Post – Meeting Report for Funded Participants

- 1. How would you describe your participation at the IGF meeting? (max 150 words)

 Attending the IGF was really exciting. This was the first IGF meeting I have ever attended.

 There were lots of sessions I've attended. During which, I observed, absorb, learn, and took notes on important issues and solutions that might help in address the gaps in my community work National IGF, gathered quotes and research outcomes, and and also did rapporteur in one of the sessions. I do network and Socialize with other attendees, talked to them, ask questions and also learnt from them apart from speakers. updating my knowledge, and finding inspiration on other attendee's stories is very inspiring. After speakers presented, I do embrace the opportunity to talk to some of them, which is really good, it helps me learn more, and avoid living unanswered questions that will otherwise be unanswered. And that helps connecting the information concerned with my own experience.
- 2. What is the most important benefit you have gained at the meeting? (max 300 words)

 There were a lot of benefits that I have gained at the meeting, the most important is hearing about the latest research and findings in the IGF fields / related fields and getting fresh perspectives, improvement, ,Discover new motivation, being able to listen and observe different stakeholder share their findings, Engage in high level debates (discussions) and which really helps refine my ideas, on existing concepts that addressing some key issues related my national igf. , get to network with world experts.
- 3. What inputs do you plan to bring to your community from the meeting? (max 300 words) Inputs of that I plan to bring to my community from the meeting includes inputs concerning digital literacy, cyber security, privacy, human rights, norms, Kids online, and making internet a safe place for them. These were all part of the topics addressed in both our monthly seminar and outreach programs around the communities in Vanuatu.
- 4. Briefly outline your participation at the IGF meeting, including attended sessions, gained knowledge, networking, recommendations for improvements. (mx. 500 words)

| Day | Participation | Session Attended | Gain Knowledge | Time | Network |
|-----|----------------|------------------|----------------------------------|-------|---------|
| 0 | listen, learn, | Pre-Event #22 | AI, and how AI is slowly taking | 18:16 | ✓ |
| | absorb | The promise of | over basic human jobs such as | | |
| | | safety and | making restaurant reservation | | |
| | | security in the | with a client | | |
| | | digital world | | | |
| | | | Al and ethics | | |
| | | | | | |
| | | | 3 types of quality parameters to | | |
| | | | consider when it comes to Al | | |

| 0 | listen, learn, absorb listen, learn, absorb | Al and discrimination – whose problem is it? Strengthening the multi- | quality. 1) Robustness, 2) Comprehendability, and 3). Functionality, without proper development of these, AI can't be reliable. Impact of AI on Human rights AI algorithmic decision-making How AI can lead to discrimination Various roles for stakeholders play for UN norms, | 9:00 | ✓ |
|---|--|--|--|-------|-------------|
| | 3337.5 | stakeholder approach on International norms in Cyberspace | Existing actions, Roles that support free open and secure internet Tools and mechanisms that could support them on the certain role. | | |
| 0 | listen, learn, absorb | Mobile Connectivity in Emerging Economies (Pew Research Center | Positive impacts and Negative impacts of Mobile phone to users (Adults, Childrens) Some social media platforms or messaging apps are more popular in some countries than in others. (eg: watapp, Viber, Instergram) Smartphone use is higher among younger adults and those with higher education levels.5 Lebanon and Jordan are the only countries in the survey in which a majority of adults ages 50 and older as well as a majority of those with less than a secondary education — are smartphone users. | 13:05 | > |
| 1 | listen, learn, absorb | IGF for Beginners | -IGF, community base -Different options for how private organizations to participant in IGF, e.g. as panel members or MAG or as running workshopsDynamic Coalitions -IGF Capacity building programs, and workshop through national and regional initiatives | 8:30 | > |

| 1 | Rapporteur | NRIs | High-Level Discussions, | 9:30 | ✓ |
|---|----------------|-------------------|---|-------|---|
| | '' | Collaboration | Exchanged of views, from | | |
| | | Session on | different IGF around the work. | | |
| | | Cybersecurity | (Being the rapporteur) I | | |
| | | | encountered many new | | |
| | | | knowledge of running a | | |
| | | | multistakeholder approach | | |
| | | | successfully, the importance of | | |
| | | | Policy, and Cybersecurity | | |
| | | | Strategy | | |
| 1 | listen, learn, | NRIs | Learning about different | 10:45 | ✓ |
| | absorb | Collaborative | countries and they % of those | | |
| | | Session on Access | with and without access to | | |
| | | | internet, vulnerable groups | | |
| | | | differ from country to country, associated with cultural, | | |
| | | | religious, social and economic | | |
| | | | factors. | | |
| | | | Importance of Capacity Building | | |
| | | | for more digital inclusion and | | |
| | | | digital literacy | | |
| | | | Types of approaches used to | | |
| | | | ensure internet accessibility for | | |
| | | | the public. | | |
| 1 | listen, learn, | Opening | Learn from Speeches given by | 13:00 | ✓ |
| | absorb | Ceremony | Secretary-General of UN, Mr. | | |
| | | | Antonio Guterres and Ms. | | |
| | | | Angela Merkel, Federal | | |
| | | | Chancellor of Germany | | |
| 2 | listen, learn, | NRIs | Personal Data, is a Human | 09.30 | |
| | absorb | Collaborative | Rights | | |
| | | Session on Data | Personal Data Protection Law of | | |
| | | Protection | various countries | | |
| | | | and what types of data they | | |
| | | | protect. | | |
| | | | Learn more about different | | |
| | | | cases in different countries | | |
| | | | (such as South Korea, North | | |
| | | | Macedonia, Panama, Nigeria) | | |
| 2 | listen, learn, | NRIs | Privacy online is a human right | 10:45 | ✓ |
| | absorb | Collaborative | that must be protected | | |
| | | Session on | Trust and accountability | | |
| | | Privacy Online | Learn about the best privacy | | |
| | | | practices, and how others are | | |
| | | | managing the privacy issues | | |
| | | | nationally, and the differences | | |
| | | | in manage privacy issues. | | |
| | | | Countries include, panama and | | |
| | | | other countries, such as US, | | |

| | | | Nigeria, France, Kenya, Brazil, North Macedonia | | |
|---|--------------------------|---|---|-------|----------|
| 2 | listen, learn, absorb | NRIs Collaborative Session on Harmful Content | Putting Policies in place that target Harmful Contents, Learn about the best practices when addressing Harmful Content online from various countries. | 12:00 | √ |
| 2 | listen, learn, absorb | OF9 Strengthening Digital Ecosystem for Better Digital Inclusion. | Digital transformation Curriculum for schools for students to have literacy in their school. Meaningful Connectivity Investing in Digital infrastructure to tackle inclusivity | 16:20 | √ |
| 3 | listen, learn, absorb | OF22 Trust, Norms and Freedom in Cyberspace | Human Rights to Cybersecurity Including human's rights in cyber norms discussions a way to address breach of humans rights issues Engagement of all stakeholders in cybersecurity norms | 09.30 | √ |
| 3 | listen, learn, absorb | Kids Online: What we know and can do to keep them safe | Importance of improving digital policies, and educational campaigns targeting Children | 11:30 | ✓ |
| 3 | listen, learn, absorb | WS 95 Tackling Cyberbullying on Children with Digital Literacy | Holistic strategy when dealing with cyberbullying on children and other online risks Using digital literacy and AI, legislation to tackle cyberbullying online. | 15:00 | ✓ |
| 4 | listen, learn, absorb | OF31 Bridging digital in a Large Humanitarian Organization | Utilizing mapping in the humanitarian context Maps for NGO's to work with in planning response during epidemic outbreak The use of satellite or aerial imagery to landmarks, road, rivers or even land incase of addressing missing maps. | 09:30 | √ |
| 4 | listen, learn, absorb | Digital Inclusion Concluding Session | Access to digital literacy, digital infrastructure investment form inclusivity | 11:10 | ✓ |

- Certain presentations for panels on sessions be done on video recording
 prior to the sessions, and have it uploaded for participants to view prior to
 attending the session. Hence when attending seminars, they bring in
 solutions and questions concerning the said session. This way, we can buy
 more time.
- Meeting Parking Lot. To ensure that collaborative sessions are on track while
 prioritizing concerns that arise.
 Hence, questions from onsite, and online participants that were not in line
 with the agenda, could be put there, it will be addressed but not during the

session concerned.