Honorable Delegate,

The United Nations Educational, Scientific and Cultural Organization will be called into session on Thursday, November 30th at the Hilton Hotel in Chicago, Illinois to discuss matters of international importance. The following agenda items will be discussed:

Topic 0 – Appointing a New Director-General
Topic 1 – Implementing Sustainable Development Goal (SDG) 4
Topic 2 – Promoting International Scientific Cooperation on Critical Challenges to Sustainable Development
Topic 3 – Advancing Diversity and Participation in Media

For your reference, our staff archivists have compiled the following Background Guide to provide you with relevant information regarding the topics that will be debated in the upcoming session. You will need to read and understand the contents of this Guide in order to expand upon their research and represent your home government accurately and effectively.

If you have any questions regarding the operations of the committee meetings being held at Chicago International Model United Nations (CIMUN), please refer to the CIMUN MUN Toolkit which you have been provided. Should you have any questions concerning the content of your guide or questions on policy, you may consult with an official from the Department of Home Government by sending an email to homegovernment@cimun.org.

Sincerely,

Walker Fountain

President of the General Assembly
Contents

0  Topic 0 – Appointing the New Director-General ......................................................... 4
  0.1  Topic Overview ........................................................................................................ 4
  0.2  Resources ................................................................................................................ 4
1  Topic 1 – Implementing Sustainable Development Goal (SDG) 4 .................................. 6
  1.1  Topic Overview ....................................................................................................... 6
  1.2  Historical Background ............................................................................................ 7
  1.3  Current Situation ..................................................................................................... 11
    1.3.1  Education in Developing Nations and the Public versus Private School Debate ... 11
    1.3.2  Gender Equality in Education .......................................................................... 14
    1.3.3  Incheon Declaration and Framework for Action ............................................... 15
  1.4  Bloc Positions ......................................................................................................... 15
    1.4.1  Democratic v. Authoritarian States .................................................................... 15
    1.4.2  Developed v. Developing ................................................................................. 15
    1.4.3  Global Enrichment v. State Sovereignty .............................................................. 16
  1.5  Discussion Questions ............................................................................................... 16
  1.6  Key Terms ............................................................................................................... 16
  1.7  Resources ................................................................................................................. 16

2  Topic 2 – Promoting International Scientific Cooperation on Critical Challenges to
Sustainable Development ............................................................................................... 20
  2.1  Topic Overview ....................................................................................................... 20
  2.2  Historical Background ............................................................................................ 20
    2.2.1  Organization Structure ...................................................................................... 22
  2.3  Current Events ......................................................................................................... 23
    2.3.1  Water Security .................................................................................................. 24
    2.3.2  Bioethics .......................................................................................................... 26
  2.4  Bloc Positions ......................................................................................................... 29
    2.4.1  North America and Western Europe ................................................................. 29
    2.4.2  BRICS Member States ..................................................................................... 30
    2.4.3  Sub-Saharan Africa, Southeast Asia, and Central Asia ........................................ 30
  2.5  Discussion Questions ............................................................................................... 31
  2.6  Key Terms ............................................................................................................... 32
3 Topic 3 – Advancing Diversity and Participation in the Media ................................................................. 35

3.1 Topic Overview .................................................................................................................................... 35

3.2 Historical Background .......................................................................................................................... 36

3.2.1 Limitations on Participation and Diversity in the Media ................................................................. 36

3.2.2 Direct Censorship ........................................................................................................................... 37

3.2.3 Summary ......................................................................................................................................... 39

3.3 Current Situation .................................................................................................................................. 40

3.3.1 Media Development ......................................................................................................................... 40

3.3.2 Media Pluralism and Diversity ......................................................................................................... 42

3.3.3 Safety of Journalists ......................................................................................................................... 43

3.3.4 Press Freedom Across All Platforms and Freedom of Expression on the Internet .......................... 44

3.4 Bloc Positions ..................................................................................................................................... 45

3.4.1 Funding .......................................................................................................................................... 45

3.4.2 Censorship ..................................................................................................................................... 45

3.4.3 Diversity ......................................................................................................................................... 47

3.5 Discussion Questions ............................................................................................................................ 47

3.6 Keywords .......................................................................................................................................... 47

3.7 References .......................................................................................................................................... 48
0 Topic 0 – Appointing the New Director-General

0.1 Topic Overview

Given that this UNESCO committee is intended for novice delegates, the primary purpose of this topic is to familiarize delegates with parliamentary procedure and the flow of debate. Delegates do not need to write a white paper on this topic.

0.2 Resources

To prepare for this initial topic, please review CIMUN’s Rules of Procedure, located on our website www.cimun.org.
1 Topic 1 – Implementing Sustainable Development Goal (SDG) 4

1.1 Topic Overview

On September 25th, 2015, countries of the United Nations established a set of goals to “end poverty, protect the planet, and ensure prosperity for all as part of a new sustainable development agenda.” While these ideal goals may seem difficult to achieve, each goal has smaller, more specific targets to be achieved over the next 15 years. These Sustainable Development Goals (SDGs) are universal and apply globally in scope, as they hope to benefit all by improving the current state of the world. For these goals to be achieved, it is imperative that all states play their part, as well as the private sector and global citizens.

Building on these goals, the United Nations General Assembly passed Resolution 70/I: Transforming our World: the 2030 Agenda for Sustainable Development on the October 21st of 2015. This resolution outlines all the Sustainable Development Goals (SDGs), including Sustainable Development Goal 4 (SDG4), which focuses on ensuring “inclusive and quality education for all,” as well as promoting “lifelong learning.” Within the resolution, this broad and overarching goal is broken down to more specific, tangible goals that can be realized (see the picture below.)

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2 http://www.un.org/sustainabledevelopment/education/
UNESCO is responsible for coordinating international cooperation in education, science, culture and communication. UNESCO is specifically tasked with working to ensure that “each child and citizen has access to quality education; a basic human right and an indispensable prerequisite for sustainable development.” Therefore, while the specific objectives of SDG4 have already been established, UNESCO must play an important role in ensuring that these targets are achieved. This body must work to develop a specific action plan to ensuring that all or some of the SDG sub-goals are achieved, such that the ultimate ideal will be realized.

1.2 Historical Background

Many factors negatively impact education levels, often in a cycle such that it is difficult to address one without addressing the others. Some of the most important problems that limit education include:

- Financial constraints
- Limited access to educational resources
- Lack of qualified teachers
- Poor infrastructure
- Lack of training and development opportunities
- Cultural barriers

4 http://en.unesco.org/about-us/introducing-unesco
education are: poverty and low levels of development, gender inequality, and violence. These three issues historically make education of a population difficult to realize, while education can simultaneously have a positive impact on these three issues were it to occur.

One of the most important challenges facing humanity today is the high level of poverty in many areas of the world. There are many different measurements for poverty, and these include measuring consumption, income, broader welfare, surveys, caloric requirements, education, and human rights. Poverty can dramatically reduce the quality of life people experience, as “people living in poorer countries tend to be less satisfied with their living standards,” according to a Gallup Organization poll. It is difficult to compare historical poverty with present day poverty due to technological innovations that fundamentally change the way newer generations experience life, and it is also difficult to compare due to less precise data before the World bank began to publish poverty data in 1981. Consensus seems to be that levels of poverty have reduced globally.

One of the many negative impacts of poverty is reduced access to education. Not only does malnutrition associated with poverty negatively impact cognitive function, but

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5 Global Extreme Poverty, Our World in Data, https://ourworldindata.org/extreme-poverty/
individuals raised in poverty generally have lower levels of verbal exposure and live in a more demanding environment where education may not get the attention it deserves. Pooper areas also have reduced funding for education, which can put a systematic stressor on achieving proper education. A nation with a stronger economy tends to have better education, and has more opportunity to use that education for. Additionally, there generally seems to be a correlation between economic freedom and economic prosperity. One thing is clear though: “today more than ever, education remains the key to escaping poverty, while poverty remains the biggest obstacle to education.” This is one reason SDG4 is so important: it has the potential to reduce poverty and improve quality of life for individuals around the globe.

While it is clear that individuals in poverty have historically had reduced access to education, there has also been a historical divide in access to education based on sex. While literacy is just one aspect of education, it is a fair proxy for education levels. Historically, literacy rates between males and females have has a significant gap, especially in less developed areas of the world (see the figure to the left as one example.) SDG4 places a great emphasis on promoting gender parity in education, as female education. Not only does female education benefit women, but it also benefits communities and states because “survival rates, schooling, and community productivity increase as a result of women’s education, with a corresponding decrease in mother and infant mortality rates. The community and society thus become more prosperous.

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Finally, violence can hamper education. When children and families are struggling to survive in areas of conflict, such as in war zones, education falls second to survival as a priority. Few families would choose to send their children to school if bombs were likely to explode in the street, and indeed few schools operate in such areas. This violence can also be gender based, which can reduce gender equality in education. For example, in “18 sub-Saharan African countries, gender-based violence – as measured by intimate partner violence, early marriage, and female genital mutilation – was shown to have a negative impact on girls’ schooling.” While violence makes education difficult, multiple studies have shown that higher levels of education are likely to reduce levels of violence in a community.

History has shown that violence, gender inequality, and poverty all undermine education. On one hand, these issues are some of the key factors that make education difficult; education itself can reduce levels of violence, promote prosperity and development, and reduce gender inequality. Therefore, it is imperative that SDG4 improve global access to education, as the benefits on humanity will be numerous.

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9 https://gemreportunesco.wordpress.com/2016/10/06/the-links-between-education-violence-and-wellbeing/
1.3 Current Situation

While the SDGs are universal, certain regions may need more assistance with achieving SDG4 than others, as their level and quality of education may be lower. The above map shows the education index for states as of 2011. As previously discussed, there is a strong correlation between lower levels of education and states that suffer from poverty, violence, or both. Additionally, many of these states with lower levels of education have high levels of gender inequality.

1.3.1 Education in Developing Nations and the Public versus Private School Debate

Developing states face some unique challenges in promoting education. Few children graduate from school for numerous reasons including the cost of schooling, hidden costs of schooling, the fact that quality of education is often poor, and the income that children forgo while attending school. Often, students that do perform well have nothing to apply their education to due
to lack of opportunity. Additionally, education programs often teach more abstract concepts in a Western model rather than practical life skills for success.¹¹

When analyzing the current state of global education, it is also necessary to address approaches to education. State-run schools in developing nations (where education suffers the most) generally perform poorly. The Probe team observed that in the government schools, ‘generally, teaching activity has been reduced to a minimum, in terms of both time and effort.’ Significantly, “this pattern is not confined to a minority of irresponsible teachers—it has become a way of life in the profession.” Mr. Tooley of the CATO Institute also notes that these issues were not found in private schools serving the poor, and that these findings seem to contradict the common accusation that private schools “increase inequality”.

One reason for this poor performance in state run schools, although not the only reason, is that corruption can be a significant problem in state-run schools. According to surveys carried out by IIEP, it is estimated that the salaries of absent or ghost teachers may account for 15-20% of payroll costs in some countries. This ultimately prevents monetary resources effective schooling of children. One CATO study found that “in only 53 percent (of government schools) was there ‘any teaching activity’ going on at all! In fully 33 percent the head teacher was absent. Other examples of significant

corruption include: ghost schools, fake diplomas, missing textbooks, stolen school supplies, absent teachers, and misallocation of school grants.\(^1\)

Another serious issue facing state education programs is poor quality. Despite progress being made to meet educational millennium development goals in terms of enrollment, many school children lacked basic literacy and numeracy skills, according to a Guardian article\(^2\). The article argues that to raise quality standards in state run schools, the costs for developing states is enormous. “Parents in the developing world, even those on low incomes, are voting with their feet and opting for private education because of shortcomings in state provision,” according to James Tooley of the CATO Institute. He has been researching private schools serving the poor, and has found them to be prevalent all over the developing world.\(^3\) Mr. Tooley describes seven features of private education for the poor. Firstly, “a large majority of the schools serving the poor are private, with either a large majority or a substantial minority of poor parents taking the private option.” Second, most private schools are not run as philanthropic endeavors but as businesses, to make a profit. Third, private school teachers are hired locally and paid considerably lower, which results in a far lower ratio of teachers to students than state-run schools. Fourth, private schools generally provide significantly more service and teaching activity. Fifth, in nations that wholly subsidize schooling, private schools are more expensive, but in many states school is only partially subsidized with many hidden fees and extra costs, like transportation or uniforms. In these cases, private schools consistently undercut public schools in total cost, making private schools more

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affordable for the poorest families. Sixth, private school owners often offer free or subsidized scholarships to particularly needy situations. Lastly, “results on the achievement of pupils show that the private schools substantially outperform the public schools in mathematics and English, after controlling for the school choice process and for a range of background factors. All this for a considerably lower per pupil cost.”

The CATO article poses this as the reason for the difference in quality of education between state-run and private schools: incentives. Specifically, “in a private school, the teachers are accountable to the manager (who can fire them), and, through him or her, to the parents (who can withdraw their children). In a government school, the chain of accountability is much weaker, as teachers have a permanent job with salaries and promotions unrelated to performance. This in contrast is perceived with crystal clarity by the vast majority of parents.” Where the state holds a monopoly on education, there is a lack of competition. And in economics competition is the driving force behind higher quality and lower costs.

1.3.2 Gender Equality in Education

Aside from the different between public and private education in developing countries, there has been a recent increase in access to education for women across the globe. While this increase is beneficial, access to education still is not equal as “girls from the poorest households, those living in remote or rural areas, those with a disability or from minority ethnic or linguistic backgrounds, remain disproportionately disadvantaged in getting into primary school and in completing secondary.” As many of the sub-goals of SDG4 relate to gender equity in access to education, this discrepancy must be addressed.

15 http://www.globalpartnership.org/focus-areas/girls-education
1.3.3 Incheon Declaration and Framework for Action\textsuperscript{16}

In 2015, the Incheon Declaration was adopted, which established specific strategies for achieving the goals of SDG4. This declaration created a strategy, framework for action and implementation, ways of monitoring, and methods for financing to achieve SDG4. It is necessary to review this document in detail to understand what steps UNESCO has already undertaken to realize SDG4. Nonetheless, it seems that attempts to achieve the goals of SDG have fallen short, and additional approached to implementing specific measures to achieve these goals are necessary\textsuperscript{17}. It will be imperative to fully understand all aspects of the Framework for Action of the Incheon Declaration in order to understand where the approach has fallen short.

To conclude, while poverty and violence have reduced and gender equity to education have increased, more work is needed to promote education in line with SDG4. UNESCO must find ways build upon the Incheon Declaration Framework for Action by addressing these issues to realize SDG4 by 2030.

1.4 Bloc Positions

1.4.1 Democratic v. Authoritarian States

Whereas democratic states generally favor and support open access to education, authoritarian states may favor restrictions or state control on education and access to information.

1.4.2 Developed v. Developing

Developing nations and developed nations face different challenges and therefore will want to look at the different solutions that will work for their specific nations. Developing nations

\begin{itemize}
\item \textsuperscript{16} http://www.unesco.org/new/en/brasilia/about-this-office/single-view/news/education_2030_incheon_declaration_and_framework_for_ac/
\item \textsuperscript{17} http://uis.unesco.org/sites/default/files/documents/education-2030-incheon-framework-for-action-implementation-of-sdg4-2016-en_2.pdf
\end{itemize}
general want to increase education within their borders, but they often don’t have the resources to do so. Developed nations generally support education, but may be unwilling to shoulder the costs of advancing education in the developing world (although many developed nations do not hold this view.)

1.4.3 Global Enrichment v. State Sovereignty

Although education clearly has many benefits, working to improve education in a state may be seen as infringing upon state sovereignty. This may be especially an issue in terms of disagreements about gender equality, the curriculum, and enforcement/monitoring of education among other issues.

1.5 Discussion Questions

• What tangible steps can be made to ensure that SDG4 goals are met? How can these goals be created, funded, monitored, and enforced?

• What other considerations must be made to include all of the goals of SDG4 (inclusiveness, equality, etc.)?

• Should subsidization be considered for private schools as well as public schools?

• How can the quality of public schools be significantly improved?

• How can SDG4 be accomplished in a timely manner so the goals are met?

1.6 Key Terms

• SDG4 – Sustainable Development Goals 4

• Resolution 70/I – Transforming our world: the 2030 Agenda for Sustainable Development

1.7 Resources

• Global Extreme Poverty, Our World in Data, https://ourworldindata.org/extreme-poverty/


• Developing world education is failing, it’s time to open up to the private sector, Vikas Pota, https://www.theguardian.com/sustainable-business/2015/sep/25/developing-world-education-failing-business-private-sector-sdgs-teachers


• John Stossel – Economic Freedom:
  https://www.youtube.com/watch?v=PZpDjxIPpFc&t=2144s


• DFID – Economic Development:

• Brookings – Future of Work in Developing World:
  https://www.brookings.edu/research/the-future-of-work-in-the-developing-world/

• Library of Economics and Liberty – Third World Economic Development:
  http://www.econlib.org/library/Enc1/ThirdWorldEconomicDevelopment.html

• Mises Institute – How to Cure Poverty: https://mises.org/blog/how-cure-poverty

• Mises Institute – The European Miracle: https://mises.org/library/european-miracle-0

• UNESCO – Incheon Declaration:

• UNESCO – Quality Education: Why it Matters:

• UNESCO – The Lazy Person’s Guide to Saving the World:
  http://www.un.org/sustainabledevelopment/takeaction/
2 Topic 2 – Promoting International Scientific Cooperation on Critical Challenges to Sustainable Development

2.1 Topic Overview

The committee will primarily be tasked with discussing how best to equip UN member states with the tools and resources they need to invest in Science, Technology, and Innovation (STI) with the overarching goal of achieving the sustainable development goals with special distinctions in the creation and support of substantive efforts in the issue areas of bioethics, and water security while supporting and utilizing knowledge system with and between member states. While the recent and current progress made within both of these issue areas are explored and many resources and representations of UNESCO’s efforts are provided, it is up to member states of this body to research, debate, and formulate sustainable solutions based in scientific cooperation and investment in STI. The issues discussed within this brief directly and indirectly affect the achievement of the Sustainable Development Goals (SDGs) and also involve factors related to climate change. However, the body is expected to formulate actions to address issues specifically centered on STI solutions relating to water security and bioethics, not the broader issues of SDGs and climate change, though they should be considered.

2.2 Historical Background

The United Nations Educational, Scientific, and Cultural Organization was established in 1945 in London by 37 countries with its purpose being to “to contribute to peace and security by promoting collaboration among member states through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental

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freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations.”\textsuperscript{19}

Since that time, UNESCO has been at the forefront of these issues and has seen great success. UNESCO’s achievements range in terms of significance and impact throughout the United Nations structure and international community. One major example that is often pointed to UNESCO’s work on culture. Their establishment of over 1,000 different World Heritage Sites since 1972 has always been viewed as a long-standing effort of the agency\textsuperscript{20}. UNESCO has also taken focused and substantive actions concerning culture and conflict. The greatest symbol of this effort came as recently as March 2017 when UNESCO successfully campaigned the Security Council to pass Resolution 2347 to protect culturally significant sites and artifacts in conflict areas from destruction and illegal trafficking through multilateral work alongside agencies like the UN Office on Drugs and Crime and INTERPOL\textsuperscript{21}. However, perhaps one of the most important areas that UNESCO does work in is often overlooked and under discussed.

This area is scientific cooperation and sustainable development. As one of the most vital projects the UN works on, the Sustainable Development Goals have given UNESCO and its projects a new focus and a chance to build on progress already made. One of the best assets UNESCO has to offer in taking on today’s largest issues is its long history of supporting the sciences and efforts relating to various issues such as bioethics and water security.

\textsuperscript{20} http://whc.unesco.org/en/list
\textsuperscript{21} http://undocs.org/S/RES/2347(2017)
2.2.1 Organization Structure

UNESCO is led by a Secretariat with the Director-General of UNESCO at the helm. Most relevant to the topics discussed here is the Natural Sciences sector of UNESCO led by a member of the Secretariat at the position of Assistant Director-General for Natural Sciences\(^\text{22}\).

International Science Programmes (ISPs) have been established to help UNESCO achieve these goals specifically in relation to the aforementioned subjects of support of knowledge systems, bioethics, and water security. There are four core ISPs: the International Basic Sciences Programme (IBSP), International Hydrological Programme (IHP) (which also contains the World Water Assessment Programme (WWAP)), International Geoscience and Geoparks Programme (IGGP), and the Man and the Biosphere Programme (MAB). In addition to these focused programs, UNESCO also contains the Intergovernmental Oceanographic Commission (IOC) which “promotes international cooperation and coordinates programmes in marine research, services, observation systems, hazard mitigation, and capacity development in order to understand and effectively manage the resources of the ocean and coastal areas.”\(^\text{23}\)

The following organizational chart will help visualize STI, water security, and bioethics relevant

UNESCO programs and organizations as they should be utilized to their fullest potential in concrete solutions to the issue areas.²⁴

2.3 Current Events

The following brief will be structured towards discussing two main topics: bioethics and water security. These are two of the areas that UNESCO works in to achieve progress in the advancement of Science, Technology, and Innovation (STI). These also happen to be two challenges to achieving various Sustainable Development Goals. Within each topic, the brief will discuss a variety of points including the SDGs affected by the issue area, factors which make the issue both expedient and complex, and current work and progress being made will be discussed. It is the goal of this body to then further research the issue area, explore and debate the topics in depth, and then finally formulate concrete solutions to these issue areas involving the advancement of STI.

It is important to note that as mentioned in the Topic Overview, the support and development of knowledge systems between member states is another vital issue within this scope. However, knowledge systems and the sharing of information and technology fall within current projects and possible solutions to both water security and bioethics, as well as most of the work the UN is involved in. Therefore, as opposed to exploring the issue of knowledge systems as a separate topic entirely, it should be included within debate of every other topic. Knowledge systems should be discussed as a mechanism of the UN that needs to be invested in and also as a tool to be used in possible solutions to the issue area at hand.

2.3.1 Water Security

Of all issue areas that UNESCO is responsible for addressing, few can match water security in both terms of expediency and complexity. Where the expediency of this issue area lies in the fact that water is a scarce resource and essential for supporting life; the complexity arises from a multitude of sources. The specific complexities that come into play regarding water security include climate change, water conflict, pollution, privatization, and availability. These complexities bring politics and business into a problem that is crucial to the survival and well-being of all life on our planet. As stated on the UN’s Sustainable Development Goals (SDGs) website in respect to the sixth SDG topic, Clean Water and Sanitation, “Access to safe water and sanitation and sound management of freshwater ecosystems are essential to human health and to environmental sustainability and economic prosperity.”

Furthermore, water security, and all the complexities that come with it, directly affect many of the Sustainable Development Goals (SDGs) and is linked in some way to all of them. This makes water security not only one of the most high-profile issue areas for UNESCO, but also one of the most pivotal for the entire UN in achieving the SDGs. Specific SDG topics that relate directly to water security in some way are: No Poverty, Zero Hunger, Good Health and Well-Being, Clean Water and Sanitation, Climate Action, Life below Water, and Life on Land.

For the purposes of purview within this body, successful debate on water security will be focused on what member states can do to address the issue within the scope of Science, Technology, and Innovation (STI). Throughout this briefing, the primary SGD for this topic will be explored in depth as it relates to water security and STI. Delegates must also research and consider many of the complexities surrounding water security when formulating policy proposals.

26 https://sustainabledevelopment.un.org/?menu=1300
The sixth SDG: Ensure availability and sustainable management of water and sanitation for all (referred to hereafter as Clean Water and Sanitation), is the most relevant SDG to this issue area. UNESCO and the entire UN system have taken steps to achieve progress in various facets of this goal. General areas of focus and updates on progress have been outlined in a report by the Secretary-General titled “Progress toward the Sustainable Development Goals.” The report was released earlier this year and is based on the latest information available since April 2017. It is important to note that more updated information and in-depth analysis will become available at the High-Level Political Forum 2018 where the topic is “Transformation towards sustainable and resilient societies” where Clean Water and Sanitation will be one of the five SDGs discussed.  

In 2015, it is reported that around 6.6 billion people (over 90% of the population) and 4.9 billion people (around 68% of the population) used improved drinking water sources and improved sanitation facilities respectively with rural areas lacking the most in terms of access. Regions where progress on this issue is most dire are “the rural areas of Central and Southern Asia, Eastern and South-Eastern Asia and sub-Saharan Africa.” This is a significant step to say the least. As noted in the Secretary-General’s 2016 report on the same topic, these numbers were up from 82% and 59% of the population for both water sources and sanitation respectively in 2000.  

On another front, Official Development Assistance (ODA) for water issues has increased at a nearly constant rate, “but has remained relatively constant as a proportion of total ODA disbursements, at approximately 5 per cent since 2005. In 2015, ODA disbursements in the water sector totaled about $8.6 billion, which represents an increase of 67 per cent in real terms since 2005.” In addition to these issues, the Secretary-General’s reports focus on equally important issues such as

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27 https://sustainabledevelopment.un.org/hlpf
water stress, member states’ implementation of policy for water management, and participation of stakeholders and local communities.

UNESCO has accomplished a great deal on the topic of water security. This includes everything from big picture planning such as science policy in achieving the SDGs, to breaking ground on multiple field sites to address a variety of issues. The work being done by UNESCO is a daunting task that requires in depth analysis of sub-issues in different locations across the world and funding and personnel to get the job done. UNESCO has published many reports to assure that other agencies within the UN system, member states, NGOs, and various actors have accessible information to base their policies and/or projects on and to set new goals for progress. To name a few, reports such as “Wastewater: The untapped resource,” the 2014-2016 “UN World Water Development Reports,” and “Science diplomacy and transboundary water management: The Orontes River case” provide in depth discussion and data on UNESCO’s work on specific projects around the world and global issues that require the collaborative effort of all member states and other actors. These and other reports (a more thorough list can be found in the Resources section), and the subjects within them, should be the basis of substantive debate on the topic of water security along with the complexities and SDGs listed earlier.

2.3.2 Bioethics

Additionally, the issues surrounding bioethics are in need of collaborative efforts in many regions across the world. UNESCO and its member states have recognized this fact and met it with the creation of the Bioethics Programme in 1993 as a division within the Ethics of Science and Technology Programme. Very soon after it establishment, the program achieved great success. Between 1997 and 1998, both the General Conference of UNESCO and the UN General Assembly
passed the Universal Declaration on the Human Genome and Human Rights.\textsuperscript{31} This Declaration was built upon a variety of goals within the realm of bioethics including of course human genome research. Article 13 of this Declaration states: “The responsibilities inherent in the activities of researchers, including meticulousness, caution, intellectual honesty and integrity in carrying out their research as well as in the presentation and utilization of their findings, should be the subject of particular attention in the framework of research on the human genome, because of its ethical and social implications.”\textsuperscript{32} This statement of calling for integrity in scientific research and the broader message of the Declaration alluding to human rights still reverberates two decades later in all scientific based work carried out by the UN.

The work on issues confronted by the program is carried out and advised by two different bodies within the UNESCO system. The first of these is the International Bioethics Committee (IBC) which is composed of 36 leading experts from across the world. The second is the Intergovernmental Bioethics Committee (IGBC) consisting of 36 UNESCO member states. The program and its two primary committees work on a variety of issues within the field of bioethics. These are broken down into the action areas of “Intellectual forum, Standard-setting action, Advisory role and capacity building, and Education and awareness raising.”\textsuperscript{33}

Specifically, in the action area of standard-setting action, UNESCO has made large strides to the benefit of the international community. Not only was the Universal Declaration on the Human Genome and Human Rights a landmark achievement soon after the creation of the program, it was followed up by a sequel Declaration on Human Genetic Data. This Declaration, adopted by the General Conference in 2003, put forth many types of proposals for specific

\textsuperscript{32} http://portal.unesco.org/en/ev.php-URL_ID=13177&URL_DO=DO_TOPIC&URL_SECTION=201.html
\textsuperscript{33} See 32
regulations surrounding research into genetic research ranging from privacy rights to the sharing of research findings with the international community -- a hallmark of UNESCO’s efforts in this sector\textsuperscript{34}. Furthermore, UNESCO passed the Universal Declaration on Bioethics and Human Rights in 2005\textsuperscript{35}. This Declaration by UNESCO attempted to provide member states with an outline on how to address “ethical issues related to medicine, life sciences and associated technologies as applied to human beings, taking into account their social, legal and environmental dimensions” as stated in Article 1\textsuperscript{36}. This Declaration, in line with the aforementioned declarations, focused on protection of the rights of the individual. These policy suggestions range from protecting future generations from the effects of STI related efforts and national level legislation implementation of member states to protections for those unable to consent to participation in research.

UNESCO has made even more progress within this issue area than just the three internationally influential Declarations already discussed. First, this includes the creation of more focused programs and committees concerning bioethics. One example of this is the establishment of the Ethics Education Programme in 2004 whose purpose is “to reinforce and increase the capacities of member states in the area of ethics education.”\textsuperscript{37} An even larger effort has been undertaken through the creation of the UN Inter-Agency Committee on Bioethics (UNIACB). This committee, established in 2003, is composed of the Secretariat’s from a number of different UN agencies and associates such as the Food and Agriculture Organization (FAO) and the African Union (AU) which are examples of a member and associate member respectively. The purpose of

\textsuperscript{34} See 33
\textsuperscript{36} See 32
this committee is to facilitate dialogue and coordination on field work and research that member states are engaged in concerning bioethics, “with special attention to human rights.”

Aside from multiple Declarations and structural changes, UNESCO has produced many publications discussing current projects and efforts surrounding bioethics to aid and educate member states and stakeholders on various points of progress and complexities. These include “Global Bioethics: What For?” and various IBC Reports such as their report on “Human Cloning and International Governance.” Just as described in the water security section, these publications and reports should serve as the basis of research and substantive proposals.

2.4 Bloc Positions

2.4.1 North America and Western Europe

This group of states, primarily led by the Western P5 members: the United States, United Kingdom, and France, are what can be seen as leaders in both ODA and FDI flows to many of UNESCO’s issue areas in addition to being at the forefront of scientific research and international projects surrounding STI. While these states are generally supportive of aid and projects to help those regions most negatively impacted directly by water scarcity and needs for advances in medical research and development, most of their aid flows are generated through structural adjustment type programs through institutions such as the International Monetary Fund (IMF) and World Bank in addition to assistance and development work from the private sector. While leaders of this type of assistance as of now, in the age of Brexit and the proposed slashing of the U.S. State Department and U.S. AID’s budget, these pioneers of development assistance are beginning to look inward. Due to this, a renewed focus on aid from the private sector, Non-Governmental

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38 See 38
39 See 38
Organizations (NGOs), and smaller, developed donor states must be examined. Alongside this, incentives to keep these states involved in the international community while they go through these changes must also be a topic of discussion in where the aid to fund proposed solutions originates.

2.4.2 BRICS Member States

This group is made up of Brazil, Russia, India, China, and South Africa and is perhaps one of the most looked at group during the times of the West looking inward. These states not only support the IMF and World Bank programs in different ways, but also operate their own development funding organizations such as the New Development Bank (NDB). While these states are technically developing states themselves, it is no secret they are some of the most resources rich and powerful within the international community. For decades, these states have attempted to challenge Western developed states on development aid for influence in various regions, including their own. With the West continuing the trend of looking at domestic issues over international ones, the member states of BRICS could seize the opportunity to become the leaders, or at the very least, drastically increase their influence, in terms of development aid.

2.4.3 Sub-Saharan Africa, Southeast Asia, and Central Asia

Developing states have and continue to be flashpoints for humanitarian crises and conflict in the eyes of the media and development organizations. While this is a very real statement, often not widely publicized are the great strides taken by so many states within these regions in recent years as shown in reports and those listed within the references section of this brief. Perhaps one of the greatest examples of across the board development is the state of Rwanda. This state, which just over two decades ago was the location of one of the bloodiest genocides in human history, has become a leader within Africa in a variety of fields, especially health care, which could prove valuable when addressing issue areas surrounding STI and bioethics surrounding medical research.
regulations and funding. With some of the leading developed states looking inward, this is a time where developing states, specifically those who have already made great strides within their own states, must look to aid each other wherever possible, while also attempting to maintain their steady development.

2.5 Discussion Questions

- What are the best ways to efficiently and effectively utilize UNESCO’s STI-relevant structure when addressing the issue areas of water security and bioethics?

- What types of implications do ODA and FDI bring to addressing issues such as water security and bioethics? In what cases would ODA be the best option and what case would FDI be the better option?

- How much can developing states be expected to contribute to STI related efforts outside of their own borders? (Where contributions include finances, labor, information, and resource sharing, etc.)

- In what ways can proposals to address the issue area of water security account for climate change and is this something that can be accounted for accurately? Ex. How would ODA and FDI flows to a certain region to address water scarcity related issues change over time due to climate change?

- What moral implications will arise for the various UNESCO member states when confronting issues within the realm of bioethics?

- To what extent can developing states assist both themselves and their developing neighbors in an age where the leading developed states are looking inward more often and cutting their involvement in the international community?
2.6 Key Terms

- Official Development Assistance (ODA)
- Foreign Direct Investment (FDI)
- Science, Technology, and Innovation (STI)
- International Science Programs (ISPs)
- Water Security
- Bioethics
- Sustainable Development Goals (SDGs)

2.7 Resources

- UNESCO Science Report: Towards 2030
- 2016 UN Water Development Report: Water and Jobs
- 2015 UN Water Development Report: Water for a Sustainable World
- 2014 UN Water Development Report: Water and Energy
- Mapping Research and Innovation Reports (done in various countries including Rwanda, Malawi, etc.)
- Wastewater: The Untapped Resource
- Knowing our Lands and Resources Reports
- The Future of Scientific Advice to the United Nations
- Science diplomacy and transboundary water management: The Orontes River case
- The United Nations’ Sustainable Development Goals Website
- The 2016 and 2017 Reports of the Secretary-General on the Progress towards the Sustainable Development Goals
- The OECD’s Water Website
UNESCO 2017

- Global Bioethics: What For?
- Various IBC Reports
- Universal Declaration of on the Human Genome and Human Rights
- Declaration on Human Genetic Data
- Universal Declaration on Bioethics and Human Rights
3 Topic 3 – Advancing Diversity and Participation in the Media

3.1 Topic Overview

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) is committed to ensuring that every person has freedom of expression and has equitably access to education, cultural diversity, scientific benefits. UNESCO currently has eight major themes, one of which is Fostering Freedom of Expression. UNESCO is specifically tasked with promoting the “free flow of ideas by word and image” across many different channels. Part of this mission is ensuring that access to free media is guaranteed. Furthermore, a major point is that there is a plurality of representation in media involvement, not only in ideas but also in gender and race. It is imperative that participation in the media is widespread and that diversity in the media is valued, such that all views can be expressed\(^\text{40}\). Article 19 of the Universal Declaration of Human Rights 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.”\(^\text{41}\) This body must tackle the issue of prompting an unbiased, diverse

\(^{40}\) http://en.unesco.org/themes/fostering-freedom-expression
media while protecting state sovereignty and acting within the limited powers of the United Nations.

3.2 Historical Background

While there is widespread recognition for the importance of freedom of expression and access to information, these values are frequently under threat due to direct and indirect censorship.

3.2.1 Limitations on Participation and Diversity in the Media

Limiting the number or type of voices allowed to participate in the media is a significant way of limiting freedom of expression and preventing citizens from having access to unbiased news. For example, Africa is a continent made up of former colonies; the effects of which are still felt strongly today. A wave of decolonization swept through Africa in the 1960s and initiated the change from direct rule by another hegemon to a vast expansion of independence. However, because many of these countries had only known oppressive regimes, it was habit to continue more restrictive practices of the media. For example, Ugandan newspapers were banned under British rule because they largely spoke out against the abuses of the colonial power. After the long battle for independence, Milton Obote assumed power of Uganda, first as prime minister

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42 The Fate of Africa: A history of the Continent since Independence, Martin Meredith
and later as president. He consolidated the power of the Ugandan leader and began a series of censorship measures that limited free speech and pushed propaganda heavily in his favor. This case is not limited to Uganda, or even the continent of Africa, and was a widespread trend during the period of decolonization and breakdown of imperial power structures during the earlier years of the Cold War.

Restricted participation in the media and suppression of diverse points of views isn’t limited to the developing world. While the attempts to limit minority views in Uganda under British rule and under Obote were intentional, in many cases such results are achieved largely unintentionally due to systematic biases in society. Even in the United States, a country that prides itself on championing freedom of expression, the media frequently draws more attention to some points of views than others. Minorities, including racial or ethnic minorities, LGBTQ individuals, and women all have low rates of participation in the media. Participation in the media includes ownership of media channels, reporting the news, commenting on the news in news channels, and even some channels of social media.

3.2.2 Direct Censorship

Direct censorship of the media, especially regarding minority views, is another method of limiting freedom of expression and access to information. In 2016, the United Nations Human

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43 http://www.tandfonline.com/doi/full/10.1080/17531050701452408
Rights Council expanded the freedom of expression to all online sources as well. This resolution drew sponsorship not only from Brazil, Nigeria, Sweden, Tunisia, Turkey, and US (the resolution’s sponsors), but from independent organizations that felt the need to express their support for open access internet. Russia, China, Iran, and Belarus attempted to reduce the language of this resolution to a much weaker condemnation that would still allow for a state to have considerable power of aspects of the internet.⁴⁴

The four would have given governments the power to limit certain things from begin shared on the Internet, which may be justifiable in some circumstances when considering the right of privacy and the protection terrorist propaganda of fake news. On the other hand, another amendment struck language that encourages women to become more heavily involved in journalism and media production, which hampers any attempts towards progress for gender equality and diversity. The resolution was adopted without a vote, which suggests that it was a unanimous consensus to pass the resolution⁴⁵. Russia and China, two sponsors of the proposed amendments to weaken the language of the resolution, have a history of media censorship. Limited

⁴⁵ https://www.unwatch.org/resolution-voting-results-32nd-hrc-session/
access to the Internet is still significant in some countries, especially China, which has “The Great Firewall” to limit public access to the Internet. This method and other methods of direct censorship limit participation in the media, which infringes upon freedom of expression and restricts access to unbiased information. While attempts at censorship are frequently scrutinized in the West, the West itself has been known to inflict levels of censorship (note: Edward Snowden) under the need to protect state secrets.

3.2.3 Summary

While most of the aforementioned actions took place in UNHCR and not UNESCO, the impacts of these decisions are clear. Indirect and direct censorship of the media severely limits participation in the media, inhibits freedom of expression, and prevents the sharing of unbiased news. As UNESCO is particularly relevant in protecting freedoms of expression and cultural diversity, as “UNESCO works to foster free, independent and pluralistic media in print, broadcast and online.” UNESCO must address limitations on participation in the media and the lack of diversity in the media. Direct censorship is related to UNESCO’s purview, as it limits freedom of expression. While the UN has clearly established these values as having international legal significance, these values are still being challenges such that UNESCO

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47 http://en.unesco.org/themes/fostering-freedom-expression
must address this disrespect of human rights and the lasting negative impacts unequal media participation may have on promoting diversity of people and diversity of thought.

3.3 Current Situation

Under the theme of Fostering Freedom of Expression, UNESCO has highlighted five major pillars: “press freedom on all platforms, media development, [the] safety of journalists, media pluralism and diversity, [and] freedom of expression on the internet.” To advance diversity and participation in the media it is necessary to develop tangible steps towards realizing the five pillars of Fostering Freedom of Expression set forth by UNESCO.

3.3.1 Media Development

Access to media is often taken for granted in the West; citizens of the United Kingdom, Germany, and the United States rarely (if ever) wonder if they will be able to receive unbiased news each day. However, there has recently been a global shift in the trust of Western media. The “fake news” dilemma is one that calls into question what have been reliable sources of news for decades. Although fake news and liable have been developing alongside honest news since their inception, leading up to the 2016 US election and 2017 French election, there was sizeable growth in the spread of untrue stories that were disseminated. As a reaction, the United States President Donald Trump began denouncing major US news agencies as “fake news”. The truth of these allegations is often called into question; however, it expresses a growing distrust in journalism. The question now is if the United States, one of the most respected media producers, is questioning

48 See 48
49 https://www.theguardian.com/media/2016/dec/18/what-is-fake-news-pizzagate
the authenticity of its journalism, how will the rest of the world respond, particularly in countries that have seemed to struggle with reliable news in the past?

Media development is particularly important to the developing world because many developing states lack the necessary infrastructure to develop a robust media presence. Similarly related to its period of decolonization, many countries were entirely reliant on a single export to sponsor their entire economy; many are still to this day. Economies staggered as their previous colonizers left their country with no set up or model for successful revenue and slowly more advanced needs took a backseat to providing food and water. Coupled with deep corruption in many countries, there was little money to invest (if any) in technological advancements. One apparent example of this is the varying degree that Africans and Americans use social media. While 79% of Americans use Facebook, only 8% of Africans are on the global social media site. There are other factors that continue to this, namely the American cultural obsession with social media; however, this wide margin helps to highlight the disparity between the accesses to Internet for the two regions.

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51 The Fate of Africa: A history of the Continent since Independence, Martin Meredith
Although direct access to the Internet is not widespread, the use of cell phones is. According to a Pew Research study, 89% of South Africans use a cell phone; that is the same percentage as Americans. Followed only slightly by Ghanaians of which 83% use a cell phone. And this usage has come mostly in the last decade and a half. In 2002 only 33% and 10% percent of South Africans and Ghanaians, respectively, used cell phones.\textsuperscript{54} While the majority of phone owners do not own smart phones, this is still a key element in advancing the access to media in Africa. The attached graph shows the breaks down of the 15-year period and compares five African countries to the United States.

Since the UNHRC declared access to media a human right, the vast challenges associated with the expansive project of Fostering Freedom of Expression have become apparent. Whether it is tackling censorship head on, or looking at the other various nuances of the issue such as lacking infrastructure, gender disparity or the unsafe conditions for journalists, this body has a sizeable challenge in front of them.

3.3.2 Media Pluralism and Diversity

Issues pertaining to encouraging women’s involvement in journalism are extremely important as well. The United Nations is committed to ensuring that women are treated as equals and that no citizen of the world is left behind. By including a diversity of journalists and media personnel, a wider and more inclusive array of opinions and beliefs can be shared as well. By expanding the views of the media, this body would be ensuring that everyone has access to media that represents them and their freedom of expression.

One of the key elements for UNESCO has been encouraging and advocating for community media. These smaller mediums, often radio, allow those who would be otherwise

\textsuperscript{54} http://www.pewglobal.org/2015/04/15/cell-phones-in-africa-communication-lifeline/
unable to get involved in public or commercial media to have their voice heard. One of the ways that UNESCO monitors gender gaps in media is through Gender-Sensitive Indicators for Media (GSIM). These indicators analyze the areas that gender equality is lacking and further encourages equitable involvement in those areas. There are other initiatives that UNESCO has taken to ensure women have equal access to media, one of which is improving female literacy. It is ultimately impossible to equalize access to media if fewer women do not have the ability to read the media presented to them. By encouraging literacy in women, it is easier for them to access all forms of media and have the same access as their male counterparts. The issue of insufficient pluralism and diversity in the media is apparent in both the developing and the developed world. Women are not the only historically underrepresented group, as racial and ethnic minorities, religious minorities, and LGBTQ individuals have been underrepresented as well.

3.3.3 Safety of Journalists

The safety of journalist is a major concern of this body, as few will want to participate in the media when the safety of those involved is threatened. Tied to the issue of censorship, journalists risk their lives by sharing stories that may not align with the beliefs of the various governments they are writing about. While many journalists will be threatened for publishing negative stories, some will be murdered, abducted, arrested (illegally and legally), detained, and tortured. In 2012 the UN released the Plan of Action on the Safety of Journalists and the Issue of Impunity. This plan reinforces the protection of journalist through better awareness of the dangerous they face, campaigns that provide journalists with the best way to defend themselves.

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55 https://en.unesco.org/themes/community-media-sustainability
57 http://en.unesco.org/themes/media-and-information-literacy
and encourages various agencies to take a more active role in journalists’ protection. Not only can journalists be under threat in retaliation for information they published, but they are also frequently attacked when covering areas of conflict. One of the key ways to address the various safety concerns journalists have is to ensure, as a body, that they are working under open and free conditions.

3.3.4 Press Freedom Across All Platforms and Freedom of Expression on the Internet

The freedom of the press is crucial in developing democracy and protecting human rights, as the press can serve as watchdogs for human rights abuses. It is imperative that this right be protected. To protect this right UNESCO has worked to develop “press laws” and freedom of information legislation. Additionally, UNESCO established World Press Freedom Day and works to “strengthen professional standards through capacity building and self-regulation mechanisms (such as codes of ethics, press councils and in-house news ombuds.)” The freedom of the press must be protected across all media platforms including: tv, radio, magazines, newspapers, the internet, and other channels of distributing news. Despite these efforts, there are still numerous examples of violations of freedom of the press. These violations are especially prevalent under restrictive regimes or in areas of conflict. Once again, the internet is one of the main areas under threat as access to the internet can easily be blocked and material censored, although the freedom of the press can be limited through other channels as well (for example: shutting down newspapers.)

Related to the pillar of protecting the freedom of the press across all platforms, is the pillar of protecting the freedom of expression on the Internet. Freedom of expression can de

differentiated from the freedom of the press as the former is generally regarded as the freedom for individuals to express their opinions or share facts, whereas the second is specific to the institution of the media having the right to publish and distribute information (fact or opinion) broadly. Freedom of individual expression is particularly under threat on the Internet, where individuals can either have their ability to share their thoughts through any number of channels (social media, blogs, etc.) limited (through firewalls or other techniques) or can face retaliation for sharing their opinion.

3.4 Bloc Positions

3.4.1 Funding

In terms of money, a significant amount of money may be needed to foster diversity and participation in the media. Wealthier countries may be less willing to provide funding, and developing countries will frequently need funding as their media infrastructure may be lacking. For example, sub-Saharan Africa is generally poorer than the Northern part of the continent, and much of central Africa struggles with maintaining stability of government. These factors also make them less likely to have consolidated media presence and will likely need to most funding and help from the body. Some countries may be hesitant to receive UN funding to support their media as that could be infringing on state sovereignty.

3.4.2 Censorship

The United States, the EU, and their allies are generally in favor of the freedom of expression and freedom of the press. These countries also generally support democracy and efforts to promote diversity. While these countries generally scorn censorship, they may recognize the need to censorship when it comes to protecting state secrets. Additionally, the election of Donald
Trump as President of the United States of America and its concerns over fake news may cause the US to be more in favor of reacting against “fake” news.

Arab countries may still be in the aftermath of the Arab Spring, which led to great uproar in the region due to freedom of speech. While Tunisia is considered the ‘success’ for democracy while almost every other country’s revolution failed, thus its beliefs are holistically more progressive than the region. Other countries may be more in favor of censorship in the name of creating stability.

Russia, China, and their allies generally support some level of censorship in the name of promoting stability within the state and protecting state sovereignty. Their allies may also house these positions, including some African countries that recently received large amounts of funding. In 2015, China pledged $60 billion USD to a series of African development funds and finical institutions called the Forum on China-Africa Cooperation (FOCAC). In addition to the monetary exchange, there is also a cultural and technical exchange. As per FOACA, China will also be training 200,000 workers to immigrate to Africa and work in technical positions.\(^6^0\) Immigration to Africa is on the rise and encouraged by the Chinese government. The population is soaring in China and immigration acts as a pressure release; many young men are taking this opportunity to find better work and start families in African states\(^6^1\). This union between various African countries and China goes as deep as the basic family structure, and highlights the role that China’s diplomacy has on how many Africa nations may view participation in the media, diversity in the media, and media censorship (especially access to an open internet). That being said, not all African countries are politically impacted by China’s funding.


3.4.3 Diversity

In terms of promoting pluralism and diversity in the media, the United States, the EU, and their allies are generally in favor of diversity.

Some authoritarian states or theocracies that do not allow women to vote may also be in favor of restrictions on diversity in the media. Many countries that persecute LGBTQ individuals, racial minorities, ethnic minorities, or religious minorities might also be in favor of limiting the diversity of the media. In general, countries that support censorship may also support the limitation of diversity in the media.

3.5 Discussion Questions

• How does your country view the balance between sovereignty and UN oversight?
• How did colonization affect your country? Was there a dictatorial regime afterwards? What were the economic impacts?
• What percentage of your country’s citizens currently utilizes the Internet in same way?
• How has your country been involved in women’s rights agendas in the past? Is there a significant percentage of women in government?
• How is your country connected to other world powers?
• How does your country approach diversity in all forms (racial, ethnic, religious, etc.)? How does your country approach gender equality? Does your country respect LGBTQ rights?
• What can your country individually do to increase media access? What can the UN do that your country cannot and vice versa?
• How can the overarching pillars of UNESCO be broken down into tangible goals?

3.6 Keywords

• Censorship
• Direct Censorship
• Indirect Censorship
• Freedom of Expression
• Freedom of the Press
• Ombudsmen
• Media platforms

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