind of a priority defined basket of publications for ICT's in the world where ICT's -- as an insider from the WSIS process, do you have any comment?

>> PAUL BLAKER: I think that's a very good question. Action line 7 does divide up into the impact of ICT's in specific areas. That was originally come up with ten years ago. It's still serving as well, I think. But we do need a much broader understanding now about how ICT's are not just applying to those particular issues, but applying to all aspects of life. In particular, as we see new developments with the Internet of Things and machine to machine and so forth, we do need a much broader understanding of the impact and the benefits that ICT's can bring in all those areas.

>> TOMASZ JANOWKSI: Thank you very much. Dragana, you are a human rights expert. You work for the office of the High Commissioner for human rights. From your position, from your experience, can you tell us what is the added value of adopting a human rights-based approach to SDGs and more specifically for this session, how are the cultural rights and in what sense they are key enablers for peaceful and inclusive

knowledge societies?

>> DRAGANA KORLJAN: Thank you very much. Let me first thank UNESCO and the organizers for inviting me to this very timely and interesting discussion, since I've been sitting here since the beginning. There were few words like buzz words, like artistic freedoms, cultural heritage, access to information, which all fit within, I would say, the broader definition of cultural rights. So maybe before we go to SDGs, maybe I would go first and maybe say a little bit about the development of human rights -- of cultural rights within the context of human rights and begin, maybe, with the definition that on the cultural rights that says cultural rights are like a prison through which we perceive ourselves and we are perceived by others in order to understand, to respond, and engage in our human, natural, and manufactured environment.

So this is how we assign meaning to our lives and what we think and what we think what it means. Culture permeates all spheres of life. It is the core of human beings.

Within the context of Sustainable Development Agenda, cultural is a thread all three dimensions, environmental, economic, and social, and connecting them in a more holistic approach that are embedded in our lives. We live within a culture context every day. And this culture can at the same time facilitate and obstruct ownership of development agendas both at the same time promote or impede access.

The other buzz word that was here was culture diversity.

Diversity of culture expressions should be protected to prevent uniform mode of development, because development is always seen in a certain way, but culture rights give another perspective and may provide us with other prism through which we see things differently.

Within the Internet human rights system, the rights are there to protect the rights and freedoms of each person individually and in community with others, as well as groups of people to develop their humanity, their world view and meaning. They assign to human existence and development. These rights are also protect access to tangible and intangible culture heritage mentioned so many times this afternoon, and also protect the different forums of knowledge, because knowledge is important enabling the development of these processes.

If we look at this definition, we can say that cultural rights are concerned with the essential freedoms and rights relating to the creation, access, preservation, exchange of all knowledge. In many ways, cultural rights are to the human dignity, which must always be at the central, at the core of all development.

In that context, maybe we can develop a little bit through SDGs and human rights. When we say SDG 16, we have also the mention inclusive of all people. That means that developing peaceful and inclusive knowledge can be inclusive for all, every woman, child, and man to take part and

contribute to cultural rights. Cultural rights are not restricted to those who identify as artists or scientists. And we have heard through the discussions many times how actually artists and expressions contribute to developing goals.

In cultural creativity and expression, that also means of one being able to create, being able to access creations, and benefit from the creativity of others.

When we speak about diversity, that also means that we speak -- that we say that the diversity exists within communities and between different communities. It is imperative to ensure that all persons participate and that all voices, including those representing the interests, desires, and perspective of marginalized and vulnerable groups in particular, I heard of places of equality. This is certainly one of the main human rights elements that should be always included in any development agenda.

Secondly, we can say that in the Sustainable Development Agenda we have included the mention of inclusive of all knowledge. So what do we mean in the context of cultural rights, what inclusive knowledge means?

Cultural rights concern human creativity, which can be expressed to many disciplines and forms, including the scientific and technological advances or artist being expressions. Sustainable development strategies need to be inclusive of all forms of knowledge. Artistic expressions,



whether by artist or cultural professionals, amateurs, all help us explore the boundaries and actually develop and create new meanings of things that we see and live.

In cultural heritage, which is yet another form of knowledge, it is oftentimes very important not only to understand what happened in the past, so much as how we interpret that past today.

In particular, when we are interpreting the history, maybe I can just make a small parenthesis of the work of the rapporteur that was in the textbooks in the process and see how textbooks are interpreted today with the different time gap, be it 10, 20, or 30 years. So it is also to understand what is the legacy that we leave to the future.

Cultural rights also include the right to challenge as well as to maintain and enjoy the further developed cultural heritage as one of the important recommendations that has come out of the work of the special rapporteur. It is very important to encourage and to support the multi-voice narratives of past, present, and the desired future.

Sustainable development policies have to protect people's rights to express themselves freely, but also to ensure that the conditions necessary for everyone to continuously engage in critical thinking about themselves and the world they live in. They are also there to facilitate opportunities, to interrogate, to investigate, and to contribute to new knowledge ideas and expressions.

Education, as an additional space for the special knowledge, should therefore nurture children's creativity and self-expression, but critical thinking in the spirit of inquiry. I would just purposely mentioning children, because they they were not mentioned. But they are the ones who will bring this goals hopefully further.

Thank you.

>> TOMASZ JANOWKSI: Thank you very much, Dragana.

(Applause)

A follow-up question, do you see that human and cultural rights are sufficiently embedded in the SDG framework? As an external observer and watching the preparatory process, I've seen human rights right at the center. But somehow the outcome I have not seen the centrality. Do you share this view?

>> DRAGANA KORLJAN: Yes, and sometimes for us sitting there, it's difficult for us explaining something that for seems to be kind of a key, and it is regrettably, we have to interpret Sustainable Development Goals and find ourselves the human rights dimension in it. Thank you.

>> TOMASZ JANOWKSI: Thank you very much. Turning to Francois, we had a chart before during lunch. And where you were discussing and talking about your work. Can you provide examples of access to ICT for people with disabilities, looking specifically at the involvement you live in Belgium.

>> FRANCOIS MARIEN: Thank you. Good day to all. First

of all, I would like to thank UNESCO for having invited me here. I would like to thank you all, too. Indeed, I would like to have your opinion on what I'm going to say. I'd also like to say this is the first time that I'm taking the floor with so many people before me. I'm a little intimidated. I'm sure I'll get over it.

To answer your question regarding ICTs for people with disabilities in Belgium in particular, so I am Belgian, but also born in Rwanda. I'll come back to that. What was done in Belgium for people with disabilities. First of all, I'll talk to you about my own example. I arrived in Belgium when I was four years old. I was adopted. Soon after my arrival, while I was going to school, I realized that it was going to be very difficult for me to follow lessons in school as my friends. I was sent to an "ordinary" school. This is a political term. People often say people living with disabilities are not ordinary. I'm ordinary and you are too.

Anyway, back to what I was saying, when I was in primary school, my parents and I contacted the government to explain that they didn't have the means to buy a laptop and to pay for special IT lessons for him could be done. About a year later I received a laptop. Back then, while I'm 30 now, back then I was quite a bit younger, it was amazing to receive a laptop when I was still in primary school, even though nowadays everybody has one. But back then it was quite unusual. All my school friend were very jealous. They took me for another

Steve Jobs. Thanks to my laptop, I was able to do dictations, do my homework like everybody else. It was also very important for the school that was dealing for the very first time with a person with disabilities.

They were having to modify the schooling system. The teachers had to make the lessons on a disk -- it was a floppy disk back then. It was well before the devices we have now. So I was ahead of my time back then. Now I have a Smartphone in my pocket, as you all do. Anyway, back then, it was extremely unusual. After primary school I went to secondary school. I realized the Belgium government this set up quite a few things for me to be able to go to school. At the end of my secondary school, I received another laptop. In fact, I realized that I could get a new, better computer about every four years, a lighter one, too. Computers back then were extremely heavy. As you can see, I've for the a bit of an issue with my arms and my hands. So I needed as light a computer as possible back then.

So Belgium really did a lot to make my life easier, I must say. But I hope you don't mind me saying this, I hope that there are no members of the Belgium government here, otherwise I may not be able to go home, but Switzerland is a very welcoming place, maybe I could stay here. Follow developing countries such as Belgium, when I finished my study, I had to find a job, like everybody else. And it was extremely difficult thing to do. I even experienced

discrimination in the hiring process. The firm was a telecommunications company and to this is to say how absurd the situation it was, especially as I'm speaking here at the ITU, but they believed that my disability was going to be an exceptional cost for the firm. So they said, okay, well, he's competent, but we don't want to invest in his recruitment because it will cost too much. So the salary wouldn't cover the cost that they were going to be investing in hiring me. It was absolutely absurd.

Anyway, I feel that if there had been communication between the Belgium government and this firm, things may have been better. The firms now are in a difficult situation. Firms are told that they should hire people with disabilities. They want to hire people with disabilities, but they're not told that a lot of the costs will be funded by the Belgium state.

If a person with disabilities needs his workplace to be set up differently, to take into account his disabilities, those costs will be covered by the government, and yet these firms -- in any case, I was able to benefit from this system. That's what allows me now to come before you and speak to you openly about it.

Thank you.

(Applause)

>> TOMASZ JANOWKSI: Thank you very much. I think this is a good moment for us to open the floor for questions. You

have heard a diverse presentation from our speakers. Could you please raise your hand and we're looking forward to questions from you.

>> AUDIENCE MEMBER: Good day. And thank you to all of the panelists for this very interesting discussion. I think the issue is a global one. When we speak about the digital area and we speak about the Internet, the three pillars, that you need access, services, and the computers. Each pillar is vital. When you look at the value chains of countries that are in developing countries, people with disabilities, people who are isolated, and poor people who sometimes have to fight on a daily basis to have access to water and electricity, who have to travel huge distances to reach the closest town, we say that these people have the right to the Internet. That's good, but we need to look at the issue as the whole.

I come from Senegal. There are towns and villages that are over 50 kilometers from the major cities. The people living there often don't have water or electricity and no roads. If we want to assist them in getting telecommunications and Internet, we need to get out of our intranet.

Back in 2007, I was in that Google group. Somebody came to us and said to us you need to get out of your intranet. And I think that's what we think to do today. We have a common denominator. We are sensitive to new technologies. We are aware of these new technologies. But high level people,



people at the ITU need to get out of their intranet, go to the people living in the field. They need to see the prerequisites, to have a laptop, an iPad, access to telecommunications, access to software in all the local languages. If we have content on Facebook, we'll be able to reach the youngest people in our societies, but we need to be able to reach the farmers and the people on camels and so on. We need to make them literate. We need to assist them in understanding that through the Internet they can get -- they can find out the price of different raw materials on local markets. It's only then that we'll have been able to deal with the digital divide.

Access to primary healthcare is a major issue in our country. How can we develop programs that will enable us to reach the people who can make the difference? We need to be fighting on a daily basis for these people. We need to leave behind as our intranet and review our local policies. These should not be policies that are defined in offices and meetings, but that are close to the people to enable them to make the most of these TICs. Of the 2 billion people are excluded financially. Billions of people are excluded from the Internet. First of all, these people need to be able to work, to have infrastructures, and lift their heads and then say right we can have the Internet.

Together we can be sure that these developing countries continue to work with their various partners. Currently we

have programs that say by 2025 we want 80% of coverage.

Huge progress needs to be made by then, but we need to ensure that the issues that were experienced by some developing countries and not also experienced by the less developed countries that are going to be following along that path in the future.

>> TOMASZ JANOWKSI: Comments from the panel?

>> I'll continue in French. Thank you so much for that example. I think that we all feel very humble (Nicolas Seidler ((in the issues that you've mentioned, that you have experienced food, roads, water. This is a pyramid of needs. These are needs that need to be addressed as a priority. I also appreciate your example of the fact that on the other hand Internet can allow people to go beyond some obstacles. You mentioned access to farming information for people who didn't have that access.

We have fundamental needs which, if the Internet were there and would enable them to go beyond some fundamental challenges. This project that I mentioned earlier on in India and Pakistan is a project that enabled us to take the Internet to extremely rural areas that hadn't had access to it beforehand. And we published a book which describes the impact of this access on the people. There were some amazing stories in it. (?) for example who have traditions that go back several centuries, weaving, and so on. And thanks to Internet they were able to promote their products, their

goods. And I think that these are stories that make us hopeful. But you're quite right, exchanging good practices is also vital. It's very important that a region that's already gone through that kind of thing can share with other countries and other regions the barriers and difficulties that they faced and how they overcame them.

>> TOMASZ JANOWKSI: Yesterday the high-level policy discussion session, there was a secretary from (?) and he was sharing the example of a regional initiative information technology and health for western Africa. Utilizing data from SMS, from mobile phones, in getting a better insight into health needs of the local populations and creating adjustable policies to this effect.

Yes, we have the next question.

>> AUDIENCE MEMBER: Actually, my name is Adam Cain with UNITAR. It's actually a comment relating to the last question. I was recently working in Comoros Islands, and I was working with a woman who was processing sagunas for production for food. And she would look for equipment around the world on the Internet. She was able to find new machines that were perfect for her uses, and she was able to save money and even get training and everything. So it worked out well.

>> TOMASZ JANOWKSI: Thank you very much. I recall a similar experience in a set of islands in the south Pacific, very remote from each other. Some of these communities are

completely isolated from the world. Some are trying to find a place where there is -- they can reach out to the cellular signal somewhere in the middle of the sea where they take boats to. Very interesting example of connectivity in an extremely remote, small island developing state context.

Thank you very much.

I welcome more questions. Yes, please.

>> AUDIENCE MEMBER: Thank you. I come from the Democratic Republic of Congo. I have to say that we truly welcome this conference. And I would like to add that we shouldn't consider that what's being said here is only applicable to the people who are present in this room. There are many people in power countries who have never even seen a computer, and need access to that knowledge. I refer to my Senegalese friend to ask what can the international community do for these people who, while others are talking about the Internet and the importance of the Internet, have never either heard of it or have never even touched or seen a computer that would give them access to information.

>> TOMASZ JANOWSKI: Okay. Thank you.

>> I wanted to follow up those two comments. I think they're really powerful comments that we all need to bear in mind. Yes, we need targets on coverage. We need targets on broadband speeds, but the question will remain why go online? Why do people want a need to go online? And it might be financial services or healthcare or cultural expression or

some other application. But in the end, people need local content. They need content which is relevant to them in a language that they understand, and skills to use it and capacity to use it. We need to bear all those kinds of issues in mind at the same time as we think about developing infrastructure. And that's why this link, I think, between WSIS and SDGs needs to be really strong so we're not just delivering technology, but we're delivering development and new opportunities for people.

>> TOMASZ JANOWKSI: Thank you. Thank you very much. Any more responses?

>> DRAGANA: Maybe a small comment. When these apologies are developed, listening to the local population and those who are there who should benefit their opinions and their demands are the ones that should guide as a designing policies, because without knowing what those who are directly concerned, such policies would probably never work. Thank you.

>> TOMASZ JANOWKSI: That's a huge value also of these type of conference where we can meet each other from very remote parts of the world and share the challenges and brainstorm about possible solutions and government policies to support them.

We have time for one more question? Yes, please. Odd.

>> AUDIENCE MEMBER: My question is to Paul. Yesterday's on the second of May, there was a question from Olivia from Internet Society UK mentioned serious threat from 254 page



document in which investigate powers, monitoring, interceptions of communications, and not just from ISPs, but including all website, including web mail, cloud-based services, capable to (?) a license knowledge to provide details of how their communications operates. And he said this is a threat and it will be concluded by the end of this year.

You talked very well about freedom of expression and about threats to journalism. How does your work fit in with this bill that is going on in the UK society? Thank you.

>> PAUL BLAKER: Thank you. Yes. Thank you for the question. I'm afraid I didn't hear the particular session that you're referring to. But I think to start with, we need to recognize, as we were hearing in the first part of our discussion this afternoon, that we do face real threats from terrorism and we all have a responsibility. We all play different roles in combating that threat. One of the ways we do it, just to involve people, involve all parts of the community, whether it's encountering extremism or involving the community in everyday policing work and so forth. As part of that, yes, intelligence services do play an important role in protecting all of us. In the UK at the moment we have a bill going before power -- before Parliament which is talking about some of the powers that intelligence services need to have. At the moment there is a very legitimate debate going on in the media. There is a debate going on in Parliament

about exactly what those powers should be. We'll see how that develops as the bill goes through Parliament.

In the UK these things are discussed very openly. They are subject to the law, subject to judicial oversight. I wish we could say that about every country. It's certainly true for the UK. That will continue. As I say, we do need to bear in mind that there is a threat of terrorism out there and we need to make sure that our intelligence services are able to do what they can to protect us from it.

Thank you.

>> TOMASZ JANOWKSI: We can receive two last questions. There are three very brief questions, please. From the left, please. Lady first.

>> AUDIENCE MEMBER: (?) the institute for planetary synthesis. I wish to thank you for your endeavors and wish to give a short message of hope. (?) a transformation mainly to politics, economics and education for all human beings which you are part of the wave. We are moving in a completely new error of synthesis, peace, and harmony and are now experiencing the birth pains of the new civilization. That is why my prayer for all humanity for people of all faiths and for those of global transformation as well as for the wisdom (?) to guide us for this difficult (?). Also raise awareness for consciousness teaching, to know who we are, where do we come from, where are we going, why are we here, and that (?) turning together on a long path of evolution, to become

masters ourselves. When we become aware that we have been believing and will be living on different continents, sometimes as a woman, experience all colors and different religions, then we no longer need all this hatred, racism, separatism, violence, and violence against women and these are all conditions which we can overcome and let go. However, they cannot just come and interfere with our free will. They need an invitation to work openly together with humanity.

Let us therefore, now invite (?) by whatever name we may call him, and the master so that they may come and help us create a new world of sharing, trust, justice, cooperation, peace, and (?) for all human beings.

May all the people in all the world be happy. Peace within us, peace within the nations, and peace in the whole world.

I thank you.

>> TOMASZ JANOWKSI: Thank you very much. The gentleman on the right, please. Brief question. Unfortunately, we will not be able to take more questions.

>> AUDIENCE MEMBER: I just wanted to make a comment. I'm from Bangladesh. My name is (?). To the friend from DRC, talked about what happens to all those people who don't have access to the Internet from computers. They have not seen computers. What we have seen in Bangladesh is that if you ask most people what Internet is, they will not be able to answer. But if you ask a lot of people what Facebook is, they'll be

able to say they know what Facebook is. They access Facebook, 20 million people access Facebook through mobile phones for the most part. These are young people who access Facebook. What we have done in the last one year is that we have asked all of our district administrators, 64 of them, to interact with people through Facebook. So a lot of citizens grievances are now coming to Facebook to the government. And the district administrators are very responsive addressing the grievances, because these are public. These have pictures in terms of teacher absenteeism. One of the people talked about local content, there is a lot of very interesting content because people get their grievances addressed this way. So this is generating a lot of interest within the country, not through computers, but through smartphones that a lot of people have access to. That trend is growing significantly among citizens and within the government departments as well. I just wanted to mention that.

>> TOMASZ JANOWKSI: Thank you very much. We are out of time. Please join me in thanking our panel for very interesting contributions.

The summary of the session will be available at the later time. Thank you again.

>> INDRAJIT BANERJEE: My job now is to conclude this session. We have about 25 minutes. The whole idea was this was a match making session. We throw one, two, three project ideas of areas where UNESCO is already doing some good work,



how can we work together. Let me begin by inviting Mr. Boyan to briefly mention power work in the area of fighting youth radicalization and preventing violent extremism on the Internet and please feel free to respond. If any of are you interested in these projects, if you have ideas, if you have suggestions, but please keep your comments brief because we want to extract maximum amount in this 25 anyone's. Thank you.

>> Thank you, I did go already. This will save us time. I went through exactly what UNESCO is doing. I made an extensive presentation. So now it's time for those joining on the four axis that I can briefly remind you of the four axis. On the three modalities for fighting radicalization to join us on the counter discourse on strengthening the access. Maybe we can hear more about what the programme is doing for two minutes. We discussed this with the person in charge of the information programme. Maybe that would be the best way to complete and compliment what I had in my presentation. Thank you.

>> Thank you for this opportunity to share with everyone here about EFAP is one of the Intergovernmental programs in UNESCO. It provides a platform where government and other stakeholders can come together at UNESCO to discuss policy. We look at six strategic areas, information for development. Again, we have heard today a lot about the global information in play, for example, enabling people to address problems in

areas like ag and health.

Overcoming challenges around disability, language barriers, etc., cost barriers, looking at ways to get online. Then, of course, the third area is the ethical dimensions of the information society. We recognize that information and knowledge are key sources of value, and what this means is there is a lot of commercial interest, for example, around access to data, information, and sometimes we find situations where peoples data is being used in ways which they didn't anticipate. Of course, the whole range of ethical challenges is user surveillance, for example. We have, of course, criminal aspects. We have, of course, digital divide. These are all ethical challenges which prevent us from attaining the goals, such as justice, inclusivity, participation, etc., which are all very important.

Then, of course, we have what's called information literacy. Again, as we know, it's not just enough to consume, but it's very essential for people to actively participate in these digital spaces on these digital platforms, and not only to receive content, but also to use this content in their own lives and also transform it to address the problems which they face.

One of the challenges that we are facing is a growing trove of information online. One of the challenges is how do we make sure that we can access this later on when we need it? And one of the things we are finding is that digital

technologies, although they provide us with tremendous potential, tremendous opportunities, when we think about things like paper, which has been able to survive for 3,000 years in many cases, even longer, much of this digital content is quite fragile. So it becomes really important to understand how can we make sure that the content on floppies or other media is able to be accessed in future years.

Of course, if not, then, of course, we have this challenge of what we call digital (?). From Senegal we have the challenge of local content, and this relates very much to the six priority area, which is providing access to content in multilingualism. It is a priority.

Across these six areas, we are trying to build partnerships, exchange best practices among governments, and engage in academic communities, again with NGOs, and various local communities so that we can translate from the international level to the national context these ideas which are developed internationally, and also to exchange practices. In a nutshell, that is what this is about. In many cases we have national organizations. I'd be very happy to speak with persons about projects in which we can develop in any of these priority areas. It's also been associated with the work around radicalization. Again, we are, as I said, looking at working with multiple stakeholders, of course including young.

Thank you very much.

>> INDRAJIT BANERJEE: Thank you for that. Would anyone

like to comment on the radicalization and violent extremism? Anybody at all? Anybody else also would like to suggest possible avenues of cooperation.

Richard?

>> It's a comment related to that, but more specifically something that came up in the previous session. May I still proceed?

>> INDRAJIT BANERJEE: Go ahead.

>> So the question was asked about the UK investigative powers bill. I'm not a UK citizen and I will comment -- thank you. But I will comment on the developments in Switzerland where the government has passed or the Parliament has passed a law which in the opinion of some people, including a fairly large coalition of society goes too far in terms of mass surveillance. We all agree that violent acts are a threat. Terrorism are definitely threats. I think we all agree that these must be combatted, and they must be caught and punished. The question is how to do that. The rather broad coalition of what I'm a part in Switzerland but also where else in the world, feels very strongly attempt to weaken encryption is not an option. Further, we do not believe that persuasive surveillance of people who have committed no crime, in fact, not even suspected of having committed a crime, is not only useless, it's actually counter-productive, because it's a waste of resources and creates a list of suspects which is too large for anybody to actually follow.

As anybody who reads the press knows, the tragic events in Brussels recently were perpetrated by individuals who were known suspects, but the authorities, whether it's the Secret Service or intelligence service or whatever you want to call it, or the police, didn't actually have enough resources to monitor these people.

So adding more and more people to the surveillance list is actually not going to help anything. One of the examples that I use is think about bank robberies. Would mass surveillance help to prevent bank robberies? I don't think anybody would claim what it would, yet there are a lot more potential or actual bank robbers out there in most countries than there are people committing violent acts and terrorist acts.

So what's the point? So I think the funds that are being targeted for these kinds of massive IT systems and surveillance systems and databases should be redirected and we should move to more targeted, focus surveillance of individuals who are dangerous and also take the other excellent preventative measures that were mentioned in the earlier workshops, mainly education and such things.

Thank you very much.

>> INDRAJIT BANERJEE: Thank you, Richard. Anybody else wants to take the floor on this particular topic?

I see no one, so I pass on the floor to our colleague Mr. Fran Gomez Duran, who is going to briefly highlight to you

a programme of mobilizing youth to take action for the safeguarding of heritage under threat and promoting cultural diversity, education programs on education creativity.

>> My name is Fran Gomez Duran. I would like to very briefly present some tools developed by UNESCO in the last couple of years. I think the section of youth, education, and culture issues.

The idea with these tools and these initiatives is to create young people with the necessary skills, value, and knowledge to participate in the natural and cultural heritage and the promotion of cultural activity.

Very briefly, those initiatives I'm talking about, probably you know some of them. It's the World Heritage Youth Forum. It's organised every year at the World Heritage Committee. Not only that, we also have the youth forums on heritage and also the youth forums for the promotion of creativity. Together with these youth forums, we also have the volunteers action camps that are celebrated every year also in cooperation with over 50NGOs all over the world.

The idea with this initiatives, it's first to enhance or to contribute to enhancing the knowledge of youth about their own culture and about all the cultures.

So that is the main objective of this initiatives.

Also, to strengthen the shared sense of belonging and ownership with regard to our common heritage. Both natural, cultural, tangible, intangible, and the world cultural

heritage. Also with these initiatives we want to acknowledge the importance that cultural heritage and also cultural expressions, the importance that they have in the construction of individual and also collective identities.

Last, but not least, the importance they have in the promotion of providing some opportunities so young people can build their self-esteem, confidence, stimulate critical thinking, and also promote freedom of artistic expression.

So wrap up, I would like to give you one example of one partnership that UNESCO established one year and a half ago, in this case with governmental authority and private sector partnership. It was the case of a partnership established with the Republic of Korea and Panasonic where we got together 14 young kids from the Asia-Pacific region to get together and to gain skills in film making, whether in the production, post production, creating scripts, shooting, basic film making skills provided by Panasonic staff, together with the Republic of Korea and UNESCO.

So this is one example of the type of partnerships that we have in mind when I'm thinking about the possibility of further enhancing and advancing these activities and initiatives that we are already carrying out, together with you.

So I would be very happy to hear if you have any ideas or any initiative or any example that you could share with us, or if you are interested to partner with UNESCO in this sense.

Thank you very much.

>> INDRAJIT BANERJEE: Thank you very much. I think all of us are very well aware of the fact that in recent times we are seeing massive destruction of cultural heritage. And one of the challenges we face so far is that you can't leave the protection of cultural heritage only to museums and archives and national authorities. It is absolutely essential to mobilize the young people to understand the importance of cultural heritage. This is why this programme has been conceptualized. It helps get the young people sensitized, engaged in the preservation of cultural heritage.

I open the floor if anybody has any comments to make on this particular project, if anybody is interested in joining UNESCO in this initiative of encouraging and engaging young people around the world to help protect cultural heritage.

Please.

>> AUDIENCE MEMBER: Good morning. I am the executive director of the (?). We have seen an increase in extremism since 2014 with the help of UNESCO and the United Nations Fund for the Consolidation of Peace, we have been able to set up in three major regions, including (?) programs for education for peace. The idea being to promote a culture of good citizenship and peace. When I say citizenship, not just on a local and national basis, but international basis, make people aware of not only their own culture, but their world culture, to make them better citizens. This is really capacity

building.

We are at the time to limited to tackling a certain number of issues, one of which is violent extremism. Since this form of terrorism has now been exported to West Africa. It's on our very threshold. It would be a pleasure for me to discuss this further with you with anyone who is interested to see what we can do on this part and so that we can make our contribution to the mobilization, world mobilization.

We saw during the Ebola outbreak in Africa, that the public came to help eradicate this scourge, and these tools that were used at this time can be used to tackle other issues. Thank you. It's exactly that kind of an initiative that we're interested in. I would invite you to speak to Juan Gomez after this session. I'm sure that the two of you will find many opportunities to establish a partnership.

Yes.

>> AUDIENCE MEMBER: My name is (?) I come from Bangladesh for radio and communication. We are running community radio and working with (?) and they are producing 125 programming in different (?). So I must congratulate UNESCO to initiate this type of project in cultural and heritage. So easily the network on communication we would like to join your initiative. Thank you very much.

>> INDRAJIT BANERJEE: Thank you for that. I will assure you will intervene on this knowing all the work you're doing in Bangladesh with community radio.

Any other interventions? Anyone else? On how do we engage youths to protect cultural heritage? As our colleague said, also it is very much a part of citizenship and citizenry.

Okay. If there are no other interventions, I will move to the last part of our session here, which is, again, a very interesting programme and project which leads to linguistic and cultural diversity. Several of our colleagues have brought this issue up. I will ask my colleague Brian to present this to you.

>> Thank you. We have five minutes, so I'll be very brief, but it's about promoting linguistic diversity and multilink willism.

More completely, we want to establish and we are working on it for one year now, the UNESCO atlas of languages, world atlas of languages. And this atlas is something that is quite unique. Namely at making accessible all the languages in open platform. It will be a monitoring tool of linguistic diversity and multilink willism, including cyberspace. It is a repository of interactive digital maps and resources, reliable reference for media research as policymakers business and linguistic communities, and an online space for networking and active crowdsourc.

So those interested working with us on the development on the world atlas of languages.

>> Thank you. That's a very ambitious programme that



you've just described, because it really has to do with the preservation of languages. Statistics are quite frightening in this field. When you look at them, some studies claim that nearly 90% of the world's languages will disappear by the end of the century. So this language atlas will be a way to preserve these languages. Some languages will disappear. That's life. But at least we will have a trace of these things. They will be preserved in future generations won't lose contact with them.

If anyone would like to make a remark or comment on this subject, if you're interested in the atlas in partnership with UNESCO on this, please take the floor.

We know it's quite specific, so maybe we can get your comments at a later stage. Now it's difficult to comment on this. If I may end, the one comment of the person said about access to information, from what we heard over the session, really the keywords are access, preservation of information, and knowledge for peace, development, security, fighting terrorism, fighting radicalization. But let me remind you that in '95 UNESCO organised the first ever conference in Monaco, 20 years ago, access to information, privacy, protection of personal data was totally debated. This is to say we're not at the beginning of the reflection. Since then we establish a legal frameworks, normative instruments, the WSIS process took place. So we are making progress. To respond to our colleague from Senegal, that will not end so



quickly because the population is growing. If we take what was the population in during the first phase of the (?) over the last ten years one billion of people join there. So this is endless effort that will certainly bring to more and more people connected, but they will be more areas that will still need access to our information and knowledge. That was the last comment I wanted to make. Thank you.

>> INDRAJIT BANERJEE: Thank you very much. I would like to thank all of our fellow panelists for giving a big round of applause, please.

(Applause)

And also like to thank very much the audience, because there is no show without an audience, for having persevered over the past three hours and being extremely active in the discussion. I wish you a very good remainder of the WSIS forum. Thanks.

(Adjourned)