

**UNESCO's Basic Texts
on the Information Society**



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UNESCO Publications for the World Summit on the Information Society

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PREFACE

UNESCO has fully supported the World Summit on the Information Society (WSIS) preparatory process from its beginning, and has succeeded in defining and promoting its positions while setting the ground for its contribution to the Declaration of Principles and the Plan of Action that the Summit is expected to adopt. UNESCO's proposed elements for inclusion in the Declaration of Principles and the Plan of Action are based on its mandate, which leads it to promote the concept of *knowledge societies*, rather than that of global *information society* since enhancing information flows alone is not sufficient to grasp the opportunities for development that is offered by knowledge. Therefore, a more complex, holistic and comprehensive vision and a clearly developmental perspective are needed.

The proposals are responses to the main challenges posed by the construction of knowledge societies: first, to narrow the digital divide that accentuates disparities in development, excluding entire groups and countries from the benefits of information and knowledge; second, to guarantee the free flow of, and equitable access to, data, information, best practices and knowledge in the information society; and third, to build international consensus on newly required norms and principles.

Knowledge societies should be firmly based on a commitment to human rights and fundamental freedoms, including freedom of expression. They should also ensure the full realization of the right to education and of all cultural rights. In knowledge societies, access to the public domain of information and knowledge for educational and cultural purposes should be as broad as possible providing high quality, diversified and reliable information. Particular emphasis should be given to diversity of cultures and languages.

In knowledge societies, the production and dissemination of educational, scientific and cultural materials, the preservation of the digital heritage, the quality of teaching and learning should be regarded as crucial elements. Networks of specialists and of virtual interest groups should be developed, as they are key to efficient and effective exchanges and cooperation in knowledge societies. ICTs should be seen both as educational discipline and as pedagogical tools in developing effective educational services.

Lastly, these technologies are not merely tools, they inform and shape our modes of communication, and also the processes of our thinking and our creativity. How should we act so that this revolution of minds and instruments is not merely the privilege of a small number of economically highly developed countries? How can we ensure access for all to these information and intellectual resources, and overcome the social, cultural and linguistic obstacles? How should we promote the publication on line of increasingly more diversified contents, potentially a source of enrichment for the whole of humanity? What teaching opportunities are offered by these new means of communication?

These are crucial questions to which answers must be found if knowledge societies are to become a reality, and offer a world-wide space for interaction and exchange. They are also questions which the actors of the development of these technologies – States, private enterprise and civil society – must answer together.

On the occasion of the World Summit on the Information Society, UNESCO intends to make available to all participants a series of documents summarizing some of the most worrying questions which have just been mentioned. These will help participants to take the measure of the upheavals brought about by the emergence of the new information and communication technologies (NICTs), and will deal with the potential for development, the difficulties encountered, possible solutions, and the various projects implemented by UNESCO and its many partners.

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INTRODUCTION

UNESCO will “collaborate in the work of advancing the mutual knowledge and understanding of peoples, through all means of mass communication and to that end recommend such international agreements as may be necessary to promote the free flow of ideas by word and image”. This premise quoted from Article 1 of the Constitution of UNESCO, adopted in London, England on 16 November 1945, shows the relevance and acuity of the Organization’s mission at a time when the world is attempting to articulate a definition for the information society and its future.

The choice of reference is important. It underlines first of all how far the media and the various communication vehicles have grown and diversified, from the printing press to the Internet, and how crucial the subject is for an organization charged with “promot[ing] the free flow of ideas by word and image”. Communication now flows in a multiplicity of directions, not only because of the emergence of new media, but also because these new communications tools call into question the very concepts of “sender” and “receiver” of information.

Those lines from the UNESCO Constitution which we have just quoted also identify the principal means of action available to UNESCO to accomplish this task: to “recommend [...] international agreements”. Thus, one of the Organization’s essential missions is made clear from the very first words of its Constitution: to look into the future and develop standards in order to harmonize and co-ordinate the action of member States by applying codes of conduct on an international scale.

Consequently, one of UNESCO’s fundamental activities is the drafting of charters, declarations and recommendations intended to present the essence of its proposals for action in the fields of education, science,

culture and communication. The Organization's thinking about the issues at stake for the information society has been particularly fertile, and has of course covered all sectors of the Organization. Thus, references can be found in a large number of official texts to subjects such as use of the media, the role of the new information and communication technologies and the preservation and dissemination of documents.

However, the whole of these elements constitutes a coherent vision of the information society as UNESCO conceives that it should be: intended to increase the welfare and knowledge of individuals, and to enable exchange and discussion to take place among them. For this reason, we have attempted through this publication to select a number of quotations from the Organization's many official texts, originating from all its programme sectors, which contribute to defining what the information society ought to be, without reducing the debate to purely technical issues.

In the interests of clarity and concision, we have selected articles from various texts specifically devoted to the subject which concerns us, and we have adopted a presentation by subject area under each programme sector (education, science, culture and communication) which will enable readers to refer to those aspects of each question which they consider most important.

EDUCATION

**Second International Congress on
“Education and Informatics: Educational Policies
and New Technologies”
Declaration
Moscow, Russian Federation, July 1996**

We, the participants of the Second International Congress “*Education and Informatics: Educational Policies and New Technologies*” convened by UNESCO, in collaboration with the Russian Federation, in Moscow 1 to 5 July 1996,

Referring to the Recommendations of the first International Congress “*Education and Informatics*” of 1989,

Aware of the rapid development thereafter in information and communication technologies (ICTs) and in their education application in particular,

Recognizing the great potential that ICTs possess at the service of education, science, culture, peace and international understanding,

Concerned by the possible manifestations of misuse of ICTs for disinformation and propaganda, the potential threat to culture and languages, and the overburden of information,

Cognizant of the increasing responsibility of the Member States, intergovernmental and nongovernmental organizations and others concerned with the development of national, regional and international information infrastructures to enable all peoples of the world to benefit from ICTs,

Addressing the needs of developing countries in order to bridge the gap between them and developed countries,

Considering that ICTs are emerging from the industrialized world carrying messages of its content and from, accelerating the further homogenization and loss of culture and language among many peoples of the world,

Recognizing the mutual benefit of closer co-operation between education and industry, including hardware and software producers and companies delivering telecommunications systems,

Therefore, declare our commitment to the effective use of ICTs to improve educational practice, to strengthen communication among nations and individuals, to help promote peace and international understanding and to foster international co-operation in a field of such essential importance to the future of humankind.

We, the participants of the Congress, in the above spirit and with reference to the recommendations here below, appeal to:

- governments, educational authorities, business and industry, to strengthen their joint efforts in this field seeking new patterns of co-operation to ensure the availability of adequate ICTs at all levels of education for the ultimate benefit of learners within the framework of lifelong for all;
- UNESCO and other agencies of the United Nations System, including the United Nations Development Programme, the International Labour Organization, the World Bank, regional development banks and others concerned, to extend their support to the introduction and application of ICTs in education, notably to the benefit of developing countries.

Fifth International Conference on Adult Education Declaration on Adult Learning Hamburg, Germany, July 1997

20. Access to information. The development of the new information and communication technologies brings with it new risks of social and occupational exclusion for groups of individuals and even businesses which are unable to adapt to this context. One of the roles of adult education in the future should therefore be to limit these risks of exclusion so that the information society does not lose sight of the human dimension.

Theme 7: Adult learning, culture, media and new information technologies

39. Adult learning provides an essential opportunity for adult learners to participate in all cultural institutions, mass media and new technologies in order to establish effective interactive communication and to build

understanding and co-operation between peoples and cultures. Respect for individuals, their cultures and their communities is the foundation for dialogue and confidence-building, as well as relevant and sustainable learning and training. Efforts need to be made to ensure greater access to and participation in the means of communication for all cultures and social groups so that all may share their special visions, cultural artefacts and ways of life and not merely receive the messages of other cultures.

We commit ourselves to:

40. Developing greater synergy between the media, the new information technologies and adult learning

- a) by contributing to reinforcing the educational function of the media;
- b) by making the media more receptive to adult learning and by encouraging wider participation in the development and evaluation of the media;
- c) by recognizing that the media have a key role in access to adult learning opportunities for groups excluded from such opportunities, through promotional campaigns to foster participation;
- d) by reviewing the development and dissemination of new technologies from a regional, local and cultural perspective, taking into account the uneven development of infrastructures and availability of equipment;
- e) by ensuring equal access to and sustainability of open and distance learning systems, the media, and the new information and communication technologies, and by using new technologies to explore alternative ways of learning;
- f) by promoting media education and media content that will help users to develop critical and discerning attitudes towards the media;
- g) by providing training for educators and cultural workers to encourage the development and application of appropriate resources for adult learning;
- h) by promoting the distribution of learning materials at all levels, both regionally and worldwide.

41. Promoting fair use of intellectual property: by revising copyright and patenting regulations to promote the distribution of learning materials while preserving the rights of authors.

42. Strengthening libraries and cultural institutions:

- a) by continuing to fund museums, libraries, theatres, ecological parks and other cultural institutions, and by recognizing these cultural institutions as adult learning centres and resources;
- b) by promoting the conservation and use of the cultural heritage as a lifelong learning resource and by supporting the development of methods and techniques for strengthening heritage and cultural learning.

**World Conference on Higher Education
World Declaration on Higher Education for the Twenty-First Century
Paris, France, October 1998**

11. The potential of new information technologies for the renewal of higher education by extending and diversifying delivery, and by making knowledge and information available to a wider public should be fully utilized. Equitable access to these should be assured through international co-operation and support to countries that lack capacities to acquire such tools. Adapting these technologies to national, regional and local needs and securing technical, educational, management and institutional systems to sustain it should be a priority.

**Second International Congress on Technical
and Vocational Education Recommendations on
“Technical and Vocational Education and Training:
A Vision for the Twenty-first Century”
Seoul, Republic of Korea, April 1999**

Preamble

We have considered the emerging challenges of the twenty-first century, a century that will be an era of knowledge, information and communication. Globalization and the revolution in information and communication technology have signalled the need for a new human-centred development paradigm.

Theme 1: The Changing Demands of the Twenty-first Century: Challenges to Technical and Vocational Education

1.1 The twenty-first century will bring a radically different economy and society with profound implications for technical and vocational education (TVE). TVE systems must adapt to these key features which include globalization, an ever-changing technological scenario, the revolution in information and communications, and the consequent rapid pace of social change. The implications of these transformations include the increased mobility of labour and capital, uneven impacts upon rich and poor, and emerging market economies in both rural and industrial sectors. The knowledge-based society which these changes are bringing offers exciting new modalities for education and training.

Theme 2: Improving Systems Providing Education and Training Throughout Life

2.10 To achieve all of these aspirations for TVE a number of urgent considerations must be addressed: the lifelong learning continuum will be best sustained if there is a diversity of funding, a diversity of providers and a diversity of delivery mechanisms. Innovative approaches to flexible delivery of TVE including the use of information and communication technology and distance learning should be particularly welcomed;

Theme 3: Innovating the Education and Training Process

3.3 The new information technology has opened up a whole new potential in technology-based learning. It should be possible to use and apply simple as well as modern technology and the new information and communication technologies in the TVE teaching and learning process without losing the valuable aspects of traditional teaching methods particularly the personal nature of the teacher-learner relationship. Technology-based learning should play a crucial role in the development of a culture of lifelong learning with the capacity to empower learners by providing them with multiple new pathways to meet their education and training needs.

3.4 The new technologies must be harnessed to provide widespread access to TVE. They should be used to make distance irrelevant and to

render curriculum-based knowledge and vocational guidance information more easily accessible to all. They have the potential to offer flexibility in time and location to TVE delivery and should enable TVE to function as a catalyst for the penetration of new technologies in underdeveloped regions of the world, particularly in rural areas.

3.5 As the workplace calls for more sophisticated skills, a sound basic education must be provided as a prerequisite foundation for TVE. This should involve the acquisition of more complex competences in school, including enhanced literary and numeracy skills and the ability to understand and communicate through the tools of modern technology.

3.6 Since technology comes at a price, ways must be found through partnerships with industry, financial and aid agencies and regional and international cooperation to address the high costs involved, especially for developing countries. New ways must also be found to share intellectual property for the benefit of learners in all countries and situations.

**World Education Forum
“Education For All: Meeting Our Collective Commitments”
Dakar, Senegal, April 2000**

1. Meeting in Dakar, Senegal, in April 2000, we, the participants in the World Education Forum, commit ourselves to the achievement of education for all (EFA) goals and targets for every citizen and for every society.

2. The Dakar Framework is a collective commitment to action. Governments have an obligation to ensure that EFA goals and targets are reached and sustained. This is a responsibility that will be met most effectively through broad-based partnerships within countries, supported by cooperation with regional and international agencies and institutions.

3. We re-affirm the vision of the World Declaration on Education for All (Jomtien 1990), supported by the Universal Declaration of Human Rights and the Convention on the Rights of the Child, that all children, young people and adults have the human right to benefit from an education that will meet their basic learning needs in the best and fullest sense of the term, an education that includes learning to know, to do, to live together and to

be. It is an education geared to tapping each individual's talents and potential, and developing learners' personalities, so that they can improve their lives and transform their societies.

5. The EFA 2000 Assessment demonstrates that there has been significant progress in many countries. But it is unacceptable in the year 2000 that more than 113 million children have no access to primary education, 880 million adults are illiterate, gender discrimination continues to permeate education systems, and the quality of learning and the acquisition of human values and skills fall far short of the aspirations and needs of individuals and societies. Youth and adults are denied access to the skills and knowledge necessary for gainful employment and full participation in their societies. Without accelerated progress towards education for all, national and internationally agreed targets for poverty reduction will be missed, and inequalities between countries and within societies will widen.

6. Education is a fundamental human right. It is the key to sustainable development and peace and stability within and among countries, and thus an indispensable means for effective participation in the societies and economies of the twenty-first century, which are affected by rapid globalization. Achieving EFA goals should be postponed no longer. The basic learning needs of all can and must be met as a matter of urgency.

7. We hereby collectively commit ourselves to the attainment of the following goals:

- (i) expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
- (ii) ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality;
- (iii) ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes;
- (iv) achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
- (v) eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on

ensuring girls' full and equal access to and achievement in basic education of good quality;

(vi) improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

8. To achieve these goals, we the governments, organizations, agencies, groups and associations represented at the World Education Forum pledge ourselves to:

(i) mobilize strong national and international political commitment for education for all, develop national action plans and enhance significantly investment in basic education;

(ii) promote EFA policies within a sustainable and well-integrated sector framework clearly linked to poverty elimination and development strategies;

(iii) ensure the engagement and participation of civil society in the formulation, implementation and monitoring of strategies for educational development;

(iv) develop responsive, participatory and accountable systems of educational governance and management;

(v) meet the needs of education systems affected by conflict, national calamities and instability and conduct educational programmes in ways that promote mutual understanding, peace and tolerance, and help to prevent violence and conflict;

(vi) implement integrated strategies for gender equality in education which recognize the need for changes in attitudes, values and practices;

(vii) implement as a matter of urgency education programmes and actions to combat the HIV/AIDS pandemic;

(viii) create safe, healthy, inclusive and equitably resourced educational environments conducive to excellence in learning with clearly defined levels of achievement for all;

(ix) enhance the status, morale and professionalism of teachers;

(x) harness new information and communication technologies to help achieve EFA goals;

- (xi) systematically monitor progress towards EFA goals and strategies at the national, regional and international levels; and
- (xii) build on existing mechanisms to accelerate progress towards education for all.

**Education For All:
Meeting Our Collective Commitments
Expanded Commentary on the Dakar Framework for Action
Paris, France, May 2000**

This commentary provides details on each goal and strategy of the draft Framework for Action on the basis of the many suggestions provided before and during the World Education Forum, most notably from its twenty-four strategy sessions

Prepared by the World Education Forum Drafting Committee

I. INTRODUCTION

5. The Assessment shows that progress has been achieved, proving that Education for All is a realistic and achievable goal. But it needs to be frankly acknowledged that progress has been uneven and far too slow. At the start of a new millennium, the EFA 2000 Assessment shows the following:

- (i) Of the more than 800 million children under six years of age, fewer than a third benefit from any form of early childhood education.
- (ii) Some 113 million children, 60 per cent of whom are girls, have no access to primary schooling.
- (iii) At least 880 million adults are illiterate, of whom the majority are women.

6. These figures represent an affront to human dignity and denial of the right to education. They stand as major barriers to eliminating poverty and attaining sustainable development, and are clearly unacceptable.

7. The Dakar Framework sets six major EFA goals and proposes twelve major strategies. It puts forward twelve major strategies informed by the

experience of the past decade and the changing global context. These include the international development targets for education to which national governments and the international community are already committed.

8. Starting from early childhood and extending throughout life, the learners of the twenty-first century will require access to high quality educational opportunities that are responsive to their needs, equitable and gender-sensitive. These opportunities must neither exclude nor discriminate. Since the pace, style, language and circumstances of learning will never be uniform for all, there should be room for diverse formal or less formal approaches, as long as they ensure sound learning and confer equivalent status.

9. The right to education imposes an obligation upon States to ensure that all citizens have opportunities to meet their basic learning needs. Primary education should be free, compulsory and of good quality. The education systems of tomorrow, however diversified they may be, will need to be transparent and accountable in how they are governed, managed and financed. The indispensable role of the State in education must be supplemented and supported by bold and comprehensive educational partnerships at all levels of society. Education for All implies the involvement and commitment of all to education.

II. ACHIEVEMENTS AND CHALLENGES

Challenges and opportunities

15. The tangible but modest gains overall of the past decade still call for caution. Many countries continue to face the challenges of defining the meaning, purpose and content of basic education in the context of a fast-moving world and of assessing learning outcomes and achievement. Many of the qualitative and informal aspects of education have still not been clearly assessed. The huge diversity of contexts makes performance and achievements difficult to measure and compare. Moreover, growing educational disparities within and between countries are a matter for serious concern

17. The education of girls remains a major challenge: despite the international attention that it has received, 60 per cent of all children without access to primary education are girls.

18. South Asia and sub-Saharan Africa, where progress has been most difficult to achieve, clearly present a much deeper challenge than world averages imply and will require particular attention if the goals of Education for All are to be reached in each and every country. In the Americas and the Caribbean, deep differences between regions and social groups based on income inequality continue to hamper progress towards Education for All and must receive due attention

22. While the proportion of international assistance allocated to basic education increased in the 1990s, there was an overall decline in total development assistance. The first trend should be supported and the second reversed. There is considerable scope for the international community to demonstrate, in a co-operative and accountable way, that it can be effective in supporting well-defined national sector strategies and in helping to release the significant additional resources that many funding agencies are willing to provide.

23. New ways of working that are emerging within the wider development context also represent opportunities for achieving EFA goals. Greater co-operation between national and international agencies at the country level, through structures and mechanisms such as Comprehensive Development Frameworks, Poverty Reduction Strategy Plans and United Nations Development Assistance Frameworks, offers the potential for resource-related partnerships for basic education.

24. Genuinely participatory development is more likely to occur where there is a stronger and more vocal recognition of education as a fundamental human right and where representative democracy has taken root. The growing importance of participatory poverty assessments and household surveys also highlights a positive trend in the development of education programmes and systems that are genuinely responsive to well-defined needs and priorities.

25. While inadequate institutional capacity and weak political processes still prevent many governments from responding to the priorities of their

citizens, the spread of democratic principles around the world, the growing contribution of civil society to democratic processes, the fight against corruption and the process of decentralization that is ongoing in many countries all have the potential to contribute greatly to building a solid foundation for the achievement of effective, equitable and sustainable Education for All.

26. Globalization is both an opportunity and a challenge. It is a process which must be shaped and managed so as to ensure equity and sustainability. Globalization is generating new wealth and resulting in the greater interconnectedness and interdependence of economies and societies. Driven by the revolution in information technologies and the increased mobility of capital, it has the potential to help reduce poverty and inequality throughout the world, and to harness the new technologies for basic education. Yet globalisation carries with it the danger of creating a market place in knowledge that excludes the poor and the disadvantaged. Countries and households denied access to opportunities for basic education in an increasingly knowledge-based global economy face the prospect of deepening marginalization within an increasingly prosperous international economy.

27. The threat posed by HIV/AIDS to the achievement of EFA goals and to development more broadly, especially in sub-Saharan Africa, presents an enormous challenge. The terrifying impact of HIV/AIDS on educational demand, supply and quality requires explicit and immediate attention in national policy-making and planning. Programmes to control and reduce the spread of the virus must make maximum use of education's potential to transmit messages on prevention and to change attitudes and behaviours.

28. The significant growth of tensions, conflict and war, both within nations and between nations and peoples, is a cause of great concern. Education has a key role to play in preventing conflict in the future and building lasting peace and stability.

III. GOALS

“Basic learning needs ... comprise both essential learning tools ... and the basic learning content required by human beings to be able to survive, to

develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning.” (World Declaration on Education for All, Article 1, paragraph 1.

29. The goals and strategies set out below establish a Framework for Action that is designed to enable all individuals to realize their right to learn and to fulfil their responsibility to contribute to the development of their society. They are global in nature, drawn from the outcomes of the regional EFA conferences and the international development targets to which countries are already committed. Individual countries, through a process of consultation among all stakeholders in education and with the assistance of the wider international community and EFA follow-up mechanisms, should set their own goals, intermediate targets and timelines, within existing or new national education plans.

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children

2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality

3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes

4. Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults

5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality

6. Improving all aspects of the quality of education, and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills

IV. STRATEGIES

45. Education for All is a basic human right at the heart of development. It must be a national and international priority that requires a strong and sustained political commitment, enhanced financial allocations and the participation of all EFA partners in the processes of policy design, strategic planning and the implementation of programmes. Achieving the six goals outlined above necessitates a broad-based approach which extends well beyond the confines of formal education systems. Building on the lessons of the last decade, the implementation of the following strategies will be critical in achieving Education for All.

1. Mobilize strong national and international political commitment for Education for All, develop national action plans and enhance significantly investment in basic education.

2. Promote EFA policies within a sustainable and well-integrated sector framework clearly linked to poverty elimination and development strategies

3. Ensure the engagement and participation of civil society in the formulation, implementation and monitoring of strategies for educational development

4. Develop responsive, participatory and accountable systems of educational governance and management

5. Meet the needs of education systems affected by conflict, natural calamities and instability and conduct educational programmes in ways that promote mutual understanding, peace and tolerance, and that help to prevent violence and conflict

6. Implement integrated strategies for gender equality in education that recognize the need for changes in attitudes, values and practices

7. Implement as a matter of urgency education programmes and actions to combat the HIV/AIDS pandemic

8. Create safe, healthy, inclusive and equitably resourced educational environments conducive to excellence in learning, with clearly defined levels of achievement for all

9. Enhance the status, morale and professionalism of teachers

10. Harness new information and communication technologies to help achieve EFA goals

71. Information and communication technologies (ICT) must be harnessed to support EFA goals at an affordable cost. These technologies have great potential for knowledge dissemination, effective learning and the development of more efficient education services. This potential will not be realised unless the new technologies serve rather than drive the implementation of education strategies. To be effective, especially in developing countries, ICTs should be combined with more traditional technologies such as books and radios, and be more extensively applied to the training of teachers.

72. The swiftness of ICT developments, their increasing spread and availability, the nature of their content and their declining prices are having major implications for learning. They may tend to increase disparities, weaken social bonds and threaten cultural cohesion. Governments will therefore need to establish clearer policies in regard to science and technology, and undertake critical assessments of ICT experiences and options. These should include their resource implications in relation to the provision of basic education, emphasising choices that bridge the 'digital divide', increase access and quality, and reduce inequity.

73. There is need to tap the potential of ICT to enhance data collection and analysis, and to strengthen management systems, from central ministries through sub-national levels to the school; to improve access to education by remote and disadvantaged communities; to support initial and continuing professional development of teachers; and to provide opportunities to communicate across classrooms and cultures.

74. News media should also be engaged to create and strengthen partnerships with education systems, through the promotion of local newspapers, informed coverage of education issues and continuing education programmes via public service broadcasting.

11. Systematically monitor progress towards EFA goals and strategies at the national, regional, and international levels

12. Build on existing mechanisms to accelerate progress towards Education for All



CULTURE

**World Congress on the Status of the Artist
Declaration
Paris, France, June 1997**

This Declaration contains the main demands formulated at the Congress by artists and their respective organizations.

1 . We, artists, authors and performers, from all regions, brought together from 16 to 20 June 1997 by UNESCO, with the help of its partners, at the World Congress on the Implementation of the Recommendation concerning the Status of the Artist, reaffirm on the eve of the third millennium, that artistic creativity constitutes the cultural heritage of the future.

14. The new technologies help to promote artistic exchanges. These technologies constitute a vast field of investigation for artists in terms of their creative and training potential. At the same time, they raise questions regarding the future of certain forms of artistic expression and the observance of established rules. There is consequently a need for legal measures to ensure that artists are better protected and that works of art are preserved in their entirety.

15. Because today's society is already an information society, it is the business of artists, looking towards the future, to chart the path of a new alliance linking ethics, technology and aesthetics. The future of societies depends in large measure on listening to artists and respecting their status.

The arts and the new technologies

33. The new technologies cannot be a substitute for direct contact between artists and their public or for traditional branches of the arts.

34. The success of electronic information and communication networks depends to a large extent on the quality of the contents that they will be able to transmit. For this reason:

- a) the information technology sector should be encouraged to facilitate the provision of the necessary equipment to art teaching institutions, particularly in the developing countries;

- b) artists should be encouraged to become better acquainted with the new technological tools with a view to increasing their creative opportunities. Cooperation between artists and experts in the new technologies should be strengthened to that end;
- c) it is recommended that the new technologies be used for the safeguarding of the cultural heritage and oral traditions.

35. So as to preserve artistic and cultural diversity, states are requested to support professional organizations of artists in their efforts to master new communication tools, with a view to guaranteeing all artists free access to the distribution of their works while safeguarding their rights.

36. A universal parliament of artists, which might take the form of a virtual forum, could provide an excellent means of exchanging ideas at the world level. Special efforts would be necessary to enlist the participation of artists from all regions. This new facility would be placed under UNESCO's auspices.

Intergovernmental Conference on Cultural Policies for Development Action Plan on Cultural Policies for Development Stockholm, Sweden, April 1998

7. New trends, particularly globalization, link cultures ever more closely and enrich the interaction between them, but they may also be detrimental to our creative diversity and to cultural pluralism; they make mutual respect all the more imperative.

The Conference in consequence affirms that:

4. Effective participation in the information society and the mastery by everyone of information and communications technology constitute a significant dimension of any cultural policy.

11. Countries should work together to build a world of intercultural communication, information and understanding, in which the diversity of cultural values, ethics and behaviours fosters a genuine culture of peace.

I. Policy Objectives Recommended to Member States

On the basis of the preceding principles, the Conference recommends that States adopt the following five policy objectives:

Objective 4: Promote cultural and linguistic diversity in and for the information society

1. Provide communication networks, including radio, television and information technologies which serve the cultural and educational needs of the public; encourage the commitment of radio, television, the press and the other media to cultural development issues, such as the promotion of local, regional and national cultures and languages, exploration and preservation of the national heritage and promotion of the diversity of cultural traditions and indigenous and national cultural identities, while guaranteeing the editorial independence of the public service media.
2. Consider providing public radio and television and promote space for community, linguistic and minority services, particularly at the local level and with a view to promoting non-violence.
3. Adopt or reinforce national efforts that foster media pluralism and freedom of expression.
4. Take measures to promote the education and training of children in the use of new media technologies and to combat violence and intolerance, by contributing in particular to the activities of centres or institutions specializing in exchanges of information on children and violence on the screen.
5. Promote the development and use of new technologies and new communication and information services, stress the importance of access to information highways and services at affordable prices and the equal use of languages, and encourage the use of new technologies in public services.
6. Promote in addition education conducive to the mastery and creative use of new information technologies among the younger generations as users and producers of messages and content, and give priority to education in civic values and the training of teachers in new technologies.
7. Elaborate policies for the preservation and development of archives, museums, libraries and other information generated and/or collected by governmental and non governmental institutions, when possible by

digitalization, and establish mechanisms to facilitate access to that content, including the promotion of these institutions as centers for information, education and lifelong learning.

8. Promote knowledge of the cultural and natural heritage by the virtual means provided by the new technologies.

9. Recognize the significance of the new media technologies for the work of creative people as well as the key role of artistic creation in building the information society.

10. Co-operate in the domain of audiovisual media, particularly as regards training, and the development and distribution of audiovisual productions.

11. Encourage cultural co-operation, particularly through joint projects in the field of cultural industries (production, investment and transfer of rights).

12. Encourage research on the relationship between culture and its dissemination in the media and through new communication services, and support efforts to co-ordinate, and possibly harmonize, methods of measurement and evaluation of cultural programming in the media.

Universal Declaration on Cultural Diversity
Adopted by the 31st Session of UNESCO's General Conference
Paris, November 2001

Article 6 – Towards access for all to cultural diversity

While ensuring the free flow of ideas by word and image care should be exercised that all cultures can express themselves and make themselves known. Freedom of expression, media pluralism, multilingualism, equal access to art and to scientific and technological knowledge, including in digital form, and the possibility for all cultures to have access to the means of expression and dissemination are the guarantees of cultural diversity.

Main Lines of an Action Plan for the Implementation of the UNESCO
Universal Declaration on Cultural Diversity

The Member States commit themselves to taking appropriate steps to disseminate widely the “UNESCO Universal Declaration on Cultural

Diversity” and to encourage its effective application, in particular by cooperating with a view to achieving the following objectives:

1. Deepening the international debate on questions relating to cultural diversity, particularly in respect of its links with development and its impact on policy-making, at both national and international level; taking forward notably consideration of the opportunity of an international legal instrument on cultural diversity.

2. Advancing in the definition of principles, standards and practices, on both the national and the international levels, as well as of awareness-raising modalities and patterns of cooperation, that are most conducive to the safeguarding and promotion of cultural diversity.

3. Fostering the exchange of knowledge and best practices in regard to cultural pluralism with a view to facilitating, in diversified societies, the inclusion and participation of persons and groups from varied cultural backgrounds.

4. Making further headway in understanding and clarifying the content of cultural rights as an integral part of human rights.

5. Safeguarding the linguistic heritage of humanity and giving support to expression, creation and dissemination in the greatest possible number of languages.

6. Encouraging linguistic diversity – while respecting the mother tongue – at all levels of education, wherever possible, and fostering the learning of several languages from the youngest age.

7. Promoting through education an awareness of the positive value of cultural diversity and improving to this end both curriculum design and teacher education.

8. Incorporating, where appropriate, traditional pedagogies into the education process with a view to preserving and making full use of culturally appropriate methods of communication and transmission of knowledge.

9. Encouraging “digital literacy” and ensuring greater mastery of the new information and communication technologies, which should be seen both as

educational discipline and as pedagogical tools capable of enhancing the effectiveness of educational services.

10. Promoting linguistic diversity in cyberspace and encouraging universal access through the global network to all information in the public domain.

11. Countering the digital divide, in close cooperation in relevant United Nations system organizations, by fostering access by the developing countries to the new technologies, by helping them to master information technologies and by facilitating the digital dissemination of endogenous cultural products and access by those countries to the educational, cultural and scientific digital resources available worldwide.

12. Encouraging the production, safeguarding and dissemination of diversified contents in the media and global information networks and, to that end, promoting the role of public radio and television services in the development of audiovisual productions of good quality, in particular by fostering the establishment of cooperative mechanisms to facilitate their distribution.

13. Formulating policies and strategies for the preservation and enhancement of the cultural and natural heritage, notably the oral and intangible cultural heritage, and combating illicit traffic in cultural goods and services.

14. Respecting and protecting traditional knowledge, in particular that of indigenous peoples; recognizing the contribution of traditional knowledge, particularly with regard to environmental protection and the management of natural resources, and fostering synergies between modern science and local knowledge.

15. Fostering the mobility of creators, artists, researchers, scientists and intellectuals and the development of international research programmes and partnerships, while striving to preserve and enhance the creative capacity of developing countries and countries in transition.

16. Ensuring protection of copyright and related rights in the interest of the development of contemporary creativity and fair remuneration for

creative work, while at the same time upholding a public right of access to culture, in accordance with Article 27 of the Universal Declaration of Human Rights.

17. Assisting in the emergence or consolidation of cultural industries in the developing countries and countries in transition and, to this end, cooperating in the development of the necessary infrastructures and skills, fostering the emergence of viable local markets, and facilitating access for the cultural products of those countries to the global market and international distribution networks.

18. Developing cultural policies, including operational support arrangements and/or appropriate regulatory frameworks, designed to promote the principles enshrined in this Declaration, in accordance with the international obligations incumbent upon each State.

19. Involving all sectors of civil society closely in framing of public policies aimed at safeguarding and promoting cultural diversity.

20. Recognizing and encouraging the contribution that the private sector can make to enhancing cultural diversity and facilitating to that end the establishment of forums for dialogue between the public sector and the private sector.

The Member States recommend that the Director-General take the objectives set forth in this Action Plan into account in the implementation of UNESCO's programmes and communicate the latter to institutions of the United Nations system and to other intergovernmental and non governmental organizations concerned with a view to enhancing the synergy of actions in favour of cultural diversity.

SCIENCE

**ICSU Press/UNESCO Joint Conference of Experts
on Electronic Publishing in Science
Recommendations on Electronic Publishing in Science
Paris, France, February 1996**

The Conference of Experts on Electronic Publishing in Science convened by ICSU and UNESCO in February 1996 discussed the broad range of problems and opportunities presented by the new technologies. It approved a number of recommendations, roughly grouped below under five headings, which are directed specifically to ICSU and UNESCO and through them to the scientific community in general, the learned societies and national academies and others involved in scientific information provision such as publishers and librarians, and to national governments.

I. Peer review and codes of practice

1. The Conference overwhelmingly recommends that strict peer review should be applied to all scientific material submitted for publication in electronic journals.

2. The peer review system should yield definitive authenticated and dated versions of papers for publication, although the subsequent attachment of tags indicating later developments or revisions of papers should not be precluded.

3. Attention should be given to the definition of acceptable ways of establishing priority of publication, for these appear to differ between scientific disciplines.

4. ICSU and UNESCO are encouraged to organize the most appropriate type of forum involving scientific societies in order to formulate codes of ethics and of conduct for electronic publication which would spell out the reciprocal obligations of the scientist and the community on such matters as peer review, citation, integrity and authentication of material and archiving.

II. Electronic archives

1. Given the traditional role of publication in science in providing an archive, it is timely and urgent that attention be given to ensuring the

archiving of science in electronic formats. The malleable nature of digitized information requires the establishment of verifiable electronic archives including databases.

2. The Conference recommends that scientific societies, publishers and librarians come together to establish principles and guidelines for electronic archives including, but not limited to: maintenance, content, structure, finance, eligibility, accessibility and compatibility. Consultation with the International Organization for Standardization (ISO) should be ensured concerning the use and development of appropriate international standards.

3. It is further recommended that a registry be created for electronic archives in scientific fields, together with principles and guidelines for its operation.

IV. The scientist's working environment

1. Although each scientific discipline has its particular information gathering and dissemination methods, a set of basic skills needed by scientists can nevertheless be identified. All scientists should receive training in information resources and library use and in good authoring skills, adapted to the electronic environment, if possible as early as the undergraduate level. ICSU and UNESCO should assist those developing countries which do not have the resources and expertise to organize this training.

2. The Conference unanimously endorses the view that adequate and reasonably priced network access is essential for scientific work and scientific education. National authorities should ensure that appropriate infrastructure be established for this purpose and that scientific data traffic receive appropriate priority. Scientists in all countries should have good access to computer communications to participate in information exchange needed for their work, and ICSU and UNESCO should promote such access with all available means.

3. In keeping with the increasing role of the scientists in the electronic publishing process, the international scientific community should facilitate

exchange of experience between scientists and scientific disciplines in this field with a view to identifying best practice and encouraging cooperative training, research and development. This work should be facilitated by the international committee proposed in (III.3) above.

4. As a useful first step, an information network should be established to refer users to information resources, tools and standards relating to electronic publishing in science. Direct, immediate access to this information should be incorporated into the ICSU WWW site and facilities should be provided for discussion groups and for E-mail access for those users without WWW capacity.

V. Developing countries

1. The scientific community in developing countries are becoming increasingly involved in all stages of electronic publishing, including locally published on-line journals, CD-ROM technology and appropriate databases. They should assume greater control of the technologies involved. UNESCO, ICSU and the international community should take this into account in planning and implementing cooperation projects.

2. The scientific community in developing countries should become involved as partners in the development of methodologies, tools and standards relating to electronic publishing and archiving so that these can be adapted to their needs. In particular, regional cooperation should be encouraged and language-independent systems adopted where possible.

3. UNESCO should be encouraged to support one or two developing country pilot projects in the area of electronic publishing.

4. The costs of infrastructure and information provision are particularly heavy for developing countries. This problem is ultimately the responsibility of the governments concerned. The assistance of UNESCO and other UN agencies in promoting solutions should continue, while better linkages to the local private sector, regional cooperation relying on local expertise, and competitive and flexible regulatory regimes should all be fostered.

**World Conference on Science
Declaration on Science and the Use of Scientific Knowledge
Budapest, Hungary, July 1999**

Preamble

2. Scientific knowledge has led to remarkable innovations that have been of great benefit to humankind. Life expectancy has increased strikingly, and cures have been discovered for many diseases. Agricultural output has risen significantly in many parts of the world to meet growing population needs. Technological developments and the use of new energy sources have created the opportunity to free humankind from arduous labour. They have also enabled the generation of an expanding and complex range of industrial products and processes. Technologies based on new methods of communication, information handling and computation have brought unprecedented opportunities and challenges for the scientific endeavour as well as for society at large. Steadily improving scientific knowledge on the origin, functions and evolution of the universe and of life provides humankind with conceptual and practical approaches that profoundly influence its conduct and prospects.

3. Science for development

36. Progress in science requires various types of cooperation at and between the intergovernmental, governmental and non governmental levels, such as: multilateral projects; research networks, including South-South networking; partnerships involving scientific communities of developed and developing countries to meet the needs of all countries and facilitate their progress; fellowships and grants and promotion of joint research; programmes to facilitate the exchange of knowledge; the development of internationally recognized scientific research centres, particularly in developing countries; international agreements for the joint promotion, evaluation and funding of mega-projects and broad access to them; international panels for the scientific assessment of complex issues; and international arrangements for the promotion of postgraduate training. New initiatives are required for interdisciplinary collaboration. The international

character of fundamental research should be strengthened by significantly increasing support for long-term research projects and for international collaborative projects, especially those of global interest. In this respect particular attention should be given to the need for continuity of support for research. Access to these facilities for scientists from developing countries should be actively supported and open to all on the basis of scientific merit. The use of information and communication technology, particularly through networking, should be expanded as a means of promoting the free flow of knowledge. At the same time, care must be taken to ensure that the use of these technologies does not lead to a denial or restriction of the richness of the various cultures and means of expression.

38. Intellectual property rights need to be appropriately protected on a global basis, and access to data and information is essential for undertaking scientific work and for translating the results of scientific research into tangible benefits for society. Measures should be taken to enhance those relationships between the protection of intellectual property rights and the dissemination of scientific knowledge that are mutually supportive. There is a need to consider the scope, extent and application of intellectual property rights in relation to the equitable production, distribution and use of knowledge. There is also a need to further develop appropriate national legal frameworks to accommodate the specific requirements of developing countries and traditional knowledge and its sources and products, to ensure their recognition and adequate protection on the basis of the informed consent of the customary or traditional owners of this knowledge.

4. Science in society and science for society

40. A free flow of information on all possible uses and consequences of new discoveries and newly developed technologies should be secured, so that ethical issues can be debated in an appropriate way. Each country should establish suitable measures to address the ethics of the practice of science and of the use of scientific knowledge and its applications. These should include due process procedures for dealing with dissent and dissenters in a fair and responsive manner. The World Commission on the Ethics of Scientific Knowledge and Technology of UNESCO could provide a means of interaction in this respect.

**The Second ICSU-UNESCO International Conference
on Electronic Publishing in Science Recommendations
on Electronic Publishing in Science
Paris, France, February 2001**

The Second ICSU-UNESCO International Conference on Electronic Publishing in Science, convened at UNESCO Headquarters, Paris on 20-23 February 2001, determined a number of Recommendations aimed to varying degrees at all the stakeholders involved in the scientific information chain: governments, funding agencies, scientific organizations, publishers, librarians and individual scientists themselves. In particular, the sponsoring organizations, ICSU and UNESCO, were encouraged to carry forward a programme to follow up many of the issues raised.

The Recommendations of the Conference are set out below, broadly grouped under a number of headings.

I. General issues

1. At this stage in the evolution of electronic publishing, serious experimentation is needed. Models should be developed that allow for the continued expansion and enhancement of scholarly communication. Governments and others involved must avoid setting unduly restrictive rules that make such experimentation more difficult.

2. The wide availability of electronic journals and ease of access for browsing and searching is essential.

3. Publishers and librarians should collaborate to use the new medium to obtain information that allows them to improve the management of scientific publications and facilities for scientific use.

4. ICSU and UNESCO should recognize the value of broad meetings of this type for enhancing the scientific information chain. In the light of rapid changes in technology, such meetings might take place at shorter intervals than the five years between the first and second Conferences.

II. Electronic publishing issues

Archiving

1. The digital archiving of electronic publications is essential in order that unique results are not lost to posterity. A cross-disciplinary body should be created to propose guidelines that assure such archiving at an (inter)national level, including the possible involvement of trusted third parties.

Peer review

2. Peer review is essential to ensure the quality of scientific information. A standardized approach across all disciplines for peer review would be inappropriate. There should be further study of alternative approaches to peer review (including more open variants) in order to assess the impact of such processes and associated behaviour. The results of this experimentation should be widely communicated.

Preprints

3. When preprint servers are used as part of the continuum of communication, an ongoing bibliographic record of the publication history must be maintained in association with the document. Authors should be educated in the importance of providing such information, but the responsibility for maintaining this record requires an organizational framework.

4. When citing preprints, authors should be encouraged to identify the version referred to. The bibliographic record (see recommendation II.3 above) should provide a reference to any subsequent published version.

5. When technically feasible, publicly available and particularly peer-reviewed versions of articles should be authenticated to guarantee that they are the correct version.

Citation linking

6. Rights holders and publishers should facilitate linking for all references. It is desirable that systems for reference linking be bi-directional, interoperable, and open to all authors and publishers.

Ethical standards

7. Ethical considerations in publishing are of considerable importance. When the code of conduct of scientific and professional societies has been apparently violated, it is incumbent on the journal editor to follow up the case, and take appropriate action.

III. Economic issues

1. In order to maximize the dissemination of high quality scientific information worldwide it is essential that a continually improving level of infrastructure (hardware, bandwidth, etc.) be in place.

2. Funding agencies should take some responsibility for funding the publication of the results of the research they have supported.

3. Experimentation to test transitional methods of funding the publication should be encouraged and the results of such experimentation widely communicated.

4. Differential pricing using the minimal marginal costs of the Web should be encouraged in relation to the ability to pay, while pricing and terms of use should be simplified as far as possible.

5. Scholarly information should be tax neutral with respect to the medium used, and there should be more consistency at an (inter)national level.

IV. Initiatives and developments in developing and transitional countries

1. ICSU, UNESCO and all those concerned with the dissemination of scientific information should take action to facilitate information access to developing and transitional country scientists through improved infrastructure, including the rapid setting up of Internet facilities, connectivity and networking, where needed.

2. Equally, the skills of scientists, publishers and librarians in the publishing chain should be enhanced, in terms of writing, editing, publishing, disseminating and marketing and archiving.

3. National, regional and international co-operation and partnership should be fostered through the sharing of resources, knowledge and experience, and the creation of consortia and alliances, to achieve more affordable economic models.

4. An enabling policy environment should be encouraged at the national level, including dialogue with local communities, and participatory initiatives at regional and international levels should be promoted.

5. A global commitment to support and sustain these initiatives needs to be secured.

V. Legal issues

1. The principles of copyright, together with its traditional balances and exceptions, should be maintained in the electronic environment.

2. Science advances through access to, and the unfettered use of, factual information. Scientific, non-commercial use should not be constrained by legal restrictions on the use of data or information derived from databases.

3. For scientific databases there is often only a sole supplier, with the potential to block markets, or not serve them adequately. National and intergovernmental organizations should therefore promote a policy to assure the availability of database information at reasonable cost.

4. Additionally, if the rights holder cannot assure long-term archiving of the content of scientific databases, this policy should be extended in order that appropriate arrangements can be made for long-term preservation.

5. ICSU should establish a policy of prompt, full and open access to scientific data and information acquired within ICSU-sponsored programmes. Such a policy would be consistent with the ICSU principle of the universality of science and could parallel the existing ICSU statement on the Free Circulation of Scientists.

6. ICSU and UNESCO should endorse a policy of prompt, full and open availability of publicly funded data. Such a policy would enhance research effectiveness and output, as well as benefiting society as a whole through a better-informed public and economic growth.

VI. Issues relating to public involvement in scientific matters

Within their particular domains, all stakeholders in the scientific information chain, including ICSU, UNESCO, IFLA, learned societies, and individual groups of scientists, should assume greater responsibility for designing ways to help readers distinguish credible from questionable scientific information on the World Wide Web.



**COMMUNICATION
AND
INFORMATION**

**UNESCO Youth Forum of the 31st session of the General Conference
Final Report of the Proceedings
Paris, France, October 2001**

Information and Communication Technologies

1. Types of technologies

The UNESCO Youth Forum of the 31st General Conference,

Recognizing that as there are different types of information and communication technologies, using the appropriate technology is vital and ICT projects must not be limited to the Internet,

Stressing that traditional media such as radio and television remain important instruments to spread information and should not be underestimated, for example by using them to build literacy, especially among women and girls, and that they may be used to distribute information about important issues such as AIDS,

Calls for printed literature and the telephone to be complemented with ICT solutions. For example, we could develop small printing presses to develop local newspapers, or provide telephone lines to villages so that they can have equal services.

2. Creating the basic conditions

The UNESCO Youth Forum of the 31st General Conference,

Recognizing that basic education remains the most important prerequisite for development,

Stressing that for the majority of today's young people computers are not as needed as books and teachers,

Recognizing that access to electricity and hardware is essential for the development of ICTs,

Calls upon UNESCO to encourage the development of alternative energy sources, as a key prerequisite for the development of ICTs;

Calls upon UNESCO to ensure that in all of its projects, the development of ICTs does not exceed the ability of the local population to use or sustain them;

Calls upon UNESCO to explore multi-sector projects which utilize ICTs as a component of a broader strategy.

3. Access to ICTs

The UNESCO Youth Forum of the 31st General Conference,

Recognizes that access to information is important to be a full citizen;

Stresses that having access to the Internet must be made affordable so it is of use;

Calls for public spending on information infrastructure to provide free access, or at least low-cost access;

Recognizes that ICTs provide a resource for human development;

Recognizes that this resource for human development is largely unexploited;

Recognizes that ICTs can also be a resource for semi-literate people, for example interactive media;

Calls for fund-raising to provide the funds for new technology in less-developed countries, for example the development of telecentres;

Calls upon UNESCO to raise awareness of the potential to recycle computers;

Stresses the participation of young people in the development of new technologies. By involving them in the design of projects, young people will develop transferable and economically useful transferable skills to help on other projects. It will add youth expertise to the project which will ensure it is user-friendly, as most users will be young people;

Stresses that the use of ICTs in schools is crucial for e-literacy among young people;

Recognizes the need for each school to implement the use of ICTs;

Recognizes that there has been progress, but that youth NGOs need to be supported more in their efforts to increase the use of relevant ICTs in the developing world;

Calls for partnerships to be set up between UNESCO and youth NGOs that are promoting the use of ICTs.

4. Use of ICTs

The UNESCO Youth Forum of the 31st General Conference,

Stresses that computers cannot yet replace the learning provided by human teachers;

Acknowledges that a shortage of teachers may be addressed by ICTs, as long as they do not replace teachers in the long term;

Calls for regular training courses on human rights for the teachers who teach new technologies in formal and non-formal settings;

Calls upon UNESCO to ensure ICTs are central to the Associated Schools Project;

Calls for new technologies to be used to strengthen the networks between schools in the North and South;

Calls for the development of programmes encouraging young women's participation in the ICT sector;

Recognizes that using the Internet offers an even wider range of opportunities for young people who are differently abled;

Recognizes that developing skills in ICTs is crucial to future economic development and can be used to combat the "brain drain" by opening up new opportunities, such as distance learning;

Calls upon UNESCO to promote linkage between various existing media;

Calls upon UNESCO to host a conference of student radio stations to build a global youth radio network;

Further calls upon UNESCO to develop such a network through distribution of technology and education, such as in a kit-format “radio in a box”;

Calls upon UNESCO to affirm its commitment to popular cultures, through the exchange of different world music online, or in other formats;

Calls upon UNESCO to create music and other media and technology festivals as a means of distributing culture and promoting cross-cultural communication, considering development of a “World Youth Communication Week”.

5. Free information and communication

The UNESCO Youth Forum of the 31st General Conference,

Supports the promotion of the interactive aspects of the Internet and the combating of censorship;

Calls upon UNESCO to use all the tools at its disposal to encourage free movement of information and access to the Internet without censorship;

Acknowledges that it is not possible to have binding universal codes of conduct-ethics as far as ICTs are concerned, but that a dialogue about local and regional codes should be developed;

Stresses that education must include the development of media literacy and critical thinking and that UNESCO should create a resource to develop these skills in young people.

6. Increasing youth participation

The UNESCO Youth Forum of the 31st General Conference,

Noting that ICTs can be used to generate new policy ideas by facilitating discussion and communication between the government and youth,

Noting that governments are not listening enough to young people and that there is a lack of political will to involve them in decision-making processes,

Calls for the new opportunities presented by ICTs to be fully exploited, so that there is an increase in young people's awareness and involvement in decision-making;

Calls for ICTs to be used to enhance transparency, including in government resource management;

Supporting the idea that young people appointed as UNESCO youth representatives must be able to use ICTs so that they can communicate with their constituencies and each other,

Calls for access to the Internet to be introduced at all the UNESCO National Commissions;

Calls upon UNESCO National Commissions to open their doors and create resource centres to which young people may have access.

7. Multiculturalism on the Internet

The UNESCO Youth Forum of the 31st General Conference,

Recognizes that there is a major language barrier with the Internet as much of it is in English;

Recognizes that the Internet could be a tool for better presentation of and communication within cultural and language groups;

Calls for more information to be provided in local languages on the Internet;

Calls for improved access to education of a variety of languages;

Calls for support for further development of interpretation software in order to enhance the ability to translate into a variety of languages.

8. Internationalism

The UNESCO Youth Forum of the 31st General Conference,

Recognizes that the Internet can be used as a direct tool to educate people in the aims of internationalism;

Recognizes that ICTs can bring together communities in friendship and within the global community. This can lead to a desire among youth to contribute and take action on important global issues;

Recognizes that the Internet can serve as an open platform to share information about cultures across previously daunting geographic barriers;

Calls upon UNESCO to set up a project to increase awareness of UNESCO and the ideals of a culture of peace and Education and Information for All.

9. UNESCO as a resource centre

The UNESCO Youth Forum of the 31st General Conference,

Congratulates UNESCO on the video-conference that it organized during the World Youth Forum of the United Nations system in Dakar. It was a good example of how to use ICTs to enhance participation;

Calls upon UNESCO to use ICTs, such as video-conferencing, in future events if they increase participation;

Recognizes that ICTs offer new opportunities for UNESCO to support education;

Recognizes that for UNESCO to promote internationalism it should provide resources for teachers;

Calls upon UNESCO to provide high-quality interactive courses for teachers, for professional development and for their pupils, via the Internet, for example in human rights;

Recognizes that because there are no transport or publication costs, UNESCO can begin to provide resources for individual students instead of just high-level resources and that a central online resource to provide all available useful publications would be an excellent commitment to the freedom of ideas;

Recognizes that a free online library would be an excellent present from UNESCO to the world at the start of the twenty-first century;

Calls upon UNESCO to develop, in partnership with universities in the developed world, a central online resource to act as a free online library for all students in the developing world;

Recognizes that ICTs offer UNESCO new opportunities to provide services to individuals as well as governments and institutions;

Recognizes that because there are no transport or production costs, if the developmental costs are met centrally, even complex software programmes could be provided free to everyone in the world;

Recognizes that software, such as translation software, voice-recognition software and language-learning software, would all be ways in which UNESCO could offer useful free services to the world. These would increase international communication, and provide positive press and perception of UNESCO at a far cheaper rate than commercial advertising. This press would generate future funds for other UNESCO programmes;

Calls upon UNESCO to establish a major project to develop free, complex software which is unlikely to be provided elsewhere on the Internet, particularly in regard to language programmes;

Recognizes that there is a lot of junk information on the Internet that can make it difficult to contact other organizations and get the maximum benefit from the technological opportunities to increase international communication;

Recognizes that the impact of globalization has moved more quickly in commerce than other areas. This difference is true for communications between non-business organizations worldwide;

Recognizes that an updated central list of youth and educational bodies worldwide would be very useful. UNESCO, with its National Commissions, is well placed to do this;

Recognizes that if a lot of people used UNESCO's website services, there would be a better perception of the value of UNESCO and more traffic to the other areas of the UNESCO website;

Calls upon UNESCO to provide useful services such as an international list of youth organizations active in the fields of competence of UNESCO and educational bodies worldwide;

Recognizes that a central resource of bulletin boards for specific areas of academic development would be a great resource. There would be thousands of professors worldwide who could take responsibility for writing the introductions and contributing to the discussions on a specific subject;

Acknowledges that many of these lists already exist, but that they are increasingly unclear and therefore not easily accessible to students;

Calls upon UNESCO to take advantage of its ideal position to provide the software and coordinate, via the National Commissions, the subject of young volunteers. This would be a great resource for students, especially if they could post questions to the list;

Calls upon UNESCO to empower and facilitate youth cultural exchange and dialogue among civilizations through the means of ICTs.

10. UNESCO Youth Forum

The UNESCO Youth Forum of the 31st General Conference,

Recalling that one of UNESCO's most important tasks is to function as a meeting place,

Acknowledging the importance of having a UNESCO Youth Forum, since the exchange of ideas and formulation of concrete proposals by young people is strengthened by such platforms,

Recognizing that face-to-face dialogue and discussion among young people is as important as technology and cannot be replaced, it is vital that UNESCO continue and fully support with the necessary resources the UNESCO Youth Forum, as part of the General Conference,

Recognizing it is crucial that we, the young delegates, utilize ICTs to facilitate follow-up to the Youth Forum,

Calls upon UNESCO to work with and help coordinate already existing youth-led structures and networks, particularly at the regional level, in order

to improve young people's possibility to influence international policy-making;

Calls upon UNESCO National Commissions to improve and increase their cooperation with youth NGOs and organizations in our respective countries, particularly by promoting and facilitating the unification and coordination of youth efforts, for instance in youth-led national youth councils;

Calls upon UNESCO National Commissions to work particularly with youth NGOs and organizations that are active within the areas of competence of UNESCO and assist us in building networks for the sharing of information, experience and best practice with similar youth NGOs in other countries;

Calls for a permanent youth-controlled body composed of young people, set up by the Youth Forum and based at UNESCO Headquarters, to follow up this Youth Forum, and prepare and organize the next UNESCO Youth Forum, in cooperation with the Youth Coordination Unit of UNESCO;

Calls upon Member States to endeavour to bring youth representatives within their delegations to the General Conference. These youth representatives should participate in the Youth Forum, report to the UNESCO National Commissions and serve as contact persons for the follow-up of the Youth Forum;

Calls upon UNESCO National Commissions and Member States to assist in the fund-raising for youth delegates;

Calls upon the United Nations to ensure greater coordination and support for all youth-led forums within the United Nations system and *calls upon* UNESCO to take part in assisting the United Nations Youth Unit in this aim;

Calls upon UNESCO to include the Youth Forum in its regular budget;

Calls upon UNESCO to re-establish and reinforce coordination and cooperation between the UNESCO Youth Forum and the World Youth Forum of the United Nations system in order to enable the participants to be informed about adopted policies.

**Charter on the Preservation of the Digital Heritage
Adopted at the 32nd session of the General Conference
Paris, France, 17 October 2003**

Preamble

The General Conference,

Considering that the disappearance of heritage in whatever form constitutes an impoverishment of the heritage of all nations,

Recalling that the Constitution of UNESCO provides that the Organization will maintain, increase and diffuse knowledge, by assuring the conservation and protection of the world's inheritance of books, works of art and monuments of history and science, that its "Information for All" Programme provides a platform for discussions and action on information policies and the safeguarding of recorded knowledge, and that its "Memory of the World" Programme aims to ensure the preservation and universal accessibility of the world's documentary heritage,

Recognizing that such resources of information and creative expression are increasingly produced, distributed, accessed and maintained in digital form, creating a new legacy – the digital heritage,

Aware that access to this heritage will offer broadened opportunities for creation, communication and sharing of knowledge among all peoples,

Understanding that this digital heritage is at risk of being lost and that its preservation for the benefit of present and future generations is an urgent issue of worldwide concern,

Proclaims the following principles and adopts the present Charter.

The digital heritage as a common heritage

Article 1 – Scope

The digital heritage consists of unique resources of human knowledge and expression. It embraces cultural, educational, scientific and administrative

resources, as well as technical, legal, medical and other kinds of information created digitally, or converted into digital form from existing analogue resources. Where resources are “born digital”, there is no other format but the digital object.

Digital materials include texts, databases, still and moving images, audio, graphics, software and web pages, among a wide and growing range of formats. They are frequently ephemeral, and require purposeful production, maintenance and management to be retained.

Many of these resources have lasting value and significance, and therefore constitute a heritage that should be protected and preserved for current and future generations. This ever-growing heritage may exist in any language, in any part of the world, and in any area of human knowledge or expression.

Article 2 – Access to the digital heritage

The purpose of preserving the digital heritage is to ensure that it remains accessible to the public. Accordingly, access to digital heritage materials, especially those in the public domain, should be free of unreasonable restrictions. At the same time, sensitive and personal information should be protected from any form of intrusion.

Member States may wish to cooperate with relevant organizations and institutions in encouraging a legal and practical environment which will maximize accessibility of the digital heritage. A fair balance between the legitimate rights of creators and other rights holders and the interests of the public to access digital heritage materials should be reaffirmed and promoted, in accordance with international norms and agreements.

Guarding against loss of heritage

Article 3 – The threat of loss

The world's digital heritage is at risk of being lost to posterity. Contributing factors include the rapid obsolescence of the hardware and software which brings it to life, uncertainties about resources, responsibility and methods for maintenance and preservation, and the lack of supportive legislation.

Attitudinal change has fallen behind technological change. Digital evolution has been too rapid and costly for governments and institutions to develop timely and informed preservation strategies. The threat to the economic, social, intellectual and cultural potential of the heritage – the building blocks of the future – has not been fully grasped.

Article 4 – Need for action

Unless the prevailing threats are addressed, the loss of the digital heritage will be rapid and inevitable. Member States will benefit by encouraging legal, economic and technical measures to safeguard the heritage. Awareness-raising and advocacy is urgent, alerting policy-makers and sensitizing the general public to both the potential of the digital media and the practicalities of preservation.

Article 5 – Digital continuity

Continuity of the digital heritage is fundamental. To preserve digital heritage, measures will need to be taken throughout the digital information life cycle, from creation to access. Long-term preservation of digital heritage begins with the design of reliable systems and procedures which will produce authentic and stable digital objects.

Measures required

Article 6 – Developing strategies and policies

Strategies and policies to preserve the digital heritage need to be developed, taking into account the level of urgency, local circumstances, available means and future projections. The cooperation of holders of copyright and related rights, and other stakeholders, in setting common standards and compatibilities, and resource sharing, will facilitate this.

Article 7 – Selecting what should be kept

As with all documentary heritage, selection principles may vary between countries, although the main criteria for deciding what digital materials to keep would be their significance and lasting cultural, scientific, evidential or other value. “Born digital” materials should clearly be given priority.

Selection decisions and any subsequent reviews need to be carried out in an accountable manner, and be based on defined principles, policies, procedures and standards.

Article 8 – Protecting the digital heritage

Member States need appropriate legal and institutional frameworks to secure the protection of their digital heritage.

As a key element of national preservation policy, archive legislation and legal or voluntary deposit in libraries, archives, museums and other public repositories should embrace the digital heritage.

Access to legally deposited digital heritage materials, within reasonable restrictions, should be assured without causing prejudice to their normal exploitation.

Legal and technical frameworks for authenticity are crucial to prevent manipulation or intentional alteration of digital heritage. Both require that the content, functionality of files and documentation be maintained to the extent necessary to secure an authentic record.

Article 9 – Preserving cultural heritage

The digital heritage is inherently unlimited by time, geography, culture or format. It is culture-specific, but potentially accessible to every person in the world. Minorities may speak to majorities, the individual to a global audience.

The digital heritage of all regions, countries and communities should be preserved and made accessible, so as to assure over time representation of all peoples, nations, cultures and languages.

Responsibilities

Article 10 – Roles and responsibilities

Member States may wish to designate one or more agencies to take coordinating responsibility for the preservation of the digital heritage, and to

make available necessary resources. The sharing of tasks and responsibilities may be based on existing roles and expertise.

Measures should be taken to:

(a) urge hardware and software developers, creators, publishers, producers and distributors of digital materials as well as other private sector partners to cooperate with national libraries, archives, museums and other public heritage organizations in preserving the digital heritage;

(b) develop training and research, and share experience and knowledge among the institutions and professional associations concerned;

(c) encourage universities and other research organizations, both public and private, to ensure preservation of research data.

Article 11 – Partnerships and cooperation

Preservation of the digital heritage requires sustained efforts on the part of governments, creators, publishers, relevant industries and heritage institutions.

In the face of the current digital divide, it is necessary to reinforce international cooperation and solidarity to enable all countries to ensure creation, dissemination, preservation and continued accessibility of their digital heritage.

Industries, publishers and mass communication media are urged to promote and share knowledge and technical expertise.

The stimulation of education and training programmes, resource-sharing arrangements, and dissemination of research results and best practices will democratize access to digital preservation techniques.

Article 12 – The role of UNESCO

UNESCO, by virtue of its mandate and functions, has the responsibility to:

(a) take the principles set forth in this Charter into account in the functioning of its programmes and promote their implementation within the

United Nations system and by intergovernmental and international non-governmental organizations concerned with the preservation of the digital heritage;

(b) serve as a reference point and a forum where Member States, intergovernmental and international non-governmental organizations, civil society and the private sector may join together in elaborating objectives, policies and projects in favour of the preservation of the digital heritage;

(c) foster cooperation, awareness-raising and capacity-building, and propose standard ethical, legal and technical guidelines, to support the preservation of the digital heritage;

(d) determine, on the basis of the experience gained over the next six years in implementing the present Charter and the Guidelines, whether there is a need for further standard-setting instruments for the promotion and preservation of the digital heritage.

**Recommendation concerning the Promotion and Use
of Multilingualism and Universal Access to Cyberspace
Adopted at the 32nd session of the General Conference
Paris, France, 17 October 2003**

Preamble

The General Conference,

Committed to the full implementation of the human rights and fundamental freedoms proclaimed in the Universal Declaration of Human Rights and other universally recognized legal instruments, and mindful of the two International Covenants of 1966 relating respectively to civil and political rights and to economic, social and cultural rights,

Recognizing the “central and important role of the United Nations Educational, Scientific and Cultural Organization in the field of information and communication and in the implementation of the relevant decisions in

this area adopted by the General Conference of that Organization and of the relevant parts of the Assembly resolutions on the subject”,¹

Recalling that the Preamble to the Constitution of UNESCO affirms, “that the wide diffusion of culture, and the education of humanity for justice and liberty and peace are indispensable to the dignity of man and constitute a sacred duty which all the nations must fulfil in a spirit of mutual assistance and concern”,

Further recalling Article I of the Constitution, which assigns to UNESCO among other purposes that of recommending “such international agreements as may be necessary to promote the free flow of ideas by word and image”,²

Affirming the principles embodied in the Universal Declaration on Cultural Diversity, adopted by the General Conference of UNESCO at its 31st session and particularly its articles 5, 6 and 8,

Referring to the resolutions of the General Conference of UNESCO³ with regard to the promotion of multilingualism and universal access to information in cyberspace,

Convinced that the development of new information and communication technologies (ICTs) provides opportunities to improve the free flow of ideas by word and image but also presents challenges for ensuring the participation of all in the global information society,

Noting that linguistic diversity in the global information networks and universal access to information in cyberspace are at the core of contemporary debates and can be a determining actor in the development of a knowledge-based society,

Taking into account international treaties and agreements on intellectual property, in order to facilitate the promotion of universal access to information,

1. United Nations General Assembly resolution 35/201 (97th plenary meeting, 16 December 1980).

2. Article I, paragraph 2(a).

3. 29 C/Resolution 28, paragraph 2.A(h), 29 C/Resolution 36, 30 C/Resolution 37, 30 C/Resolution 41, and 31 C/Resolution 33.

Acknowledging the need for capacity-building, particularly for developing countries, in acquisition and application of the new technologies for the information-poor,

Recognizing that basic education and literacy are prerequisites for universal access to cyberspace,

Considering that different levels of economic development affect prospects for access to cyberspace and that specific policies and increased solidarity are required to redress current asymmetries and create a climate of mutual trust and understanding,

Adopts the present Recommendation:

Development of multilingual content and systems

1. The public and private sectors and the civil society at local, national, regional and international levels should work to provide the necessary resources and take the necessary measures to alleviate language barriers and promote human interaction on the Internet by encouraging the creation and processing of, and access to, educational, cultural and scientific content in digital form, so as to ensure that all cultures can express themselves and have access to cyberspace in all languages, including indigenous ones.

2. Member States and international organizations should encourage and support capacity building for the production of local and indigenous content on the Internet.

3. Member States should formulate appropriate national policies on the crucial issue of language survival in cyberspace, designed to promote the teaching of languages, including mother tongues, in cyberspace. International support and assistance to developing countries should be strengthened and extended to facilitate the development of freely accessible materials on language education in electronic form and to the enhancement of human capital skills in this area.

4. Member States, international organizations and information and communication technology industries should encourage collaborative participatory research and development on, and local adaptation of,

operating systems, search engines and web browsers with extensive multilingual capabilities, online dictionaries and terminologies. They should support international cooperative efforts with regard to automated translation services accessible to all, as well as intelligent linguistic systems such as those performing multilingual information retrieval, summarizing/abstracting and speech understanding, while fully respecting the right of translation of authors.

5. UNESCO, in cooperation with other international organizations, should establish a collaborative online observatory on existing policies, regulations, technical recommendations, and best practices relating to multilingualism and multilingual resources and applications, including innovations in language computerization.

Facilitating access to networks and services

6. Member States and international organizations should recognize and support universal access to the Internet as an instrument for promoting the realization of the human rights as defined in Articles 19 and 27 of the Universal Declaration of Human Rights.

7. Member States and international organizations should promote access to the Internet as a service of public interest through the adoption of appropriate policies in order to enhance the process of empowering citizenship and civil society, and by encouraging proper implementation of, and support to, such policies in developing countries, with due consideration of the needs of rural communities.

8. In particular, Member States and international organizations should establish mechanisms at the local, national, regional and international levels to facilitate universal access to the Internet through affordable telecommunications and Internet costs with special consideration given to the needs of public service and educational institutions, and of disadvantaged and disabled population groups. New incentives in this area should be designed towards this end including public-private partnerships to encourage investment and the lowering of financial barriers to the use of ICT, such as taxes and customs duties on informatics equipment, software and services.

9. Member States should encourage Internet service providers (ISPs) to consider provision of concessionary rates for Internet access in public service institutions, such as schools, academic institutions, museums, archives and public libraries, as a transitional measure towards universal access to cyberspace.

10. Member States should encourage the development of information strategies and models that facilitate community access and reach out to all levels of society, including the setting up of community projects and fostering the emergence of local information and communication technology leaders and mentors. Strategies should also support cooperation on ICT among public service institutions, as a means of reducing the cost of access to Internet services.

11. Interconnection on a negotiated cost-sharing basis in the spirit of international cooperation should be encouraged between national Internet peering points combining the traffic of private and non-profit ISPs in developing countries and peering points in other countries whether developing or industrialized.

12. Regional organizations and forums should encourage the establishment of inter- and intraregional networks powered by high capacity regional backbones to connect each country within a global network in an open competitive environment.

13. Concerted efforts within the United Nations system should promote the sharing of information about and experience on the use of ICT-based networks and services in socio-economic development, including open source technologies, as well as policy formulation and capacity building in developing countries.

14. Member States and international organizations should promote appropriate partnerships in the management of domain names, including multilingual domain names.

Development of public domain content

15. Member States should recognize and enact the right of universal online access to public and government-held records including information

relevant for citizens in a modern democratic society, giving due account to confidentiality, privacy and national security concerns, as well as to intellectual property rights to the extent that they apply to the use of such information. International organizations should recognize and promulgate the right for each State to have access to essential data relating to its social or economic situation.

16. Member States and international organizations should identify and promote repositories of information and knowledge in the public domain and make them accessible by all, thus shaping learning environments conducive to creativity and audience development. To this end, adequate funding should be provided for the preservation and digitization of public domain information.

17. Member States and international organizations should encourage cooperative arrangements which respect both public and private interests in order to ensure universal access to information in the public domain without geographical, economic, social or cultural discrimination.

18. Member States and international organizations should encourage open access solutions including the formulation of technical and methodological standards for information exchange, portability and interoperability, as well as online accessibility of public domain information on global information networks.

19. Member States and international organizations should promote and facilitate ICT literacy, including popularizing and building trust in ICT implementation and use. The development of “human capital” for the information society, including an open, integrated and intercultural education combined with skills training in ICT, is of crucial importance. ICT training should not be limited to technical competence but should also include awareness of ethical principles and values.

20. Inter-agency cooperation within the United Nations system should be reinforced with a view to building up a universally accessible body of knowledge, particularly for the benefit of developing countries and disadvantaged communities, from the massive amount of information produced through development projects and programmes.

21. UNESCO, in close cooperation with other intergovernmental organizations concerned, should undertake the compilation of an international inventory of legislation, regulations and policies on the generation and online dissemination of public domain information.

22. Definition and adoption of best practices and voluntary, self-regulatory, professional and ethical guidelines should be encouraged among information producers, users and service providers with due respect to freedom of expression.

Reaffirming the equitable balance between the interests of rights-holders and the public interest

23. Member States should undertake, in close cooperation with all interested parties, the updating of national copyright legislation and its adaptation to cyberspace, taking full account of the fair balance between the interests of authors, copyright and related rights-holders, and of the public embodied in international copyright and related rights conventions.

24. Member States and international organizations, when appropriate, should encourage rightsholders and the lawful beneficiaries of limitations and exceptions to copyright and related rights protection to ensure that such limitations and exceptions are applied in certain special cases that do not conflict with a normal exploitation of the work and do not unreasonably prejudice the legitimate interests of the rights-holders as required for in the WIPO Copyright Treaty (WCT) and the WIPO Performances and Phonograms Treaty (WPPT).

25. Member States and international organizations should pay careful attention to the development of technological innovations and to their potential impact on access to information in the framework of copyright and related rights protection under international treaties and agreements.

* * *

The General Conference recommends that Member States apply the above provisions by taking whatever legislative or other steps are required to give effect within their respective territories and jurisdictions to the norms and

principles set forth in this recommendation. The General Conference recommends that Member States bring this recommendation to the attention of the authorities and services responsible for public and private works on ICT policies, strategies and infrastructures, including use of multilingualism on the Internet, the development of networks and services, expansion of public domain information on the Internet and intellectual property rights issues.

The General Conference recommends that Member States should report to it, on the dates and in a manner to be determined by it, on the action they have taken to give effect to this recommendation.



FREEDOM OF EXPRESSION

**Seminar on Promoting an Independent and Pluralistic African Press
Declaration
Windhoek, Namibia, May 1991**

We, the participants in the United Nations/United Nations Educational, Scientific and Cultural Organization Seminar on Promoting an Independent and Pluralistic African Press, held in Windhoek, Namibia, from 29 April to 3 May 1991,

Recalling the Universal Declaration of Human Rights,

Recalling General Assembly resolution 59(I) of 14 December 1946 stating that freedom of information is a fundamental human right, and General Assembly resolution 45/76 A of 11 December 1990 on information in the service of humanity,

Recalling resolution 25C/104 of the General Conference of UNESCO of 1989 in which the main focus is the promotion of "the free flow of ideas by word and image at international as well as national levels",

Noting with appreciation the statements made by the United Nations Under-Secretary-General for Public Information and the Assistant Director-General for Communication, Information and Informatics of UNESCO at the opening of the Seminar,

Expressing our sincere appreciation to the United Nations and UNESCO for organizing the Seminar,

Expressing also our sincere appreciation to all the intergovernmental, governmental and non governmental bodies and organizations, in particular the United Nations Development Programme (UNDP), which contributed to the United Nations/UNESCO effort to organize the Seminar,

Expressing our gratitude to the Government and people of the Republic of Namibia for their kind hospitality which facilitated the success of the Seminar,

Declare that:

1. Consistent with article 19 of the Universal Declaration of Human Rights, the establishment, maintenance and fostering of an independent,

pluralistic and free press is essential to the development and maintenance of democracy in a nation, and for economic development.

2. By an independent press, we mean a press independent from governmental, political or economic control or from control of materials and infrastructure essential for the production and dissemination of newspapers, magazines and periodicals.

3. By a pluralistic press, we mean the end of monopolies of any kind and the existence of the greatest possible number of newspapers, magazines and periodicals reflecting the widest possible range of opinion within the community.

4. The welcome changes that an increasing number of African States are now undergoing towards multi-party democracies provide the climate in which an independent and pluralistic press can emerge.

5. The world-wide trend towards democracy and freedom of information and expression is a fundamental contribution to the fulfilment of human aspirations.

6. In Africa today, despite the positive developments in some countries, in many countries journalists, editors and publishers are victims of repression – they are murdered, arrested, detained and censored, and are restricted by economic and political pressures such as restrictions on newsprint, licensing systems which restrict the opportunity to publish, visa restrictions which prevent the free movement of journalists, restrictions on the exchange of news and information, and limitations on the circulation of newspapers within countries and across national borders. In some countries, one-party States control the totality of information.

7. Today, at least 17 journalists, editors or publishers are in African prisons, and 48 African journalists were killed in the exercise of their profession between 1969 and 1990.

8. The General Assembly of the United Nations should include in the agenda of its next session an item on the declaration of censorship as a grave violation of human rights falling within the purview of the Commission on Human Rights.

9. African States should be encouraged to provide constitutional guarantees of freedom of the press and freedom of association.

10. To encourage and consolidate the positive changes taking place in Africa, and to counter the negative ones, the international community – specifically, international organizations (governmental as well as non-governmental), development agencies and professional associations – should as a matter of priority direct funding support towards the development and establishment of non governmental newspapers, magazines and periodicals that reflect the society as a whole and the different points of view within the communities they serve.

11. All funding should aim to encourage pluralism as well as independence. As a consequence, the public media should be funded only where authorities guarantee a constitutional and effective freedom of information and expression and the independence of the press.

12. To assist in the preservation of the freedoms enumerated above, the establishment of truly independent, representative associations, syndicates or trade unions of journalists, and associations of editors and publishers, is a matter of priority in all the countries of Africa where such bodies do not now exist.

13. The national media and labour relations laws of African countries should be drafted in such a way as to ensure that such representative associations can exist and fulfil their important tasks in defence of press freedom.

14. As a sign of good faith, African Governments that have jailed journalists for their professional activities should free them immediately. Journalists who have had to leave their countries should be free to return to resume their professional activities.

15. Cooperation between publishers within Africa, and between publishers of the North and South (for example through the principle of twinning), should be encouraged and supported.

16. As a matter of urgency, the United Nations and UNESCO, and particularly the International Programme for the Development of

Communication (IPDC), should initiate detailed research, in cooperation with governmental (especially UNDP) and non governmental donor agencies, relevant non governmental organizations and professional associations, into the following specific areas:

- (i) identification of economic barriers to the establishment of news media outlets, including restrictive import duties, tariffs and quotas for such things as newsprint, printing equipment, and typesetting and word processing machinery, and taxes on the sale of newspapers, as a prelude to their removal;
- (ii) training of journalists and managers and the availability of professional training institutions and courses;
- (iii) legal barriers to the recognition and effective operation of trade unions or associations of journalists, editors and publishers;
- (iv) a register of available funding from development and other agencies, the conditions attaching to the release of such funds, and the methods of applying for them;
- (v) the state of press freedom, country by country, in Africa.

17. In view of the importance of radio and television in the field of news and information, the United Nations and UNESCO are invited to recommend to the General Assembly and the General Conference the convening of a similar seminar of journalists and managers of radio and television services in Africa, to explore the possibility of applying similar concepts of independence and pluralism to those media.

18. The international community should contribute to the achievement and implementation of the initiatives and projects set out in the annex to this Declaration.

19. This Declaration should be presented by the Secretary-General of the United Nations to the United Nations General Assembly, and by the Director-General of UNESCO to the General Conference of UNESCO.

ANNEX

Initiatives and Projects Identified in the Seminar

- I. Development of co-operation between private African newspapers:
 - to aid them in the mutual exchange of their publications;
 - to aid them in the exchange of information;
 - to aid them in sharing their experience by the exchange of journalists;
 - to organize on their behalf training courses and study trips for their journalists, managers and technical personnel.
- II. Creation of separate, independent national unions for publishers, news editors and journalists.
- III. Creation of regional unions for publishers, editors and independent journalists
- IV. Development and promotion of non governmental regulations and codes of ethics in each country in order to defend more effectively the profession and ensure its credibility.
- V. Financing of a study on the readership of independent newspapers in order to set up groups of advertising agents.
- VI. Financing of a feasibility study for the establishment of an independent press aid foundation and research into identifying capital funds for the foundation.
- VII. Financing of a feasibility study for the creation of a central board for the purchase of newsprint and the establishment of such a board.
- VIII. Support and creation of regional African press enterprises.
- IX. Aid with a view to establishing structures to monitor attacks on freedom of the press and the independence of journalists following the example of the West African Journalists' Association.
- X. Creation of a data bank for the independent African press for the documentation of news items essential to newspapers.

**Seminar on Promoting Independent and Pluralistic Asian Media
Declaration
Almaty, Kazakstan, October 1992**

We, the participants in the United Nations/United Nations Educational, Scientific and Cultural Organization Seminar on Promoting Independent and Pluralistic Asian Media, held in Almaty, Kazakstan, from 5 to 9 October 1992,

Recalling Article 19 of the Universal Declaration of Human Rights, which states that “Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media, and regardless of frontiers”,

Recalling General Assembly Resolution 59(I) of 14 December 1946, stating that freedom of information is a fundamental human right, and General Assembly Resolution 45/76 A of 11 December 1990 on information in the service of humanity,

Recalling Resolution 104 adopted by the General Conference of UNESCO at its twenty-fifth session in 1989, in which the main focus is the promotion of “the free flow of ideas by word and image – at international as well as national levels”,

Recalling Resolution 4.3 adopted by the General Conference of UNESCO at its twenty-sixth session in 1991, which recognizes that a free, pluralistic and independent press is an essential component of any democratic society and which endorses the Declaration adopted by the participants at the United Nations/UNESCO Seminar on “Promoting an Independent and Pluralistic African Press”, held in Windhoek, Namibia, from 29 April to 3 May 1991,

Stressing the growing role of the International Programme for the Development of Communication (IPDC), whose Intergovernmental Council decided, at its February 1992 session, to give priority to projects which seek to reinforce independent and pluralistic media,

Noting with appreciation the message of the Secretary-General of the United Nations to the Seminar, delivered on his behalf by his representative,

the Executive Secretary of the Economic and Social Commission for Asia and the Pacific, and the statement made by the Assistant Director-General for Communication, Information and Informatics of UNESCO on behalf of the Director-General of UNESCO at the opening of the Seminar,

Expressing our sincere appreciation to the United Nations and UNESCO for organizing the Seminar,

Expressing our gratitude to the Government and people of the Republic of Kazakhstan for their kind hospitality, which facilitated the success of the Seminar,

Expressing also our sincere appreciation to all the intergovernmental, governmental and non governmental bodies and organizations, in particular the United Nations Development Programme (UNDP), which contributed to the United Nations/UNESCO effort to organize the Seminar,

Recognizing the historic emergence of newly independent media in the Central Asian Republics of the former Soviet Union, and the need to build upon the innovative achievements of the Seminar in Africa,

Declare our full support for, and total commitment to, the fundamental principles of the Declaration of Windhoek, and acknowledge its importance as a milestone in the struggle for free, independent and pluralistic print and broadcast media in all regions of the world.

Specific Project Proposals

In Asia and the Pacific, including the newly independent Central Asian Republics of the former Soviet Union, which identify with the Asian region, we seek practical application of the principles enshrined in the Declaration of Windhoek, in conjunction with relevant national and international professional organisations and relevant UN agencies, in the following specific project proposals and in the following fields:

1. Legislation

To give expert advice and legal drafting assistance to replace redundant press laws inherited at independence with laws that create enforceable

rights to freedom of expression, freedom of opinion, access to information and freedom of the press; to abolish monopolies and all forms of discrimination in broadcasting and allocation of frequencies, in printing, newspaper and magazine distribution, and in newsprint production and distribution; and to abolish barriers to launching new publications, and discriminatory taxation.

2. Training

To promote a programme of national in-country and sub-regional seminars and/or training courses covering:

- a) professional skills, including extensive training and treatment of development issues;
- b) management, marketing and technical skills for the print and broadcast media;
- c) international principles of freedom of speech, freedom of expression, freedom of information and freedom of the press;
- d) international principles of freedom of association, management/staff relations, collective bargaining skills and the rights and responsibilities of representative associations of journalists, editors, broadcasters and publishers;
- e) principles of journalists' independence and the relationship between the editorial department of a newspaper, the board of directors and the administrative, advertising and commercial departments;
- f) appropriate curricula and training methodology for journalism training institutions (including tutor/lecturer exchange programmes) and special trainer programmes;
- g) access to training programmes and facilities;
- h) codes of conduct relating to advertising in the broadcast media;
- i) the rights of women in the media, and the rights of minority groups within societies.

3. Free Flow of Information

As a matter of urgency:

- a) To support the establishment of media resource centres in the Central Asian Republics where journalists and other media personnel can gain access to international news and information, manuals, textbooks and study materials, and where they can utilize desktop publishing equipment to prepare material for publication;
- b) to assist independent media in the upgrading of production, content and presentation of television news and current affairs programmes through the provision of new technology and the exposure of staff to modern and alternative production techniques and values;
- c) to assist in the establishment of an inter-country news exchange service, in order to increase the flow of international, national and regional news and information to and from neighbouring countries, and to help upgrade technology and develop more extensive communication links.

4. Safety of Journalists

To support the right of journalists to exercise their profession safely, and to establish a protection centre (or centres) in the region to link up with the proposed IFEX (International Freedom of Information Exchange) Action Alert Network for Asia, aiming specifically at the safety of journalists and press freedom issues.

5. Public Service Broadcasting

To encourage the development of journalistically independent public service broadcasting in place of existing State-controlled broadcasting structures, and to promote the development of community radio.

To upgrade educational broadcasting through support for distance education programmes such as English-language instruction and formal and non-formal education, literacy programmes, and information programmes on AIDS, the environment, children, etc.

6. Professional Associations

To assist Central Asian journalists, editors, publishers and broadcasters in establishing truly independent representative associations, syndicates or trade unions of journalists and associations of editors, publishers and broadcasters where such bodies do not yet exist.

7. Special Economic Issues

To identify economic barriers to the creation of new, independent media in Central Asia and in particular to arrange a feasibility study into alternative methods of acquiring and distributing newsprint, alternative facilities for printing and distributing newspapers and magazines and alternative means of obtaining low-interest credit.

The above projects, while identified as specific needs of Central Asian media, have region-wide applications. The participants call on UNESCO and its International Programme for the Development of Communication (IPDC), the United Nations, in particular the United Nations Economic and Social Commission for Asia and the Pacific (ESCAP), the United Nations Development Programme (UNDP), international professional organizations, donor countries, foundations and other interested parties to contribute generously to, and cooperate in, the implementation of these initiatives.

The participants request that this Declaration be presented by the Secretary-General of the United Nations to the United Nations General Assembly, and by the Director-General of UNESCO to the General Conference of UNESCO.

**Seminar on Media Development and Democracy
in Latin America and the Caribbean
Declaration
Santiago, Chile, May 1994**

We, the participants in the United Nations/United Nations Educational, Scientific and Cultural Organization/United Nations Development

Programme, "Seminar on Media Development and Democracy in Latin America and the Caribbean", held in Santiago, Chile, from 2 to 6 May 1994,

Recalling Article 19 of the Universal Declaration of Human Rights, which states that "Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media, and regardless of frontiers",

Recalling the American Convention on Human Rights (Pacto de San José de Costa Rica),

Recalling General Assembly Resolution 59(I) of 14 December 1946, stating that freedom of information is a fundamental human right, and General Assembly Resolution 45/76 A of 11 December 1990 on information in the service of humanity;

Recalling Resolution 104 adopted by the General Conference of the United Nations Educational, Scientific and Cultural Organization (UNESCO) at its twenty-fifth session in 1989, in which the main focus is the promotion of "the free flow of ideas by word and image at international as well as national levels",

Recalling Resolution 4.3 adopted by the General Conference of UNESCO at its twenty-sixth session in 1991, which recognizes that a free, pluralistic and independent press is an essential component of any democratic society and which endorses the Declaration adopted by the participants at the United Nations/UNESCO Seminar on "Promoting an Independent and Pluralistic African Press", held in Windhoek, Namibia, from 29 April to 3 May 1991,

Recalling General Assembly Resolution 48/133 of 20 December 1993, on the International Year of the World's Indigenous People, 1993,

Recalling the Convention on the Elimination of all Forms of Discrimination against Women,

Stressing the growing role of the International Programme for the Development of Communication (IPDC) of UNESCO, whose

Intergovernmental Council decided, at its February 1992 session, to give priority to projects which seek to reinforce independent and pluralistic media,

Noting with appreciation the statement made by the representative of the Department of Public Information of the United Nations, the statement made by the Assistant Director-General for Communication, Information and Informatics of UNESCO, and the statement made by the representative of the United Nations Development Programme (UNDP) at the opening of the Seminar,

Noting with satisfaction that the holding of the Seminar coincided with the first observance of World Press Freedom Day, established by General Assembly Decision of 20 December 1993,

Noting with appreciation the message of the Secretary-General of the United Nations on the occasion of World Press Freedom Day, delivered on his behalf by the representative of the Department of Public Information, the message on the occasion of the Day by the Director-General of UNESCO delivered on his behalf by the Assistant Director-General for Communication, Information and Informatics, the statement made by the President of the Republic of Chile and the statement made by the Mayor of the City of Santiago at the dedication ceremony of the International Square of Freedom of the Press, in Santiago, on 3 May 1994, World Press Freedom Day,

Expressing our gratitude to the Government and people of Chile for their kind hospitality, which facilitated the success of the Seminar,

Expressing our gratitude to the Mayor and people of Santiago for dedicating on 3 May 1994, World Press Freedom Day, a square, in Santiago, to press freedom,

Expressing our sincere appreciation to the United Nations, UNESCO and UNDP for organizing the Seminar,

Expressing also our sincere appreciation to all the intergovernmental, governmental and non governmental bodies and organizations which contributed to the United Nations/UNESCO/UNDP effort to organize the Seminar,

Aware that peace, development and democracy are intimately interlinked, and recognizing that the Latin American and Caribbean media, amongst the most dynamic in the world, have played a major role in favour of peace, democracy and world economic and social development,

Express our full support for, and total commitment to, the fundamental principles of the Declaration of Windhoek, and acknowledge its importance as a milestone in the struggle for free, independent and pluralistic print and broadcast media in all regions of the world.

Regarding the specific situation prevailing in Latin America and the Caribbean, where there exist highly developed print and electronic media of which some are known worldwide, and small and community media, including those recently established, with very limited means, in particular in rural and marginalized urban areas,

We declare that

1. Freedom of expression is the cornerstone of our democracies. Democracy is a prerequisite for peace and development within and between our countries. Freedom of the press is a key and indivisible part of the freedom of expression.
2. All States of the region must be encouraged to provide constitutional guaranties for freedom of expression, freedom of the press for all forms of media, freedom of association and freedom for media trade unions.
3. Respect for pluralism, cultural, language and gender diversity should be a fundamental factor in our democratic societies and should be reflected through all the media.
4. We strongly condemn the fact that journalists, publishers and broadcasters are still victims of repression, threats, aggression, murder, arrest, detention and abduction for which the criminals, in many cases, enjoy impunity. They are also restricted by economic and political pressures such as censorship; restrictions on newsprint and other professional equipment and material; licensing systems and abusive controls which limit the opportunity to publish or broadcast; travel or visa denials and restrictions which prevent the free movement of journalists; limitations on the free flow of news and information; and restrictions on the circulation of periodicals within countries and across national borders.

5. Our aim is to promote the greatest possible number of newspapers, magazines, videos, radio and television stations reflecting the widest possible range of opinion in the community.
6. State authorities should make available in a timely and reasonable manner the information generated by the public sector.
7. No journalist should be forced to reveal his or her sources of information.
8. In accordance with the fundamental rights of expression and association as stated in the Universal Declaration of Human Rights, the access to and the practice of journalism must be free, and not limited by any means.
9. There is an urgent need to increase training and educational programmes for journalists and other media practitioners with a view to improving their professional standards.
10. We call on the General Assembly of the United Nations to create a "World Press Freedom Prize", to be awarded annually, to honour individuals, organizations or institutions that have contributed significantly to the advancement of freedom of information, irrespective of the medium, print or electronic. The jury shall be appointed by the Secretary-General of the United Nations and the Director-General of UNESCO, and shall be composed of distinguished personalities recognized and respected for their dedication to the cause of freedom of the press and for their internationally recognized ethical standing.

PLAN OF ACTION

The Plan of Action adopted by the Seminar proposes the following measures:

1. Promotion of community media in rural, indigenous and marginal urban areas

A. Taking into account the increasing importance of community media in the democratic process in the region, to request the United Nations Educational, Scientific and Cultural Organization (UNESCO), with the assistance of professional organizations and research institutions, to survey the current situation of community media concerning legislation,

frequencies, power limitations and advertising restrictions, with a view to making recommendations for the consideration of the governments concerned.

B. To request the International Programme for the Development of Communication (IPDC) of UNESCO and donor agencies to support projects for the creation of new community media, both print and broadcast, and projects aimed at strengthening existing community media in accordance with international norms, especially those media serving women, youth, indigenous populations and minorities.

C. To call upon professional organizations and the regional and national representatives of international organizations involved in community development issues, to encourage community media to exchange information among themselves and with other media. In so doing, they will contribute to the development of communication networks.

2. Training

A. To promote and support the training of journalists, broadcasters and other media professionals, especially those working in rural and marginal urban areas. To this end the curricula should include the legal, technological, managerial, marketing, advertising, gender and cultural aspects of the media.

B. To recommend to media organizations in the region, (journalists, broadcasters and publishers) to hold a meeting with a view to harmonizing their training and educational programmes and working methods, and to adapting them to new technologies, in collaboration if necessary with UNESCO.

C. To encourage the reading of both community and national newspapers in school as learning tools, in order to enable children to understand the value of the free press and to learn to exercise their judgement. Further, to include in the curriculum of primary education the issue of freedom of the press.

D. To ask UNESCO to convene, in coordination with the United Nations Development Programme (UNDP) and other UN agencies, seminars to analyze the status and the participation of women in the media.

3. Free press and the safety of journalists

A. To extend the number of monitoring centres in the Latin American and the Caribbean region and to link them with the existing International Freedom of Expression Exchange (IFEX) Action Alert Network, using joint resources of professional national and international organizations with assistance from UNESCO.

B. In addition to monitoring aggression against journalists, to request IFEX to investigate the possibility of including in the monitoring system serious cases of visa rejection, limited movement of journalists and restrictions on the free flow of information in the region, among other press freedom issues.

C. To request UNESCO to participate, together with professional organizations, in promoting at different levels of society awareness of the right of journalists to exercise their profession safely.

4. Equipment and technology

A. To request UNESCO and the International Telecommunication Union (ITU), together with professional organizations, to advise small media, especially in rural and marginal urban areas, on available technology optimal for their needs.

B. To ask the IPDC, the Intergovernmental Informatics Programme (IIP) and the Programme of General Information (PGI), all three of UNESCO, to support the creation of networks, documentation centers and data bases in the Latin American and Caribbean countries in order for journalists and broadcasters to have access to international information, as well as manuals, texts, compact discs (CD ROM) and other kinds of training material.

5. Research

A. To encourage media organizations, universities, research institutions and governmental and intergovernmental agencies to conduct research on the impact of communication technology development on indigenous communities, with a view to maintaining their cultural identity.

B. To recommend that UNESCO, in cooperation with professional organizations, conduct a comparative study of legislation affecting media.

**International Symposium: Women and the Media,
Access to Expression and Decision-Making
Platform for Action
Toronto, Canada, February-March 1995**

INTRODUCTION

In the past twenty years, the world has seen an explosion in the field of communications. With advances in computer technology and satellite and cable television, global access to information, when democratically used, continues to increase and expand creating new opportunities for the participation of women in communications and media and for dissemination of information about women. However all these developments bring about new threats. They may affect negatively the existing cultures and prevailing values of receiving countries. With the re-emergence in some countries of reactionary beliefs, media are also becoming a weapon of domination and obscurantism. Finally the present global situation in the media shows the perpetuation and re-enforcement of negative images of women that do not provide an accurate or realistic picture of women's multiple roles and contributions to a changing world. Even more insidious are the use by media of women's bodies as sex objects, and violence against women as "entertainment". Greater involvement by women in both the technical and decision-making areas of communication and media would increase awareness of women's lives from their own perspective.

I. GLOBAL ACTIONS

1. *We, the participants in the International Symposium: Women and the Media, Access to Expression and Decision-Making, held in Toronto (Canada) from 28 February to 3 March 1995, propose the following actions with these long-term objectives in mind:*

- 1.1 To increase women's access to expression in and through the media;
- 1.2 To increase women's access to and participation in decision-making and management of the media, so as to encourage media to promote women's positive contributions to society;
- 1.3 To use communication as a driving force in the promotion of women's active and equal participation in development in a context of peace and equality, while preserving freedom of expression and freedom of the press.

1.4 To recognize the importance of women's media networks worldwide, both those that supply news in women's activities and concerns to media outlets, and those that utilize alternative media channels to reach women and women's groups with information that assists and supports them in their personal, family and community development activities.

1.5 To recognize the rights of all women to have access to expression and participation in the media, in particular those from discriminated groups such as other-abled, indigenous, women of colour and women of diverse sexual orientation.

2. We, the Toronto Symposium participants, encourage media enterprises to undertake the following actions, where they do not already exist:

2.1 Adopt positive action programmes, including equal pay for equal work, equal access to training, fair and transparent promotion procedures, targets and timetables to achieve a fair proportion of women in decision-making positions, action against sexual harassment, so that women can reach their full potential as media professionals.

2.2 Adopt gender-awareness programmes targeted at both female and male media professionals to encourage equality and variety in the portrayal of men and women.

2.3 Develop editorial policies that are gender-sensitive and reflect gender equity, so that women's perspectives are included in all topics.

2.4 Sensitize media managers and professionals to increase coverage of women's points of view, especially in political, economic, business, and scientific news.

2.5 Recognize women as authoritative information sources, experts, and opinion makers, therefore news sources on any issue and not confine women to the role of speaking only on "women's issues."

2.6 Prepare, in cooperation with journalists' organizations, guidelines against gender-biased treatment of information and checklists against gender-biased language for reporters and editors to use when writing and reviewing stories.

2.7 Include media women in media self-regulatory committees and other executive committees that draft programme guidelines, budgets, contracts, and personnel documents.

2.8 Encourage media employers to print in recruitment advertisements and personnel materials the fact that they are equal opportunity employers.

2.9 Avoid the requirement of facts such as gender and marital status in job applications.

2.10 Take steps when feasible towards providing food service and childcare, in view of the unpredictability of schedules for covering breaking news.

2.11 Urge the definition of ethical guidelines adapted to all types of media, including on-line technologies and virtual reality, as well as monitoring mechanisms with respect to images that are discriminatory or that violate children's and women's rights in information, advertisements, marketing, and entertainment; this not with a mind to restrain freedom of expression and of the press, but rather to ensure the respect of human rights and dignity.

2.12 Maintain and promote the idea of public service. Encourage information and education programmes on, among other topics, those concerning women.

2.13 Publicize legislation and international conventions on women in local languages so as to educate women about their rights.

2.14 Educate women and men, young and old, about all forms of violence against women and emphasize solutions to eliminate this violence.

2.15 Design gender-sensitizing programmes for media managers and train them to be vigilant decision-makers against discriminatory and stereotyped portrayal of women in the media.

2.16 Examine how media when dealing with topics of violence against women, can do it in an educative and non-exploitative context.

3. We, the Toronto Symposium participants, encourage professional media organizations to undertake the following actions, where they do not already exist:

3.1 Establish and increase the membership of local, regional, national, and international networks for women media professionals in order to address professional concerns, form mentoring programmes, promote contacts for professional training and advancement, and develop women's sense of pride and professionalism.

3.2 Promote active North/South and South/South cooperation between journalists' organizations, women's professional media associations, women's legal groups, and women's political associations.

3.3 Lobby for the creation of advertising standards councils to develop regulations against the use of sexist, gender-biased language concerning women and images of women in advertisements.

3.4 Advise smaller media, especially reaching women in rural and marginalized urban areas, on questions, such as available technology optimal for their needs.

3.5 Encourage the adoption of guidelines on gender portrayal in consultation with media women, which support the representation of women in their diversity and recognize their fundamental rights to equality, security and dignity, and to assist in putting these guidelines into practice.

4. We, the Toronto Symposium participants, encourage educational and media training institutions to undertake the following actions, where they do not already exist:

4.1 Encourage dialogue between the media sector and the field of education in general to raise public awareness of the portrayal of women in the media.

4.2 Promote media literacy programmes for the public at large, in particular children, in order to develop critical faculties among society for the reception of messages disseminated in the media, as well as awareness of discriminatory and stereotyped images that feed inequalities between the genders; and to prevent prejudices that may be caused by television's depiction of violence against women.

4.3 Adopt gender-awareness programmes and local history and cultural diversity programmes targeted at both female and male media professionals at all media training institutions.

4.4 Organize and encourage the training of women in journalism, radio, film videomaking, mechanical and technical media skills, and in specialized subject areas, such as culture, education, science, technology, environment, economics, politics, business and sports.

4.5 Train women media students and professionals in management and related subjects, such as interpersonal communication, and decision-making skills, with a view to promoting women's media enterprises.

4.6 Sponsor short-term or longer term professional internships or exchanges to expand the professional skills of women media professionals.

4.7 Encourage the development of women's participation in electronic discussion groups, computer bulletin boards, electronic newsletters, fax newsletters, and other alternative media and new information technology.

4.8 Develop and support monitoring bodies that survey media and advertising content concerning gender portrayal.

5. We, the Toronto Symposium participants, encourage governments to undertake the following actions, where they do not already exist:

5.1 Include women on a parity basis in government reform committees, parliamentary, advisory, policy-making and other regulatory bodies that consider advertising and communications policy.

5.2 Assign programme budgets to allow for the equal access of women to telecommunications and to training in computing, among other communications technologies.

5.3 Review and enforce pornography legislation, in consultation with concerned citizens and groups.

5.4 Abolish those laws which effectively curb freedom of expression, freedom of association and those laws that result in discrimination of women.

5.5 Establish a legal framework which guarantees the right to freely seek, receive and impart information to men and women and to refrain from defining journalists' ethics, which is a matter for those engaged in journalism.

6. We, the Toronto Symposium participants, encourage international and national governmental and non governmental organizations, including research bodies, to undertake the following actions, where they do not already exist:

6.1 Interlink more effectively grassroots workers and volunteers, media researchers, NGOs, advocacy groups, alternative media networks and policy-makers concerning women and the media.

6.2 Set up an international on-line network for exchange of information on portrayal of women in the media and information on women's media enterprises.

6.3 Develop and strengthen traditional forms of communication such as story telling and drama, especially for rural women.

6.4 Introduce, support and extend community radio stations as a way of increasing women's participation and contribution to the media and local economic development, especially in areas of high illiteracy rates.

6.5 Establish in cooperation with broadcasters an international video library on the portrayal of women to be used in seminars and workshops aimed at raising awareness of media professionals and the general public.

6.6 Ensure that international governmental and non-governmental organizations, which address issues of communication, aim at equity in the participation of women and men in programmes, wages, and career advancement opportunities.

6.7 Encourage procedures for adequate consideration of consumer complaints lodged with media enterprises or advertisers against media content or advertisements that portray women in a discriminatory way.

6.8 Promote the free circulation of information regarding funders interested in the development of communication projects relating to women.

6.9 Expand data banks and develop research on gender and media, for wide distribution.

6.10 Develop follow-up and evaluation systems as part of research in women's communication programming to know what works and what needs improvement.

6.11 Support the publication of studies relating to women's images in the media, audience studies, listening, viewing, and reading patterns, media policies and patterns of media ownership; all these as an investment in building up a base for evaluation and planning.

6.12 Conduct research into various alternative, traditional, local, and folk forms, as well as new communications technologies used by women.

6.13 Collect and distribute annual bibliographies on major research activities and findings concerning women in communication and development.

6.14 Undertake research studies on the impact on viewers of the content of media products, especially violence against women.

6.15 Support efforts by NGOs to provide technical assistance and training in communications methods and technologies to local and national groups that are attempting to reach out to otherwise isolated communities, using appropriate languages and channels not available to regional and international networks.

6.16 Promote dialogue between the representative organizations of journalists and media employers to discuss a joint approach to journalists' ethics concerning gender portrayal.

6.17 Include a communication dimension in development programmes, in particular those addressing women.

6.18 Condemn all types of extremism, in particular religious extremism, which jeopardizes the rights of women and democracy.

7. We, the Toronto Symposium participants, encourage media enterprises, professional media organizations, international and national governmental and non governmental organizations, educational and media training institutions, and governments to undertake the following action:

7.1 Involve men in action towards the achievement of women's equality in the media, as equality between men and women concerns all people and touches upon the very functioning and development of our societies.

7.2 Develop educational and training methodologies to enable women's organizations and community groups to effectively communicate their own messages and concerns and access to existing media.

II. SPECIFIC AND IMMEDIATE ACTIONS

1. We, the Toronto Symposium participants, encourage UNESCO to:

1.1 Form an open network WOMMED/FEMMED beginning with Toronto Symposium observers and participants in order to work together to achieve proposed actions.

1.2 Establish a Women and the Media videolibrary and documentation depository, containing in particular the submissions to the Toronto Symposium's parallel activity "Demystifying Media for Social Change."

1.3 Present the “Toronto Platform” for endorsement by the UNESCO General Conference and upon its approval, request that its implementation be monitored regularly.

2. We, the Toronto Symposium participants, encourage media enterprises to:

2.1 Establish and diversify media products and services reflecting local cultures and languages in order to encourage local women's participation.

2.2 Adopt equal opportunities programmes to ensure that women have equal access to decision-making in the media.

2.3 Develop in cooperation with journalists' and media professional organizations guidelines on gender portrayal.

3. We, the Toronto Symposium participants, encourage professional media organizations to:

3.1 Promote equal opportunity hiring and promotional policies, and guidelines for non-sexist reporting.

3.2 Publish directories of women media professionals to act as a networking tool, provide gender sensitization workshops for media professionals, and promote media skills training for lay women's groups.

4. We, the Toronto Symposium participants, encourage international and national governmental and non governmental organizations, including media training institutions, to:

4.1 Ensure that several themes on women's contributions to the media are adopted for World Press Freedom Day and other relevant observances.

4.2 Involve men in action towards the achievement of women's equality in the media, as equality between men and women concerns all people and touches upon the very functioning and development of our societies.

4.3 Monitor and denounce attacks on media professionals or users who expose or speak out against extremists, be they political, religious, racist, etc.

4.4 Continue expanding community radio projects in view of high illiteracy rates in rural and urban areas.

4.5 Sponsor training in Desktop Publishing techniques and marketing for new small media run by women, especially in rural areas.

Seminar on Promoting Independent and Pluralistic Arab Media Declaration Sana'a, Yemen, January 1996

We, the participants in the United Nations/United Nations Educational, Scientific and Cultural Organization Seminar on Promoting Independent and Pluralistic Arab Media, held in Sana'a, Yemen, from 7 to 11 January 1996;

Bearing in mind Article 19 of the Universal Declaration of Human Rights, which states that "Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media, and regardless of frontiers";

Recalling United Nations General Assembly Resolution 59 (I) of 14 December 1946, which states that freedom of information is a fundamental human right, and General Assembly Resolution 45/76 A of 11 December 1990 on information in the service of humanity;

Recalling Resolution 104 adopted by the General Conference of the United Nations Educational, Scientific and Cultural Organization (UNESCO) at its twenty-fifth session in 1989, focusing on the promotion of "the free flow of ideas by word and image at international as well as national levels";

Recalling also resolution 4.3 adopted by the General Conference of UNESCO at its twenty-sixth session "recognizing that a free, pluralistic and independent press is an essential component of any democratic society", and inviting the Director-General "to extend to other regions of the world the action ... to encourage press freedom and to promote the independence and pluralism of the media";

Further recalling United Nations General Assembly decision of 20 December 1993 on the observance of World Press Freedom Day on 3 May;

Noting with satisfaction resolution 4.6 of the twenty-eighth session of the General Conference of UNESCO (1995), which stressed "the outstanding

importance of”, and endorsed, the Declarations adopted by the participants of the Seminars, held in Windhoek, Namibia (29 April - 3 May 1991), in Almaty, Kazakstan (5 - 9 October 1992), and in Santiago, Chile (2 - 6 May 1994), and which expressed its conviction that “the joint UNESCO/United Nations... regional Seminar on Promoting Independent and Pluralistic Arab Media to be held in Sana’a, Yemen in early 1996 will contribute to creating conditions that will enable pluralistic media to develop and participate effectively in the democratization and development processes in the Arab region”;

Stressing the growing role of the International Programme for the Development of Communication (IPDC) of UNESCO, whose Intergovernmental Council decided, at its February 1992 session, to give priority to projects which seek to reinforce independent and pluralistic media;

Noting the vital need and the importance of access by women to free expression and decision-making in the field of media;

Noting with appreciation the statements made at the opening of the Seminar by the United Nations Assistant Secretary General for Public Information on behalf of the Secretary General and the Assistant Director-General for Communication, Information and Informatics of UNESCO on behalf of the Director-General;

Expressing our sincere appreciation to the United Nations and UNESCO for organizing the Seminar;

Expressing also our sincere appreciation to all the intergovernmental, governmental and non governmental bodies, organizations, agencies and foundations which contributed to the United Nations/UNESCO effort to organize the Seminar;

Expressing our gratitude to the Government, people, and media organizations and professionals of the Republic of Yemen for their kind hospitality which facilitated the success of the Seminar;

Fully support and express our commitment to the principles of the Declaration of Windhoek, acknowledging its crucial importance for

promoting free, independent and pluralistic print and broadcast media in all regions of the world and *seek* practical application of the principles enshrined in this Declaration;

Welcome the world-wide trend towards democracy, freedom of expression and press freedom, *recognize* efforts by a number of Arab countries in this direction and *urge* all Arab states to participate in this historic process;

Believe that the advent of new information and communication technologies contributes to genuine cooperation, development, democracy and peace; *acknowledge*, however, that these technologies can be used to manipulate public opinion; and *note* that some governments do exploit the perceived threat of such technologies to justify curtailing of press freedom;

Deplore that, in the Arab World, journalists, publishers and other media practitioners continue to be victims of harassment, physical assault, threats, arrest, detention, torture, abduction, exile and murder. They are also subject to economic and political pressures, including dismissal, censorship, curbs on travel as well as passport withdrawals or visa denials. In addition to limitations on the free flow of news and information, and on the circulation of periodicals within countries and across national borders, the media is also subject to restrictions in the use of newsprint and other professional equipment and material. Licensing systems and abusive controls limit the opportunity to publish or broadcast;

Believe that arrest and detention of journalists because of their professional activities are a grave violation of human rights and *urge* Arab governments that have jailed journalists for these reasons to release them immediately and unconditionally. Journalists who have had to leave their countries should be free to return and to resume their professional activities. Those who have been dismissed abusively should be allowed to regain their positions.

Declare that

Arab States should provide, and reinforce where they exist, constitutional and legal guarantees of freedom of expression and of press freedom and should abolish those laws and measures that limit the freedom of the press;

government tendencies to draw limits/ “red lines” outside the purview of the law restrict these freedoms and are unacceptable;

The establishment of truly independent, representative associations, syndicates or trade unions of journalists, and associations of editors and publishers, is a matter of priority in those Arab countries where such bodies do not now exist. Any legal and administrative obstacles to the establishment of independent journalists' organizations should be removed. Where necessary, labour relations laws should be elaborated in accordance with international standards;

Sound journalistic practices are the most effective safeguard against governmental restrictions and pressures by special interest groups. Guidelines for journalistic standards are the concern of the news media professionals. Any attempt to set down standards and guidelines should come from the journalists themselves. Disputes involving the media and/or the media professionals in the exercise of their profession are a matter for the courts to decide, and such cases should be tried under civil and not criminal codes and procedures;

Journalists should be encouraged to create independent media enterprises owned, run and funded by the journalists themselves and supported, if necessary, by transparent endowments with guarantees that funders do not intervene in editorial policies;

International assistance in Arab countries should aim to develop print and electronic media, independent of governments in order to encourage pluralism as well as editorial independence. Public media should be supported and funded only when they are editorially independent and where a constitutional, effective freedom of information and expression and the independence of the press are guaranteed;

State-owned broadcasting and news agencies should be granted statutes of journalistic and editorial independence as open public service institutions. Creation of independent news agencies and private and/or community ownership of broadcasting media including in rural areas should also be encouraged;

Arab governments should cooperate with the United Nations and UNESCO, other governmental and non governmental development agencies, organizations and professional associations, in order to:

(i) enact and/or revise laws with a view to: enforcing the rights to freedom of expression and press freedom and legally enforceable free access to information; eliminating monopoly controls over news and advertising; putting an end to all forms of social, economic or political discrimination in broadcasting, in the allocation of frequencies, in printing, in newspaper and magazine distribution and in newsprint production and allocation; abolishing all barriers to launching new publications and any form of discriminatory taxation;

(ii) initiate action to remove economic barriers to the establishment and operation of news media outlets, including restrictive import duties, tariffs and quotas for such things as newsprint, printing equipment, typesetting and word processing machinery and telecommunication equipment, and taxes on the sale of newspapers or other restrictions on the public's access to news media;

(iii) improve and expand training of journalists and managers, and other media practitioners, without discrimination, with a view to upgrading their professional standards, also by the establishment of new training centers in the countries where there are none, including Yemen.

Seek the assistance of national, regional and international press freedom and media professional organizations and other relevant NGOs to establish national and regional networks aimed at monitoring and acting against violations of free expression, to create data banks and to provide advice and technical assistance in computerisation as well as in new information and communication technologies with the understanding that UNDP, IPDC and other development partners would consider these needs to be a major priority;

Request UNESCO National Commissions of the Arab States to help in organizing national and regional meetings to enhance press freedom and to encourage creation of independent media institutions.

The international community should contribute to the achievement and implementation of this Declaration.

This Declaration should be presented by the Secretary-General of the United Nations to the General Assembly, and by the Director-General of UNESCO to the General Conference, for follow-up and implementation.

**European Seminar on Promoting Independent and Pluralistic Media
Declaration (with special focus on Central and Eastern Europe)
Sofia, Bulgaria, September 1997**

We, the participants in the European Seminar on Promoting Independent and Pluralistic Media (with special focus on Central and Eastern Europe), organized in Sofia, Bulgaria, from 10 to 13 September 1997 by the United Nations Department of Public Information (UNDPI) and the United Nations Educational, Scientific and Cultural Organization (UNESCO);

Recalling Article 19 of the Universal Declaration of Human Rights, which states that "Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media, and regardless of frontiers";

Recalling United Nations General Assembly Resolution 59 (I) of 14 December 1946, which states that freedom of information is a fundamental human right, and General Assembly Resolution 45/76 A of 11 December 1990 on information in the service of humanity;

Recalling Resolution 104 adopted by the General Conference of the United Nations Educational, Scientific and Cultural Organization (UNESCO) at its twenty-fifth session in 1989, focusing on the promotion of "the free flow of ideas by word and image at international as well as national levels";

Recalling also resolution 4.3 adopted by the General Conference of UNESCO at its twenty-sixth session (1991) "recognizing that a free, pluralistic and independent press is an essential component of any democratic society", and inviting the Director-General "to extend to other regions of the world the action ... to encourage press freedom and to promote the independence and pluralism of the media";

Further recalling United Nations General Assembly decision 48/432 of 20 December 1993 to declare 3 May World Press Freedom Day.

Noting with satisfaction resolution 4.6 of the twenty-eighth session of the General Conference of UNESCO (1995), which stressed “*the outstanding importance of*”, and *endorsed*, the Declarations adopted by the participants of the Seminars, held in Windhoek, Namibia (1991), in Almaty, Kazakstan (1992), and in Santiago, Chile (1994), and referring to 150 EX/Decisions 3.1 by which the Executive Board of UNESCO at its 150th session (1996) recommended to the General Conference to *endorse* the Sana'a Declaration (Yemen, 1996);

Noting with appreciation the statement made at the opening of the Seminar by the Vice Prime Minister of the Republic of Bulgaria, and the messages from the Secretary General of the United Nations and by the Director-General of UNESCO, who emphasized that freedom of expression is the basic pillar of democracy that is particularly fragile in all transitional countries. The conditions in which the media operate, in this transition period, are extremely challenging;

Expressing our sincere appreciation to the United Nations and UNESCO for organizing the Seminar;

Expressing also our sincere appreciation to all the intergovernmental, governmental and non governmental organizations, agencies and foundations which contributed to the United Nations/UNESCO effort to organize the Seminar;

Expressing our gratitude to the Government, people, and media organizations and professionals of the Republic of Bulgaria for their kind hospitality which facilitated the success of the Seminar;

We reiterate that the establishment, maintenance and fostering of independent, pluralistic and free media is essential to the development and preservation of democracy;

We re-emphasize that twin functions of the press are to impart information and ideas on matters of public interest and to act as a watch-dog of government;

We express our commitment to the principles of the Declaration of Windhoek, acknowledging its crucial importance for promoting free,

independent and pluralistic print and electronic media, including Internet and interactive communications, in all regions of the world; we urge all parties concerned that the principles enshrined in this Declaration be applied in practice;

We support the world-wide movement towards democracy and freedom of expression and information which is a fundamental prerequisite for the fulfilment of human aspirations. To ignore these principles could undermine the development of civil society and even lead to the re-emergence of totalitarianism;

We consider all forms of censorship, whether direct or indirect, unacceptable; we emphasize that media practitioners continue to be victims of harassment, physical assault, threats, arrest, detention, torture, abduction, exile and murder. They are also subject to economic and political pressures, including politically motivated dismissal, misuse of existing laws and further restrictions under new laws. In addition to limitations on the free flow of news and information, and on the circulation of periodicals within countries and across national borders, the media are also often subject to restrictions in the use of newsprint, transmitter systems, Internet, interactive and other means of communication. Licensing systems, abusive and arbitrary controls and also excessive tariffs limit access to the media and the right to publish, transmit or broadcast information;

We strongly deplore that nearly all assassinations and other crimes against journalists and other media professionals in Europe as in other parts of the world go unpunished;

We urge intergovernmental organizations, both within the UN system and at the regional level, to coordinate their action to obtain from States concerned the relevant information on the results of their investigations and the legal measures they have taken on the assassinations and other crimes against journalists and other media professionals;

We urge Governments to free immediately those journalists who have been jailed for their professional activities;

We further deplore restrictions on travel and passport withdrawals or visa denials. There should be no discrimination between foreign and local

journalists. Journalists should be free to work in the country of their choice and for any media, local or foreign;

Being of the opinion that freedom of expression, including press freedom and access to information, is a fundamental human right, we invite the General Assembly of the United Nations, at its next session, to decide on measures to reinforce practical application of and to make binding the Universal Declaration of Human Rights, especially Article 19. Such a decision would represent an important contribution to the 50th Anniversary of the Universal Declaration of Human Rights.

We invite all intergovernmental organizations concerned and donor agencies to make a special effort to provide increased assistance in establishing and strengthening independent and pluralistic media in all regions of the world.

We declare that:

1. The welcome changes that an increasing number of Central and Eastern European States are now undergoing towards democracy provide the climate in which independent and pluralistic media can emerge and develop.
2. All States should provide, or reinforce where they exist, constitutional and legal guarantees of freedom of expression and of press freedom and should review, revise and/or repeal those laws, regulations and measures that limit the exercise of this fundamental right. They should pay special attention to ensuring the respect of these guarantees. Tendencies to draw limits or taboos outside the purview of the law restrict these freedoms and are unacceptable.
3. All countries should be encouraged to facilitate travel and granting of visas to foreign journalists wishing to travel, move and work within their borders; there should be no obstacle to bringing in and use of professional equipment .
4. Free access to information from public authorities must be granted. No journalist should be forced to reveal sources of information. Adequate guarantees must be established.
5. Truly independent, representative associations, syndicates or trade unions of journalists, and associations of editors and publishers should be

established and/or reinforced. Any legal and administrative obstacles to the establishment of independent journalists' organizations should be removed.

6. Sound journalistic practices are the most effective safeguard against governmental restrictions and pressures by special interest groups. Any attempts to draw up standards and guidelines should come from journalists themselves. Disputes involving the media and/or the media professionals in the exercise of their profession are a matter for the courts to decide, and such cases should be tried under civil and not criminal (or military) codes and procedures.

7. In all media the professional independence and journalistic and editorial freedom should be recognized. State-owned broadcasting and news agencies should, as a matter of priority, be reformed and granted statutes of journalistic and editorial independence as open public service institutions. If supervisory regulatory broadcasting authorities are established, they must be fully independent of government. Creation of independent news agencies as well as private and/or community-owned broadcasting media, including in rural areas, should also be encouraged.

8. Special efforts should be made to support the creation of in-country journalism educational and training structures, in order to ensure the development of independent journalism and free media.

9. Taking into account the economic and social conditions which prevail in Central and Eastern European countries, including discrepancies within this sub-region, the international community (international organizations, development agencies and professional associations) should as a matter of priority agree long-term sustainable funding support directed towards the development of all independent media. In addition, the World Bank, the European Bank for Reconstruction and Development, intergovernmental organizations and donor agencies concerned should work together to establish an independent Media Loan Fund.

10. The advent of new information and communication technologies representing new channels for the free flow of information could and should contribute to pluralism, economic and social development, democracy and peace. The access to and the use of these new media should be afforded the same freedom of expression protections as traditional media.

11. Xenophobia and clashes between different ethnic and religious groups threaten peace and democracy in many parts of Europe. Training

programmes on journalistic ethics should sensitize journalists to prejudices and discrimination. It is also necessary to develop better recruitment policies within media which encourage journalists and journalism from ethnic and minority communities.

12. Non-partisan factual reporting and the highest professional standards are of crucial importance when in, and covering, conflict zones.

13. Effective measures and legislation should be enacted to include prevention of excessive concentration of media ownership, including that by the state, and any controls that reduce pluralism.

14. Public interest is determined without regard to forms of ownership. Ownership and financing of all media should be transparent and publicly declared. States must encourage diversity in forms of ownership by means of legal guarantees and by the allocation of public funds on a non-discriminatory basis.

15. With the increasing commercial and other pressures on all media it is essential to maintain the credibility of the media, by striving for quality of content.

16. This Declaration should be presented by the Secretary-General of the United Nations to the General Assembly, and by the Director-General of UNESCO to the General Conference, for follow-up and implementation.

CHRONOLOGY

May 1991: Windhoek, Namibia, Seminar on Promoting an Independent and Pluralistic African Press, *Declaration*

October 1992: Almaty, Kazakstan, Seminar on Promoting Independent and Pluralistic Asian Media, *Declaration*

May 1994: Santiago, Chile, Seminar on Media Development and Democracy in Latin America and the Caribbean, *Declaration*

February-March 1995: Toronto, Canada, International Symposium: Women and the Media, Access to Expression and Decision-Making, *Platform for Action*

January 1996: Sana'a, Yemen, Seminar on Promoting Independent and Pluralistic Arab Media, *Declaration*

February 1996: Paris, France, ICSU Press/UNESCO Joint Conference of Experts on Electronic Publishing in Science, *Recommendations on Electronic Publishing in Science*

July 1996: Moscow, Russian Federation, Second International Congress on "Education and Informatics: Educational Policies and New Technologies", *Declaration*

June 1997: Paris, France, World Congress on the Status of the Artist, *Declaration*

July 1997: Hamburg, Germany, Fifth International Conference on Adult Education, *Declaration on Adult Learning*

September 1997: Sofia, Bulgaria, European Seminar on Promoting Independent and Pluralistic Media, *Declaration (with special focus on Central and Eastern Europe)*

April 1998: Stockholm, Sweden, Intergovernmental Conference on Cultural Policies for Development, *Action Plan on Cultural Policies for Development*

October 1998: Paris, France, World Conference on Higher Education, *World Declaration on Higher Education for the Twenty-First Century*

April 1999: Seoul, Republic of Korea, Second International Congress on Technical and Vocational Education, *Recommendations on "Technical and Vocational Education and Training: A Vision for the Twenty-first Century"*

July 1999: Budapest, Hungary, World Conference on Science, *Declaration on Science and the Use of Scientific Knowledge*

April 2000: Dakar, Senegal, World Education Forum, *Education For All: Meeting Our Collective Commitments*

May 2000: Paris, France, Education For All: Meeting Our Collective Commitments, *Expanded Commentary on the Dakar Framework for Action*

February 2001: Paris, France, The Second ICSU-UNESCO International Conference on Electronic Publishing in Science, *Recommendations on Electronic Publishing in Science*

October 2001: Paris, France, UNESCO Youth Forum of the 31st session of the General Conference, *Final Report of the Proceedings*

November 2001: Paris, France, 31st session of UNESCO's General Conference, *Universal Declaration on Cultural Diversity*

October 2003: Paris, France, 32nd session of UNESCO's General Conference, *Charter on the Preservation of the Digital Heritage -*

October 2003: Paris, France, 32nd session of UNESCO's General Conference, *Recommendation on the Promotion and Use of Multilingualism and Universal Access to Cyberspace*

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