**UNESCO**

**Contribution to the OHCHR’s questionnaire:**

**A consultancy study on the contribution of development to the enjoyment of human rights (A/HRC/RES/41/19, para. 13)**

**1. Please share your views on the contribution of development in promoting and protecting human rights, including its context, concept, specific aspects and means of implementation.**

* Contribution of development to:

1. Civil and political rights.
2. In its article 1, the *United Nations Declaration on the Right to Development*, states that “The right to development is an inalienable human right by virtue of which every human person and all peoples are entitled to participate in, contribute to, and enjoy economic, social, cultural and political development, in which all human rights and fundamental freedoms can be fully realized”.
3. In line with this definition, UNESCO believes that development is key in advancing the promotion and protection of human rights. This is illustrated by the holistic understanding of development which mirrors the principles of indivisibility and interdependence of all human rights, at the centre of UNESCO’s mandate in education, the sciences, culture and communication and information. It is also evidenced by the anchoring of Agenda 2030 and its Sustainable Development Goals (SDGs) in human rights and the commitment to leave no one behind (LNOB).
4. While development contributes to the realization of human rights, it is also true that the promotion of human rights is crucial for development. UNESCO’s work in all its areas of competency is firmly rooted in a human rights-based approach (HRBA). Accordingly, the enjoyment of civil, political, economic and social rights is key in ensuring people’s meaningful participation.
5. Higher levels of development are one important indicator for more vibrant societies in several different fields, including the media ecosystems, which is part of UNESCO’s mandate in the field of Communication and Information. The existence of a free, independent, plural, and safe media environment requires a series of enabling conditions, including economic development – which can serve as an enabler for protecting and promoting freedom of expression – a significant civil and political right.
6. Conversely, the development of a free, independent and pluralistic media environment plays an important role to ensure that policies are implemented in line with international human rights standards, in a transparent way, leaving no one behind; and to enable citizens to exercise their civil and political rights (as well as other social rights outlined below) in an informed manner.

(2) Economic, social and cultural rights and linguistic rights:

1. UNESCO believes that development results in strengthening the capacities of populations who face deprivations to exercise and claim their rights. It contributes to equal opportunities for the enjoyment of all human rights and notably economic, social and cultural rights.
2. UNESCO considers **education** **fundamental to development**. The right to education is one of the key principles underpinning the Education 2030 Agenda and Sustainable Development Goal 4 (SDG4) adopted by the international community. SDG 4 is rights-based and seeks to ensure the full enjoyment of the right to education as fundamental to achieving sustainable development. While the right to education is dependent on whether other human rights are being enjoyed, it equally enables the increased enjoyment of other human rights. The right to education is first enshrined in the international legally binding *UNESCO Convention against Discrimination in Education*. The main provisions include amongst others guarantees in terms of levels of education; standards of education and conditions in relation to quality; opportunities for those who missed all or part of their primary education and their continuation of education; training opportunities for the teaching profession without discrimination.
3. **Cultural rights**, namely the right to access, participate in and enjoy culture, are enshrined in Article 27 of the *Universal Declaration of Human Rights* as the right of everyone to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits. Cultural rights are further articulated in Article 27 of the *International Covenant on Civil and Political Rights* and Article 15 of the *International Covenant of Economic, Social and Cultural Rights*. Since then, UNESCO has developed a set of normative instruments that further codify cultural rights. Cultural rights are vital to the 2001 *UNESCO Universal Declaration on Cultural Diversity*, which recognizes that cultural diversity is as necessary to human beings as biological diversity is to nature. UNESCO’s 2003 *Convention for the Safeguarding of the Intangible Heritage* includes specific provisions on cultural rights, notably ensuring that local communities can participate in the identification, inventorying, safeguarding and transmission of their intangible cultural heritage. Equally, the 2005 *Convention on the Protection and Promotion of the Diversity of Cultural Expressions* is unequivocal in its approach to cultural rights – including intellectual property rights – as cornerstones of human rights and development.
4. Similarly, development can play an enabling role as it concerns the **promotion and protection of** **linguistic rights**, which are in turn closely linked to other human rights (e.g. the right to information). Development can support the protection of linguistic rights in a truly inclusive manner, by enabling the deployment and use of dedicated tools, for instance language technologies and services, enabling access to information in various languages.

(3) The right to peace, the right to development, environmental rights, and digital rights:

1. As the digital divide persists both between and within countries, digital development is an important pre-condition for the enjoyment of digital rights. Beyond the development of infrastructure, the development of soft components is equally essential to enable the protection and promotion of these rights. The strengthening of media and information literacy and digital competencies among citizens, for instance, is key to empowering citizens to understand and exercise their digital rights in the context of rapid digital transformations.

**2. How to ensure that development contributes to promoting and protecting human rights? (The principles, strategies, policies and laws, action plans and programmes of development, what contents are important and what responsibilities should be taken into account)**

1. At the international level

1. Development can contribute to the realization of human rights only if human rights standards and principles are acknowledged as its cornerstone and shape all programmes and activities in all areas and in all phases of the programming process. At international level, it is therefore important to focus on the **implementation of normative instruments**, and on the **elaboration of development policies** that are fully aligned with international human rights standards. Likewise, efforts should be put on **capacity-building of both rights-holders and duty-bearers**, to ensure development contributes to the promotion of human rights.
2. **UNESCO’s normative instruments related to education** are guiding tools for development as they guarantee aspects of the right to education that is a key principle of the international development Agenda. Member States should therefore benefit from technical assistance as well as from monitoring mechanisms to be established at national, regional and international. Through the right to education, at the heart of UNESCO’s mandate, the Organization develops, monitors, and promotes education norms and standards to foster its implementation at country level and advance the aims of the Education 2030 Agenda. Specifically, UNESCO:

* [Monitors implementation of the right to education](https://en.unesco.org/themes/right-to-education/instruments-monitoring) through UNESCO’s own instruments, notably the Convention against Discrimination in Education and related thematic recommendations, and through its collaboration with UN bodies, as well as through online tools: the [Observatory on the right to education](http://www.unesco.org/education/edurights/index.php?action=countries&lng=en), as well as [Her Atlas](https://en.unesco.org/education/girls-women-rights), which specifically monitors the implementation right to education of girls and women.
* Builds and strengthens capacities on the right to education through, for instance, guiding tools [Handbook on the right to education](https://unesdoc.unesco.org/ark:/48223/pf0000366556/PDF/366556eng.pdf.multi) and [Guidelines to strengthen the right to education in national frameworks](https://unesdoc.unesco.org/ark:/48223/pf0000375352/PDF/375352eng.pdf.multi).
* Contributes to raising public debate on key issues to build better understanding of the significance of [normative action](http://en.unesco.org/themes/right-to-education/legal-action) with an emphasis on mobilizing stakeholders and advocates for legal obligations for advancing the implementation of the right to education. Awareness-raising campaigns, production and dissemination of research and studies and training programmes undertaken in collaboration with key stakeholders, are part of strategic actions.

1. Operationalizing the commitment of Agenda 2030 to human rights and LNOB, from **UNESCO’s social and human sciences’** perspective entails the elaboration of appropriate indicators allowing for human rights considerations to be integrated in assessing the implementation of SDGs. Here, particular attention should be payed to those rights which remain underdeveloped – for example the right to share in scientific advancement and its benefits, the right to take part in cultural life, etc. This will require additional normative clarifications, additional operational guidance, etc. Making equality, inclusion and non-discrimination - with emphasis on gender equality - truly a priority, is another key action towards promoting and protecting human rights for development. The political consensus on the need to counter inequalities reaffirmed at the aftermath of the ongoing COVID-19 crisis needs to be translated into action.
2. Through its mandate on **communication and information** UNESCO can provide support to the implementation of normative instruments, such as the *UNESCO Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace* (2003), which invites UNESCO and its Member States to focus interventions on four areas: (i) Development of multilingual content and systems; (ii) Facilitation of access to networks and systems; (iii) Development of public domain content; and (iv) Reaffirmation of equitable balance between the interests of rights-holders and the public interest.
3. Another example relevant to the protection and promotion of linguistic rights is the implementation of the UNGA Resolutions on the organization of the 2019 International Year of Indigenous Languages ([A/71/178](file:///C:/Users/n_al-hassan/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/J1EJ1WAZ/A/71/178)) and the International Decade of Indigenous Languages (2022-2032) ([A/74/135](file:///C:/Users/n_al-hassan/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/J1EJ1WAZ/A/74/135)) ; and of the UNGA Resolution proclaiming 28 September as the International Day for Universal Access to Information ([A/74/5](file:///C:/Users/n_al-hassan/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/J1EJ1WAZ/A/74/5) ), as it concerns civil and political rights. Given the key role of free, independent and plural media, it is also essential to ensure that development policies in this field are designed and implemented in line with international human rights standards, in a transparent way, leaving no one behind.
4. At the national level
5. UNESCO provides technical advice and assistance to Member States in translating international obligations into national laws and policies and enhancing awareness on key challenges and issues. For instance, this is done by supporting the review of national legal and policy frameworks as well as the revision or development of legal frameworks related to education.
6. UNESCO has also developed the Internet Universality Indicators framework, which can be applied at the national level on a voluntary basis, and aims to assess achievements and gaps of Internet development with a view to improving related policies, including as it relates to human rights online. These assessments notably evaluate alignment with the ROAM principles of Human Rights, Openness, Accessibility and Multi-stakeholder participation. UNESCO has been working with stakeholders from 21 countries across the world to implement national assessments of Internet development using these Indicators.
7. Through global and regional partnerships, civic space and engagement
8. Through collaboration with civil society, UNESCO works on ensuring that education is not a privilege but a right, by enforcing the right to education through educational planning and management.
9. In 2020, UNESCO launched the Dynamic Coalition for the Internet Universality indicators, a new shared space for advocating the ROAM principles worldwide, sharing experiences and raising awareness of the value of the corresponding indicators. This Dynamic Coalition also contributed to strengthening synergies and partnerships between UNESCO and the Internet Governance Forum (IGF) Multi-stakeholder Advisory Group, and other stakeholders, including National and Regional IGFs (NRIs), Best Practice Platforms (BPP) and other coalitions to jointly advance the evidence-based Internet and policies at regional and global levels.

**3. Please share any concrete examples of best practices of contribution of development to the enjoyment of human rights. Challenges, obstacles, lessons learned and experience with regard to principles, strategies, law and policies, action plans and programmes, the role of communities, organizations, and individuals and/or other stakeholders.**

1. UNESCO programmes integrate a human rights-based approach (HRBA) as a key requirement to ensure a meaningful contribution of development to the realization of human rights. The examples provided below are an attempt to illustrate this commitment. They are drawn from UNESCO’s Education, Social and Human Sciences, Culture and Communication and Information programmes, and cover a broad array of topics, from right to education to strengthening education systems, inclusive development to citizenship, anti-discrimination and anti-racism, youth, bioethics and intercultural dialogue, the role of culture in and for sustainable development, promotion and protection of freedom of expression, access to information and the right information.
2. As part of UNESCO’s work on **strengthening the right to education** at national level and supporting legal reform, the following examples can be of interest:
   * As part of a national legislative reform in the Bahamas, UNESCO supported the Ministry of Education in considering the revision of the Education law, advocating for the reinforcement of the right to education in light of legal obligations and standards, and also to make improvements on specific policies, such as teachers, school leadership, curriculum, student learning outcomes and Education Management Information Systems (2018).
   * Following recommendations formulated in a review on the right to education in Nepal, technical support was provided by UNESCO in the revision of the Free and Compulsory Education Act, which was adopted in 2018.
   * UNESCO responded to Mozambique’s request for technical assistance in reviewing the right to education at national level and supporting an Education Policy Review to strengthen its education system and contribute to develop capacities for reaching the SDG4-2030 Education Agenda targets (2018).
   * In Palestine, UNESCO has conducted a review of two recently adopted laws on education in light of international legal obligations on the right to education in order to support the state in developing by-laws to better protect the right to education (2019).
   * UNESCO conducted a right to education national review in Cameroon and through a dedicated event, advocated for this right is at the center of national legal and policy reforms. Similar actions were taken in other countries in Africa (2018-2020).
   * Most recently, in the Republic of Congo, UNESCO is currently conducting a review of the right to education in relation to SDG4 targets in view of supporting the revision of the education law (2020-21).

1. The following four areas of intervention comprise some examples of UNESCO’s action in the field of **social and human sciences programme**, which can be significant:
2. **Inform global agendas and standard setting in favour of inclusive, sustainable and peaceful societies:** The work towards the elaboration of a Recommendation on the Ethics of Artificial Intelligence (AI) is being developed since 2020. Various steps have been concluded so far, notably: from March to May 2020 an Ad Hoc Expert Group (AHEG) prepared the first draft Recommendation, which was then submitted to a multi-stakeholder consultation process from June to August 2020; The public online consultation received completed responses from more than 600 participants, generating more than 50,000 comments; Eleven regional and sub-regional virtual consultations, including two with youth, were held in all of UNESCO’s regions, involving more than 500 participants. The draft Recommendation shall be submitted to the approval of the General Conference of UNESCO at its 41st session, in November 2021.
3. **Strengthen the social and human sciences evidence basis for the development of inclusive policies**: Under the umbrella of the Management of Social Transformations (MOST) Programme online service UNESCO Inclusive Policy Lab (IPL) reached 2200 registered users, 1000 registered experts, 100 online collaborative projects, and a peak of 56000 views/month. Nineteen in-country projects in four priority regions have been/are being currently implemented under the Lab.
4. **Build national institutional and human capacities at all levels towards inclusive development :** the International Coalition of Inclusive and Sustainable Cities -ICCAR and its more than 500 members worldwide mobilized to discuss common challenges, share experiences, good practice and lessons learned and undertake joint action. This is captured in relevant tools and publications, such as a number of documents published on the issue of migrants’ inclusion in cities. Likewise, a significant number of training sessions and webinars were convened, including the 11 sessions of the Master Classes against racism and discriminations. With more than 2300 persons reached, these trainings aimed to build capacities of youth and teachers in understanding and fighting racism and discriminations.
5. **Enable youth-led action, from local to global level, to address societal challenges and consolidate peace:** To promote the role of youth as changemakers, UNESCO:

* provided policy advice and technical support to Member States to develop/implement youth policies. Specifically, in Sierra Leone, with UN agencies and youth stakeholders, UNESCO supported the national youth policy review process in 2019-20. In Mauritania, the government was assisted to develop a national youth policy and strategy, and in Sudan, work has been initiated to support a range of youth capacity-building initiatives, including the development of an inclusive national youth policy.
* Strengthened national capacities on holistic youth development and youth civic engagement by contextualizing and piloting training tools to strengthen awareness and capacities of youth development stakeholders (inc. youth organizations) in Sudan, Nigeria, Côte d'Ivoire, Viet Nam and Jamaica.
* supported youth-led organizations in leading community peace dialogues, media engagement and awareness raising (Sierra Leone, Nigeria) and promoted Youth civic engagement (Ghana, Guinea, Cote d’Ivoire and Togo).
* fostered Youth-led research within national youth policy processes (Cambodia, Thailand, Viet Nam, Lao People's Democratic Republic and the Mekong).
* supported Youth-led initiatives: for cultural heritage protection (Morocco, Mauritania, Tunisia, Lebanon, Egypt); for social inclusion, citizenship, human rights and peace (Morocco, Mauritania, Algeria, Tunisia); intercultural competencies and Preventing Violent Extremism (PVE) (Egypt); and youth-led actions for SDGs and peace (Arab Regional Youth Forum).

1. UNESCO’s efforts **to promote culture in and for sustainable development** include the support of SDG 16 on peace, justice and strong institutions. For over a decade, UNESCO has denounced intentional attacks against monuments and sites of cultural or religious significance, the illicit trafficking of cultural property, and the banning and disruption of intangible cultural heritage practices during conflict. In response to attacks on cultural heritage and the cultural rights of communities, UNESCO has partnered with security and humanitarian actors to provide training, expertise, monitoring and support on the ground. UNESCO launched the social media campaign *#Unite4Heritage*, as well as alliances with Interpol, the Blue Shield, the Red Cross and UN peacekeeping forces.
2. Recently, UNESCO has also supported the reconstruction of heritage and the revival of cultural life in Mosul (Irak) Yemen and Timbuktu (Mali), just to name a few. UNESCO’s work reporting to the UN Security Council (UNSC) and its cooperation with the International Criminal Court (ICC) related to factual information on the destruction of cultural sites in Timbuktu in 2012 resulted in the unprecedented codification of the destruction of cultural heritage as a crime against humanity, a particular breakthrough in protecting the right to culture. In 2016, for the first time, the ICC convicted a defendant for the war crime of intentionally directing attacks against religious and historic monuments, in accordance with the ICC’s Rome Statute. In 2017, the UNSC adopted Resolution 2347, the first of this organ to focus on the protection of cultural heritage in times of conflit.
3. UNESCO also works **to protect and promote artistic freedom**, which is understood as the freedom to imagine, create and distribute diverse cultural expressions free of governmental censorship, political interference or the pressures of non-State actors. This fundamental dimension of cultural rights includes the right of all citizens to have access to these works and is essential for the well-being of societies. In 2019, *Freemuse* reported 711 attacks on artistic freedom around the world, up from 430 in 2016.
4. With COVID-19 crisis rights of artists are being threatened further. UNESCO recently published “Freedom & Creativity”, which provides an overview of current advances and challenges in the legal protection of artistic freedom. The report reveals that in recent years, we have seen the emergence of a body of case law from which States can draw on for the protection of artists at risk. Yet more work remains, particularly to promote an integrated approach to legislation on the status of the artist that includes social and economic protections. UNESCO’s work on artistic freedom, including through its 1980 Recommendation on the Status of the Artist, has helped to establish artistic freedom as a key pillar of freedom of expression.
5. UNESCO also works **to promote gender equality in the cultural sector**. Despite notable progress in recent decades, women are underrepresented in almost all cultural fields, including film, music, museums, art, heritage and digital media, particularly in leadership positions. Moreover, according to *Re|Shaping Cultural Policies*, the Global Monitoring Report for UNESCO’s 2005 Convention, women in culture are paid significantly less than their male counterparts, and have limited access to resources, training and mentorship. In response, UNESCO and Japanese film director Naomi Kawase, founder of the Nara International Film Festival (NIFF), have launched a joint initiative to support young female directors from Africa through multi-generational female mentorship. Through the You Are Next initiative, UNESCO has also supported women entrepreneurs under the age of 40 by expanding their access to funding, infrastructure, and co-production opportunities in the digital creative industries. The new UNESCO Report on Gender & Creativity (March 2021) highlights the unequal impact of the pandemic on women and gender diverse artists and cultural professionals. This work on both artistic freedom and gender equality supports UNESCO’s larger efforts to promote robust cultural and creative industries in all countries, and particularly in the Global South. Ensuring the equal participation of women, minorities and young people in the creative economy – a major driver of economic growth and employment – not only supports cultural rights, but also sustainable development.
6. UNESCO’s work in **arts education** also enhances, in a cross-cutting manner, the achievement of SDGs and the upholding of cultural rights. Through the annual International Arts Education Week promoted by UNESCO worldwide each year in May, UNESCO champions efforts to demonstrate the power of arts and education in promoting and catalysing cultural rights, and to open minds to the diversity of the world’s cultural expressions. UNESCO also supports the integration of living heritage into education, both formal and informal. This not only promotes sustainable development by making education more relevant to all learners, it also supports the ongoing transmission of and access to culture.
7. Regarding the **promotion and protection of freedom of expression, access to information and the right to information** UNESCO, as part of its capacity-building action for the judiciary branch, has provided training to more than 18,000 judicial actors This action recognizes the essential role of the judiciary in the protection of freedom of expression, press freedom and access to information.
8. The fourth consolidated report on the implementation of the *2003 Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace*, outlines several examples of how development contributed to enjoyment of human rights, including the right to education, the right to information and linguistic rights. In line with the Recommendation, measures have been taken “to support the promotion, access and learning of major languages, particularly in education”; and “broadband connectivity and access to public high-speed internet has been enhanced throughout public and educational institutions”, for example.
9. Though the Internet Universality Indicators assessments are at the initial stage of implementation, the process has attracted high level attention and support from countries’ key ministers, policy makers, and multi-stakeholder actors, with impact on policy improvement as follows:

* An overarching recommendation for one country wastoconsolidate and develop the national multi-stakeholder governance model, expanding the participation of the various sectors in forums and organizations related to Internet governance and telecommunications policy and regulation.
* In one country, the assessment pointed the need for improvement as regards the judicial and institutional framework, competencies, quality of infrastructures, notably in the rural areas, and the management of electronic waste, among others.
* In one country, the initial assessment shows that the implementation of key policies and legislation remains a challenge, calling for improved implementation, enhanced institutional capacities as well as increased public awareness.
* In one country, recommendations were made to enhance human rights on the Internet by creating effective mechanisms of online privacy protection and reinforcing technical capacities and human resources; and to reinforce the national policy on copyright and intellectual property, so as to promote the use of open licenses.

**4. Are there any other aspects relating to the contribution of development to the enjoyment of all human rights for all that you would recommend for the study to focus on?**

1. UNESCO believes that strengthening cultural, linguistic and digital rights, the promotion of AI and new technologies, including development of skills, such as information literacy and digital competencies, will be important to the full enjoyment of all human rights, and fulfill the commitment of leaving no one behind in this decade of action.
2. **Cultural rights** and culture including the cultural and creative industries have been severely impacted by the COVID-19 pandemic, as highlighted in a recent report by the UN Special Rapporteur in the field of cultural rights. The impact on Measures to control the spread of the pandemic have led to widespread closures of World Heritage sites, museums, performance venues and festivals, which limits access to culture and the rights to free assembly, movement and expression that are so central to cultural rights. Cultural property is increasingly threatened by illicit trafficking, and indigenous and living heritage practices have been disrupted, denying communities the ability to access and practice their culture. Many artists and cultural professionals have lost their livelihoods because of this crisis. As many jobs in the cultural sector are informal, part-time, or freelance, many of these cultural professionals now find themselves on the brink of poverty, without social safety nets, like unemployment benefits and health insurance, to rely upon. The crisis has therefore revealed and exacerbated the already precarious nature of creative work and jeopardized the social and economic rights of artists.
3. The unprecedented digitalization of culture has also created new challenges for cultural right and the pandemic further exposed the growing digital divide. With half the world’s population unable to access the Internet, access to culture online remains out of reach for many. UNESCO found that in Africa and the Small Island Developing States (SIDS), only 5% of museums can offer online content to their audiences[[1]](#footnote-1). Moreover, the increasing concentration of cultural content on a handful of digital platform presents real risks for cultural diversity.
4. The negative impacts of the pandemic on culture could be long-lasting. The cultural sector is likely to be one of the last sectors to recover from the pandemic[[2]](#footnote-2). According to a recent study by the European Grouping of Societies of Authors and Composers, Europe’s cultural and creative industries lost 31% of their revenues in 2020, a greater loss than any sector apart from aviation[[3]](#footnote-3). Nearly 13% of museums around the world may never reopen after their closure due to lockdown measures[[4]](#footnote-4). Without appropriate interventions, many cultural institutions, especially those in the Global South, will likely have closed their doors permanently by the time the economy recovers, and artists may have to find other forms of work. Considering the overwhelming impact of COVID-19 on cultural rights, UNESCO has made **safeguarding the economic and social rights of artists and cultural professionals** one of its top priorities. Through UNESCO’s global *ResiliArt* movement, UNESCO sought to ensure that the voices and needs of cultural professionals are front and center as the international community responds to this global crisis. Thus far, over 240 *ResiliArt* debates have been held in 110 countries around the world. UNESCO has also published a policy guide, “Culture in Crisis”, which offers practical advice for rescuing cultural workers, as well as for effectively integrating culture in COVID-19 recovery plans.
5. **Linguistic rights** play an important role within the broader spectrum of human rights and fundamental freedoms, including as it relates to spoken and sign languages. It is also important to address data gaps in terms of linguistic rights which limit the development of evidence-based language policies.
6. Because **AI and other new technologies** have been evolving within the ecosystem of the Internet, UNESCO believes that the Internet Universality ROAM principles can serve as a well-grounded and holistic framework to help shape the design, use and governance of AI. UNESCO thus recommends to apply the Internet Universality ROAM-X Indicators to measure alignment with the principles of human Rights, Openness, Accessibility and Multi-stakeholder participation and to thereby map and improve the ecosystem in which AI is developed, applied, and governed.

In a rapidly evolving information landscape, increasingly impacted by the digital transformation, the **development of 21st century skills, including media and information literacy and digital competencies**, is key to enable citizens, especially youth, to fully enjoy their rights, and in particular their digital rights.

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1. https://en.unesco.org/news/covid-19-unesco-and-icom-concerned-about-situation-faced-worlds-museums [↑](#footnote-ref-1)
2. https://www.mckinsey.com/industries/public-and-social-sector/our-insights/us-small-business-recovery-after-the-covid-19-crisis [↑](#footnote-ref-2)
3. <https://authorsocieties.eu/download-the-rebuilding-europe-study/> [↑](#footnote-ref-3)
4. https://en.unesco.org/news/covid-19-unesco-and-icom-concerned-about-situation-faced-worlds-museums [↑](#footnote-ref-4)