

Using existing open license text on English language Wikipedia



Opportunity

UNESCO staff hold a huge amount of knowledge which isn't on Wikipedia

Problem

UNESCO staff are very busy, writing Wikipedia takes a long time.

Solution

Reuse open license text that has already written:

- UNESCO has produced over 1200 open license publications
- The UNESCO website is full of encyclopedic information

There's was no existing process for adding the text.....

Designing a process

The process of adding open license text to Wikipedia should:

1. Have simple instructions
2. Work with Visual Editor
3. Have metrics to understand the impact of sharing text on Wikipedia

Wikipedia:Adding open license text to Wikipedia

From Wikipedia, the free encyclopedia



Text on Wikipedia is added in one of two ways:

1. Written by Wikipedia volunteers, paraphrasing copyrighted references.
2. Copied from an external source that is available under a Wikipedia compatible license.

Open license text (also known as Open Access) can be used to improve existing articles and create new ones.

Which licenses does Wikipedia accept? [\[edit source \]](#)



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- [Creative Commons 0](#) or [Public Domain](#) (Wikipedia prefers attribution to these sources, even though they are freely reusable without attribution)
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- [Creative Commons Attribution Share-Alike licenses](#)

A full list of licenses Wikimedia accepts is available [here](#).

Finding open license text to add to Wikipedia [\[edit source \]](#)

There are 1000s of sources of open license text covering a wide range of subjects:

Open Access

[Find OA sources](#)

Find OA sources in directories and repositories

[Directory of Open Access Journals \(DOAJ\)](#) · [Directory of Open Access Books \(DOAB\)](#) · [OAPEN Library](#) · [ROAD: Directory of Open Access Scholarly Resources](#) · [Registry of Open Access Repositories \(ROAR\)](#) · [Connecting REpositories \(CORE\)](#) · [OAD Index of OA book publishers](#) · [OAD Index of open data repositories](#) · [Open Access Directory](#) · [WikiProject Open Access Catalogue](#)

Find OA sources in portals and programs

[HathiTrust](#) · [TEEAL: the Essential Electronic Agricultural Library](#) · [AGORA: the Access to Global Online Research on Agriculture program](#) · [ARDI: the Access to Research for Development and Innovation](#) · [OARE: Open Access to Research in the Environment](#) · [Electronic Information for Libraries \(EIFL\)](#) · [Enabling Open Scholarship \(EOS\)](#) · [Research4Life](#) · [ScienceDirect open access portal](#) · [PubMed free full text](#) · [UNESCO Open Access Repository \(UNESDOC\)](#)

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Participate in Wikipedia OA projects

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Get involved off-wiki

[Volunteer opportunities](#) · [OA wikis](#) · [social media](#) · [OA blogs](#) · [Open Access Week](#) · [Directory of 2015 events](#)





Converting open license text [\[edit source \]](#)

The process for adding open license text to Wikipedia can be broken down into the following steps:



Copy: Add the text from the open license source into Wikipedia.



Edit: Correct any formatting issues with the text, add headings and subheadings, change any wording not suitable for Wikipedia and add [links](#) to other articles.



Adapt the style: You may need to adapt the [layout](#) and the [style and tone of the writing](#) and create a new [first sentence to introduce the subject](#). The text must also follow Wikipedia's [three core content policies](#); [neutral point of view](#), [verifiability](#), and [no original research](#).



Add media: Add graphics from the publication by uploading them to Wikimedia Commons where the license on the graphics allows and add in tables, if the table is in a pdf [Tabula](#) may be helpful.



Add attribution: Attribute the text using the 'Free-content attribution' template in the 'Sources' section, as explained below.



Cite: Add the original source of the text as a reference at the end of every paragraph or more if required. If the text has references add them as [citations](#) in the article.



Publish: Save the changes to the existing article or publish the new article.



Link: Create links to the article from other Wikipedia pages, including adding [hatnotes](#) where needed. Use the [find link](#) tool to identify and create links to the article. Add [categories](#) and Wikiproject templates to the talk page.



Adding text to articles [\[edit source \]](#)

There are two ways to add text to Wikipedia, either through the **Visual editor** or the **Source editor**.

visual
editor

Attributing Open license text in Visual editor [\[edit source \]](#)

1. Copy and paste the open license text into a Wikipedia article.
2. Create a section called **Sources** above the **References** section and click **Insert** on the editing toolbar and select **Template**.
3. Paste **Free-content attribution** into the box, click the first option and then click **add template**
4. Add the relevant information into the Title, Author, Publisher, Source, URL, License statement URL (if not stated within the document) fields and License (e.g [CC-BY-SA](#)).
5. Click **Save Page** and add **added open license text, see the Sources section for more information** to the edit summary.

Attributing Open license text in Source Editor [\[edit source \]](#)

- Copy and paste the open license text into a Wikipedia article.
- Create a **Sources** section above the **References** section and paste in:

```
{{Free-content attribution|title = <!-- The title of the work -->|author = <!-- The author of the work -->|publisher = <!-- The publisher of the work -->|source= <!-- The the source of the work if not from the publisher or the author -->|documentURL = <!-- The URL of the work -->|License statement URL = <!-- The URL of the license statement of the work if not included within the document -->|license = <!-- The license of the work -->}}
```

- Fill in the relevant fields, the text between the <!-- --> is simply for guidance, it will not appear
- Click **Save Page** and add **added open license text, see the Sources section for more information** to the edit summary.



User page

Talk



Paragraph

A



“ Cite



Insert



User:John Cummings/sandbox

Media

Template

Table

More



Cancel

Free-content attribution

Insert

Page numbers

Source

Document URL

[[]]



p://unesdoc.unesco.org/images/0023/002354/235406e.pdf

License statement URL

[[]]



:atno=235406&set=0058A1D223_3_210&gp=1&lin=1&ll=1

License




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Add more information

Show options

Sources [edit | edit source]



This article incorporates text from a **free content** work. Licensed under CC-BY-SA IGO 3.0: *UNESCO Science Report: towards 2030* .

To learn how to add open license text to Wikipedia articles please click [here](#).

References [edit | edit source]

- ↑ "Resources - Iran's Automotive Industry Overview". Atieh Bahar. 2008-10-20. Retrieved 2010-11-28.
- ↑ "Press TV". Press TV. 2011-11-11. Retrieved 2012-01-21.
- ↑ "Iran's automakers stalled by sanctions". Washington Post, October 14, 2013.
- ↑ http://eirc.ir/?p=246
- ↑ "Iran ranks 5th on OICA growth chart". PressTV. 2010-08-18. Archived from the original on 15 October 2010. Retrieved 2010-11-28.
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- ↑ "2013 Statistics - OICA". Retrieved 10 June 2015.
- ↑ [1] Archived May 15, 2009, at the Wayback Machine.
- ↑ [2] Archived December 16, 2008, at the Wayback Machine.
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- ↑ Sheikholeslami, Ali (2010-07-21). "Iran Sells 18% of Saipa Automaker for \$1.6 Billion, Tehran Exchange Says". Bloomberg. Retrieved 2010-11-28.
- ↑ "Iran Investment Monthly Sep 2010.pdf" (PDF). Retrieved 2010-11-28.
- ↑ http://iran-daily.com/newspaper/page/4826/4/13202/0
- ↑ "Azhitechs Official Web Site". Azhitechs.com. Retrieved 2013-12-08.
- ↑ Iran Daily - Domestic Economy - 06/12/07 Archived June 18,

Measuring impact

Measuring Reach [\[edit source \]](#)

Tools are available to measure the number of page views Wikipedia articles receive that use text from a range of external sources e.g a website, a section of a website, a specific URL or a publication:

A small number of articles [\[edit source \]](#)

To measure the page views for a small number of Wikipedia pages where it is known text from a source has been used simply use the [Pageviews tool](#) and enter the names of the articles into the **Pages** field (you can click on the **x** next to the name of an article to remove it from the graph).

A larger number of articles [\[edit source \]](#)

To measure page views of all articles using text from a source use the Massviews Analysis Tool:

1. Open the [Massviews Analysis Tool](#).
2. Chose the **Dates** you would like to measure.
3. Change the **Source** to **Search**.
4. Set the site to **en.wikipedia.org**.
5. In the search field add **hastemplate:"Free-content attribution" insource:"NAMEOFSOURCE"** (including the quote marks), replacing NAMEOFSOURCE with the source you are searching for. E.g if you would like to measure the page views of articles that reuse text from UNESCO enter **hastemplate:"Free-content attribution" insource:"unesco.org"**.
6. Click **Submit**, you should receive a page that looks like [this example showing text used on English languages Wikipedia from UNESCO](#).
7. The data can be viewed as either a **list** or a **chart** and can be downloaded as either a **csv** or **json** file, you can also create a **permalink** (permanent link) to easily access the results again.





Massviews Analysis

Import a list of pages and compare the pageviews

[← Do another query](#)

hastemplate:"Free-content attributi... 2/26/2017 - 3/27/2017

List

Chart

Permalink

Download

#	Page title	Pageviews ↓↑	Daily average
Totals	126 pages	1,146,695	38,223
1	Special education	275,360	9,179 / day
2	Fiji	161,266	5,376 / day
3	Papua New Guinea	133,545	4,452 / day
4	Botswana	124,548	4,152 / day
5	Sustainable development	93,179	3,106 / day
6	Economy of the United States	87,182	2,906 / day
7	Latin America	86,719	2,891 / day
8	College and university rankings	29,344	978 / day
9	Early childhood education	24,905	830 / day
10	Right to education	21,483	716 / day

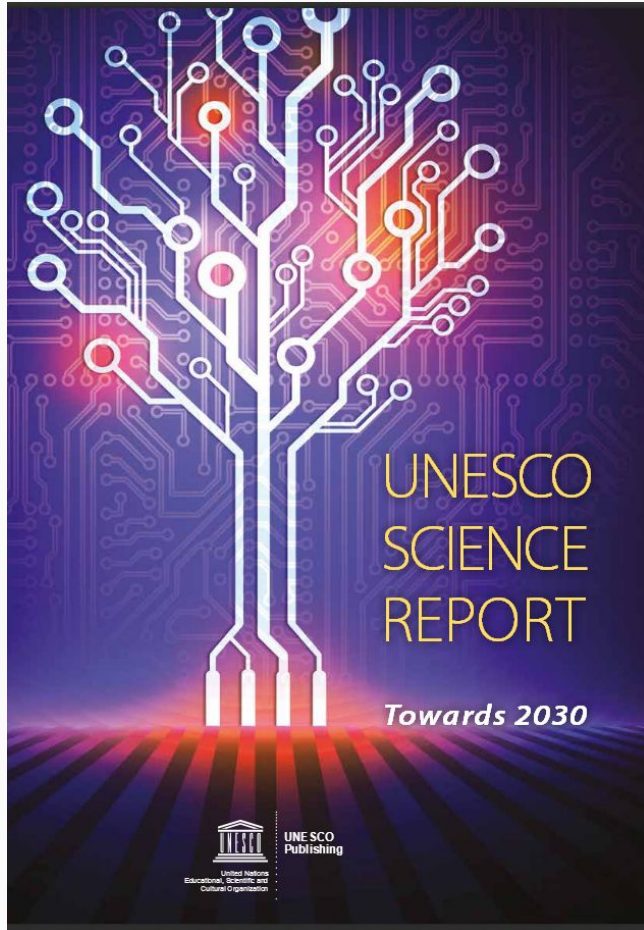
Adding text to Wikipedia

Publication text

UNESCO publishes in 6 official UN languages (English, French, Spanish, Arabic, Russian, Chinese) and other languages

UNESCO has published over 1200 open license publications, written by UNESCO staff members, academics etc

Section of article from section of a publication



Science and technology [edit]

Fiji is the only developing Pacific Island country with recent data for gross domestic expenditure on research and development (GERD). The national Bureau of Statistics cites a GERD/GDP ratio of 0.15% in 2012. Private-sector research and development (R&D) is negligible.^[66]

Government investment in R&D tends to favour agriculture. In 2007, agriculture and primary production accounted for just under half of government expenditure on R&D, according to the Fijian National Bureau of Statistics. By 2012, this share had risen to almost 60%. Scientists publish much more in the field of geosciences and health than in agriculture, though.^[66]

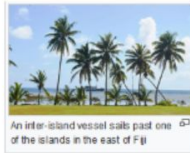
The rise in government spending on agricultural research has come to the detriment of research in education, which dropped to 35% of total research spending between 2007 and 2012. Government expenditure on health research has remained fairly constant, at about 5% of total government research spending, according to the Fijian National Bureau of Statistics.^[67]

The Fijian Ministry of Health is seeking to develop endogenous research capacity through the *Fiji Journal of Public Health*, which it launched in 2012. A new set of guidelines are now in place to help build endogenous capacity in health research through training and access to new technology.^[68]

Fiji is also planning to diversify its energy sector through the use of science and technology. In 2015, the *Secretariat of the Pacific Community* observed that, 'while Fiji, Papua New Guinea and Samoa are leading the way with large-scale hydropower projects, there is enormous potential to expand the deployment of other renewable energy options such as solar, wind, geothermal and ocean-based energy sources'.^[69]

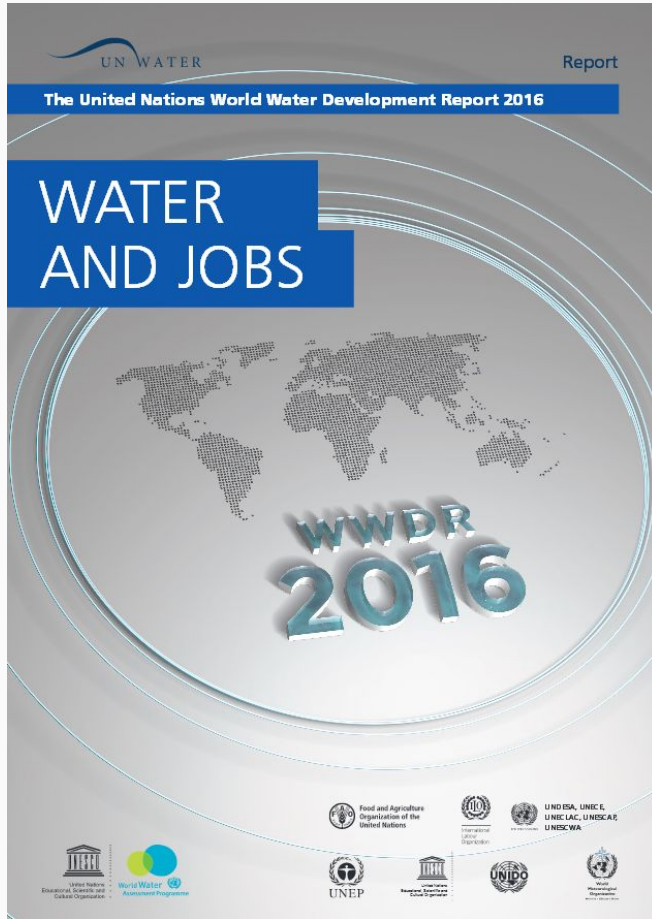
In 2014, the Centre of Renewable Energy became operational at the *University of Fiji*, with the assistance of the Renewable Energy in Pacific Island Countries Developing Skills and Capacity programme (EPIC) funded by the European Union. Since the programme's inception in 2013, EPIC has also developed a master's programmes in renewable energy management for the *University of Fiji*.^[68]

The Yasawa Flyer connects Port Denarau near Nadi with the Yasawa Islands.



An inter-island vessel sails past one of the islands in the east of Fiji

New article from section of publication



Water in Africa

Five insights for the continent

1. Africa's water resources are under increasing pressure. 2. The continent's water resources are under increasing pressure. 3. The continent's water resources are under increasing pressure. 4. The continent's water resources are under increasing pressure. 5. The continent's water resources are under increasing pressure.

Water jobs and the economy

Water is a key factor in economic growth and job creation. The report highlights the need for investment in water infrastructure to support economic development and create jobs.

Water in sub-Saharan Africa

Sub-Saharan Africa faces significant water challenges, including limited access to clean water and sanitation. The report calls for urgent action to address these issues.

Agribusiness

The agricultural sector is a major employer in Africa and a key driver of economic growth. Improving water efficiency in agriculture can increase productivity and create jobs.

Partnerships

Public-private partnerships are essential for financing water infrastructure and services. The report encourages governments to explore these options.

Partners and expenditure contributions to Africa by sub-region

Sub-region	ODA (billion USD)	ODA (billion USD)	ODA (billion USD)
North Africa	1,200	1,200	1,200
West Africa	1,500	1,500	1,500
East Africa	1,800	1,800	1,800
South Africa	2,000	2,000	2,000

Investment opportunities

Category	Investment (billion USD)	Investment (billion USD)	Investment (billion USD)
Water supply	1,000	1,000	1,000
Sanitation	500	500	500
Water services	200	200	200

Expected future developments

The report outlines several key trends and challenges that will shape the water sector in Africa over the next decade, including population growth and climate change.

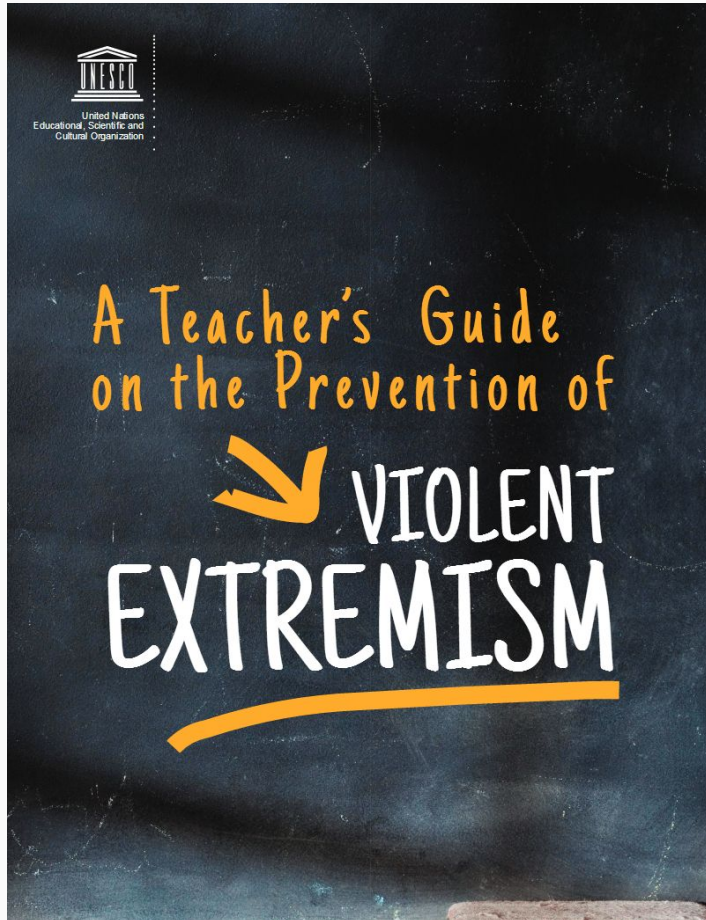
Africa Water Policy Framework and Impact on Jobs

The report provides a comprehensive overview of the current water policy framework in Africa and its impact on the labor market.

References

- United Nations World Water Development Report 2016
- World Bank, 2015
- International Labour Organization, 2014

New article using a whole publication



Article Talk

Violent extremism

From Wikipedia, the free encyclopedia

Violent extremism refers to the beliefs and actions of people who support or use ideologically motivated violence to achieve radical ideological, religious or political views.^[a] Violent extremist views can be exhibited along a range of issues, including politics, religion and gender relations. No one defines the process through which an individual or a group considers violence as a legitimate and a desirable means of action. Radical thought that does not condone the exercise of violence to further political goals may be seen as normal and acceptable, and be promoted by groups working with

Contents [show]

Causes [edit] [edit source]

There is no single profile or pathway for radicalization, or even speed at which it happens.^[a] Nor does the level of education seem to be a reliable predictor of vulnerability to radicalization. It is however established that there are socio-economic, psychological and institutional factors that lead to

Push factors [edit] [edit source]

"Push Factors" drive individuals to violent extremism, such as: marginalization, inequality, discrimination, persecution or the perception thereof, limited access to quality and relevant education, the denial of rights and civil liberties, and other environmental, historical and socio-economic grievance

Full factors [edit] [edit source]

"Full Factors" nurture the appeal of violent extremism, for example: the existence of well-organized violent extremist groups with compelling discourses and effective programmes that are providing services, revenue and/or employment in exchange for membership. Groups can also lure new members to belong" and a supportive social network.^[a]

Contextual factors [edit] [edit source]

Contextual factors that provide a favourable terrain to the emergence of violent extremist groups, such as: fragile states, the lack of rule of law, corruption and criminality.

The following behaviours in combination have been identified as signs of potential radicalization:^[a]

- Sudden break with the family and long-standing friendships
- Sudden drop-out of school and conflicts with the school.
- Change in behaviour relating to food, clothing, language or finances.
- Changes in attitudes and behaviour towards others: antisocial comments, rejection of authority, refusal to interact socially, signs of withdrawal and isolation.
- Regular viewing of internet sites and participation in social media networks that condone radical or extremist views.
- Reference to apocalyptic and conspiracy theories.

Prevention of radicalisation and deradicalisation [edit] [edit source]

Education [edit] [edit source]

The role of education in preventing violent extremism and de-radicalizing young people has only recently gained global acceptance. An important step in this direction was the launch, in December 2016, of the UN Secretary-General's Plan of Action to Prevent Violent Extremism which recognizes the United Nations Security Council also emphasized this point in its Resolutions 2179 and 2206, which notably highlights the need for "quality education for peace that equips youth with the ability to engage constructively in civic structures and inclusive political processes" and called on "all to discourage their participation in acts of violence, terrorism, xenophobia, and all forms of discrimination."^[a]

Education has been identified as preventing radicalisation through:^[a]

- Developing the communication and interpersonal skills they need to dialogue, face disagreement and learn peaceful approaches to change.
- Developing critical thinking to investigate claims, verify rumours and question the legitimacy and appeal of extremist beliefs.
- Developing resilience to resist extremist narratives and acquire the social-emotional skills they need to overcome their doubts and engage constructively in society without having to resort to violence.
- Fostering critically informed citizens able to constructively engage in peaceful collective action.

Recommendations from experts at UNESCO

2016 UN World Water Development Report, Water and Jobs [[edit source](#)]

- [PDF on UNESCO website](#) 
- [UNESDOC license page](#) 

PDF page number of section	Description	Suggested articles	Notes
P. 14-21	Executive Summary	Water and the economy	Section headings may need adjustment
P. 22-27	Introduction chapter, explanation of water and the economy	Water and the economy	Some of the wording may need changing
P.28 - 42	Overview of Fresh Water as a resource	Fresh water resources (currently a redirect)	Some paragraphs may not be suitable but could be used to create new articles.
P. 43 - 62	Overview of jobs relation to water	Jobs and Water	
P.63 - 77	Overview of jobs in the water sector	Jobs in the water sector	
P. 85-88	Chapter on Water in the Arab Region	Water in the Arab Region	
P. 89-92	Chapter on Water in Asia and the Pacific	Water in Asia Water in the the Pacific	
P. 93-96	Chapter on Water in Europe and North America	Water in Europe Water in North America	
P. 97-100	Chapter on Water in Latin America and the Caribbean	Water in Latin America Water in the Caribbean	
P. 101 - 104	Chapter on investment in water	Investment in water	
P. 105 - 111	Chapter on Water and Development	Water and development	
P. 112 - 119	Chapter on Water efficiency and productivity	Water efficiency and productivity	
P. 120 - 124	Chapter exploring the economics of WASH	Economics of WASH	
P. 125 - 128	Chapter on water source diversification	Water source diversification	
P.129 - 133	Chapter on Innovation in the water sector and water dependent sectors	Innovation in the water sector and water dependent sectors	
P. 134 - 137	Chapter on Water monitoring, assessment and reporting	Water monitoring, assessment and reporting	
P. 138 - 142	Chapter on water policies and sustainable development	Water policies and sustainable development	May need changes in phrasing to be encyclopedic

Education publications

UNESCO Education department have employed a contractor for 2 and half months to identify text in open license UNESCO publications, publish these recommendations on Wikiproject United Nations and add text to articles themselves.

Science publications

The main editor of the UNESCO Science Report is adding sections from the publication to add to existing Wikipedia articles and create new ones.

There have been issues....

Issues: Technical

- Several sections and whole articles have been deleted as copyright violations (people using the copyvio tools and not seeing the attribution statement).
- The tone of the open license text is sometimes different to Wikipedia but there is no/very little documentation on tone (I'm working on this, please help).
- No COI guidance on adding open license text that you or your organisation created.
- Only works on English language Wikipedia so far (please help).

Issues: Cultural

Interest:

I'm struggling to encourage Wikipedia editors to create articles from the recommendations provided by the experts.

Civility:

Expert contributors have a very different kind of interaction to their usual work experience, some Wikipedia editors are rude, blunt, accusing the experts of COI etc, the experts feel harassed, they have limited time, they can chose to do other things.

Potential

Sources of text

- There are over 9000 open license journals (searchable through DOAJ)
- GLAMs websites are full of information about their collections
 - The Metropolitan Museum of Art licenses its whole website under CC0 including 442,676 descriptions of objects in their collection.
 - The Smithsonian website text is all CC0.
- Any websites with encyclopedic content
 - The Australian Heritage database has 22,000 descriptions of built heritage sites available under CC-BY.

Wikipedia: Adding open license text to Wikipedia

use

translate

there's a poster next door, come talk to me

Plugs

1. Go to **WikiProject United Nations** and take a look
2. **Session:** Wizards, Muggles and Wikidata (Harry Potter themed)
Creating a space to collaborate on importing datasets into Wikidata
Saturday 2pm - 3pm

Spare slides

Potential

We can now easily import any open license text into English language Wikipedia from any source and measure the reach.

- We can vastly increase the number of experts who contribute text to Wikipedia (both directly and indirectly)
- It is an additional outreach activity with partner organisations similar to media releases under an open license.
- Its another reason for organisations and publishers to make text and content available under an open license (text may also may be easier than images, website text has little resale value).

Process of adding open license text to Wikipedia

Some background

Website text


Biosphere Reserves

Biosphere Reserves are sites that focus on conservation and sustainable use.

Biosphere Reserve descriptions made available under CC-BY-SA IGO 3.0

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 **Ecological Sciences for Sustainable Development**

UNESCO » Natural Sciences » Environment » Ecological Sciences » Biosphere Reserves » United Kingdom of Great Britain and Northern Ireland

Ecological Sciences

Man and Biosphere Programme

Biosphere Reserves

- Main Characteristics
- World Network (WNBR)
- Advisory Committee
- Designation Process
- Periodic Review Process
- Withdrawal of biosphere reserves
- Regional and Subregional Collaboration
- Biosphere Reserves in Practice
- BiosphereSmart Initiative

Capacity Building and Partnerships

UNESCO Chairs in relation to biosphere reserves

Climate Change

UNESCO MAB Category II Centres

4th World Congress

Biosffer Dyfi

Situated at the coast of south-central Wales in the estuary of the Dyfi River, this biosphere reserve is representative of salt marshes and estuarine systems in the west of the United Kingdom. The estuary forms one of the most important wildfowl and shorebird centres in Wales and also comprises a Ramsar site.

Cors Fochno has a large expanse of primary raised mire and contains a high number of invertebrates, including some of national and international importance. Upstream along the Dyfi Valley are remnants of native oak woodland.

Declaration Date: 1977

Surface Area: 1500 ha

Administrative Division: Ceredigion, Gwynedd and Powys, Wales, UK

Human Activities

- Pastoral farming and forestry;
- Tourism and outdoor recreation;
- Sustainable living and technology development;
- Natural resource re-habilitation, management and monitoring;
- Environmental education and interpretation;
- Cultural development

Ecological Characteristics

- Dyfi is a glaciated catchment of predominantly hill land with thin, acidic soils developed on lower Palaeozoic sedimentary strata;
- Broadleaf woodlands, typically sessile oak or ash dominated, are a feature of the valley slopes and its many tributaries, although conifer plantations now dominate large areas;
- The bryophyte, lichen and fern communities of the shady, damp valley woods are particularly notable, with large numbers of Atlantic species;
- Several areas of upland moorland occur, comprising mixtures of acid grassland, blanket bog and dwarf shrub heath, often contiguous with larger upland areas and supporting important bird populations;
- The Dyfi is a classic bar-built estuary, and one of the foremost examples of a drying, sandy, nutrient-poor estuary. Important populations of migratory fish, birds and other occur along with extensive areas of saltmarsh (Atlantic salt meadow);
- The spit dune system of Nynysis is an actively accreting system with good representation of dune community succession including maritime fore-dunes and humid dune slacks;
- The estuarine raised mire of Cors Fochno is one of the largest and best preserved active raised bogs in UK. It is a key site for climate-related research and supports important assemblages of lower plants, invertebrates and birds.

Protection Classifications

- National Nature Reserve
- Site of Special Scientific Interest
- Part of Wester Ross National Scenic Area

Back to Biosphere Reserves in the United Kingdom of Great Britain and Northern Ireland

Last update: January 2015

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Popular topics | World Heritage | Water | Press Freedom | HIV/AIDS | Climate Change | Languages | Post-Crisis | Youth

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WIKIPEDIA
The Free Encyclopedia

Article Talk

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Biosffer Dyfi

From Wikipedia, the free encyclopedia

Coordinates: 52°32′00″N 4°00′00″W﻿ / ﻿﻿ / ﻿

Main page

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- Wikipedia store

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- Cite this page

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- Create a book
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- Printable version

Languages

- Cymraeg
- English



The **Biosffer Dyfi**, or **Dovey Biosphere** is situated at the coast of south-central Wales in the estuary of the Dyfi River, and is a biosphere reserve representative of salt marshes and estuarine systems in the west of the United Kingdom. The estuary forms one of the most important wildfowl and shorebird centres in Wales and also comprises a Ramsar site.

Cors Fochno has a large expanse of primary raised mire and contains a high number of invertebrate species, including some of national and international importance. Upstream along the Dyfi Valley are remnants of native oak woodland. The site was declared in 1977, and covers an area of 1,589 hectares.^[1]



Contents

- Human activities
- Ecological characteristics
- Protection classifications
- References

Human activities

Human activities in the area include pastoral farming and forestry, tourism and outdoor recreation, sustainable living and technology development, natural resource rehabilitation, management and monitoring, environmental education and interpretation and cultural development.^[1]

Ecological characteristics

Dyfi is a glaciated catchment of predominantly hill land with thin, acidic soils developed on lower Palaeozoic sedimentary strata.^[1] Broadleaf woodlands, typically sessile oak or ash dominated, are a feature of the valley slopes and its many tributaries, although conifer plantations now dominate large areas.^[1] The bryophyte, lichen and fern communities of the shady, damp valley woods are particularly notable, with large numbers of Atlantic species.^[1] Several areas of upland moorland occur, comprising mixtures of acid grassland, blanket bog and dwarf shrub heath, often contiguous with larger upland areas and supporting important bird populations.^[1]

The Dyfi is a classic bar-built estuary and one of the foremost examples of a drying, sandy, nutrient-poor estuary. Important populations of migratory fish, birds and other occur along with extensive areas of saltmarsh (Atlantic salt meadow).^[1] The spit dune system of Nynysis is an actively accreting system with good representation of dune community succession including maritime fore-dunes and humid dune slacks.^[1] The estuarine raised mire of Cors Fochno is one of the largest and best preserved active raised bogs in the UK. It is a key site for climate-related research and supports important assemblages of lower plants, invertebrates and birds.^[1]

Protection classifications

National:

- National Nature Reserve
- Site of Special Scientific Interest
- Part of Wester Ross National Scenic Area

References

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- ↑ a b c d e f g h i "Biosffer Dyfi | United Nations Educational, Scientific and Cultural Organization" www.unesco.org. Retrieved 2016-05-20.

Categories: Biosphere reserves of Wales

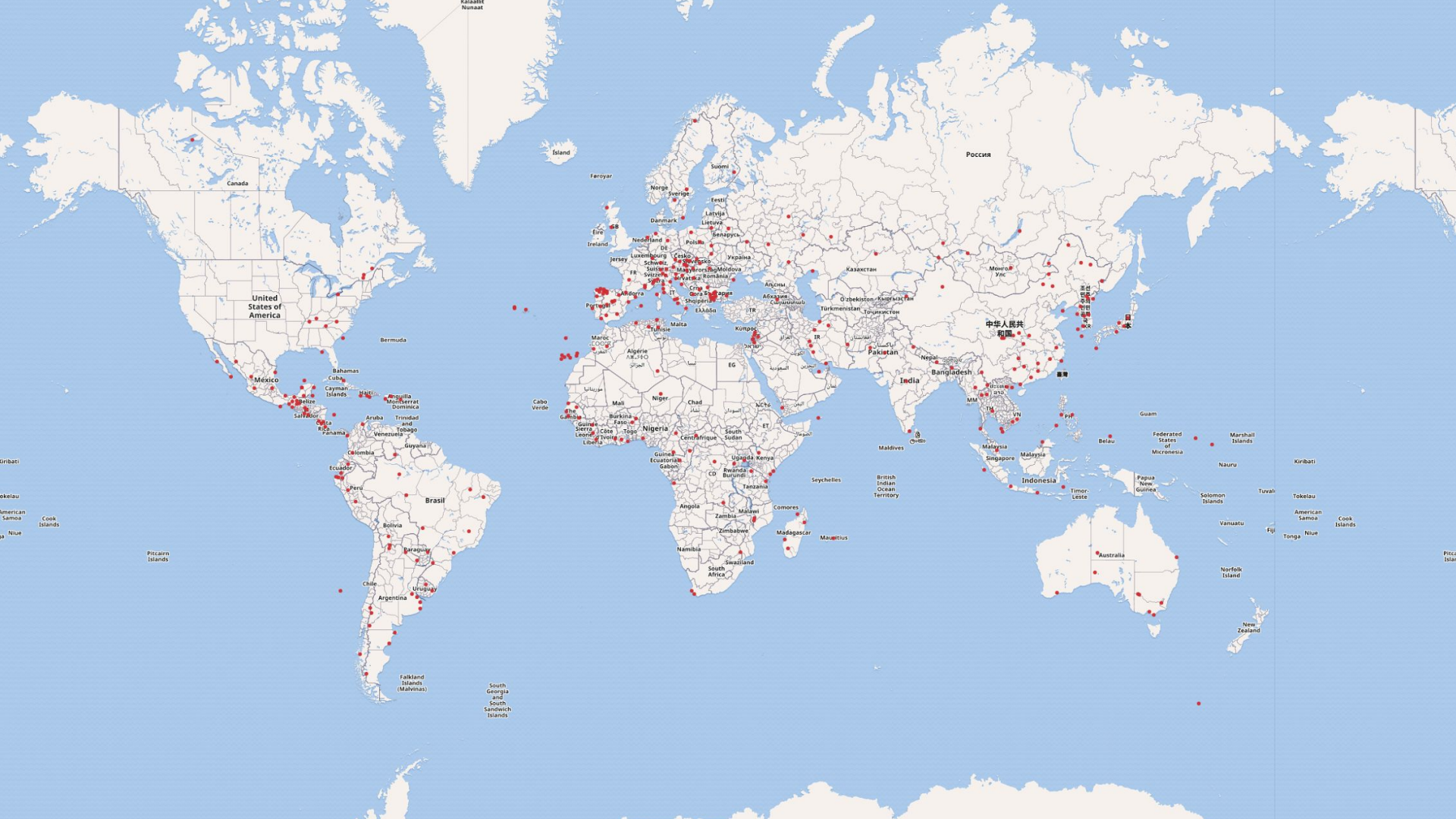
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Rwanda



Researchers from Rwanda publish articles in international Open Access journals, for example, in 2013, 46 articles have been published with *BioMed Central* – an STM (Science, Technology and Medicine) publisher which has pioneered the Open Access publishing model – and among them there are highly accessed articles by researchers from Butare University Teaching Hospital, Faculty of Medicine, National University of

Rwanda, German Development Cooperation (GIZ), Health Programme, National Malaria Control Programme/Malaria Unit, Center for Treatment and Research on AIDS, Malaria, Tuberculosis and other Epidemics, Ministry of Health, Programme National Intégré de Lutte contre le Paludisme, RTI International, Rwanda-Zambia HIV-1 Research Group, Rwinkwavu Hospital, Partners in Health, Université Nationale du Rwanda.

In 2013, 56 articles have been published in Public Library of Science (PLoS) Open Access journals: PLoS ONE, PLoS Medicine and PLoS Neglected Tropical Diseases.

As of June 2015, four OA journals published in Rwanda are indexed in the Directory of Open Access Scholarly Resources (ROAD): Rwandan journal of education, Rwanda medical journal, Rwanda journal of social and applied sciences and Rwanda journal of health sciences. In addition to these four journals, AJOL currently also lists Rwanda Journal.

OMICS Group International currently lists 4 OA articles published in Rwanda. OMICS Group International was established in 2007 with the sole aim of making the information in Sciences and Technology "Open Access" and making it freely and openly accessible to research scholars, students, libraries, educational institutes, research centers and other OA stakeholders. OMICS Group also organizes 300 international conferences annually across the globe, where knowledge transfer takes place through debates, round table discussions, poster presentations, workshops, symposia and exhibits.

International OA Policy registries such as **ROARMAP** indicate the need to establish and implement OA policies at the national as well as institutional levels in order to accelerate the OA movement in Rwanda and ensure that all publicly funded research in Rwanda becomes freely and openly available. The **Directory of Open Access Repositories (OpenDOAR)** currently lists one OA repository from Rwanda: **University of Rwanda Repository**. The repository is built to save, share and search the institution's digital research materials, including an increasing number of conference papers, images, peer-reviewed scholarly articles, pre-prints, technical reports, theses, working papers, course notes and more. The interface is in English.

OA-related activities and events

- **10 May, 2013:** Rwanda National Institute of Statistics (NISR) launched **NADA (National Data Archive)** at the "Open Access to Statistical Data" Workshop held in Kigali. The workshop was attended by the Director General of NISR, data users, and Representatives from UN Rwanda, African Development Bank and OECD. NADA was presented as the Platform for disseminating Survey and census microdata. During the same workshop, NISR also launched Tools for disseminating time-series data, including **Statistical Data Portal** and **StatAlert**. NISR is also working to further promote the use of NADA through hosting microdata outreach workshops and engaging more users.

A worldwide survey of 160 countries + regions on the state of open licensing

Adding these to Wikipedia will allow Wikimedia chapters, Creative Commons etc to collate information about open licensing across the world

Background

I have been Wikimedian in Residence at UNESCO for the past 18 months working to share their knowledge and content on Wikimedia projects

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WikiProject United Nations aims to improve [United Nations](#) related articles and facilitate cooperation between the United Nations and the Wikimedia movement. These pages provide a guide on what work can be done with simple guides on how to contribute so that everyone can take part. Simple instructions are provided for every task meaning people new to contributing to Wikimedia can take part.

The main goals of the project are to:

1. Improve information on the United Nations, UN agencies and their programmes e.g. World Heritage Sites.
2. Help navigate and organise sharing of United Nations media content, text and data on Wikimedia projects.

UN Media



UN agencies have released **media** content under a Creative Commons license compatible with Wikimedia, tools are provided to help contributors find uses for the content in multiple languages.



UN Text

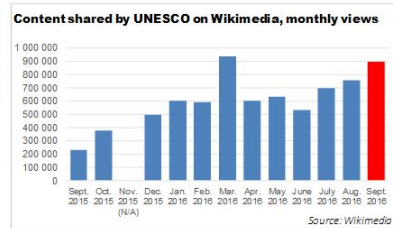
Metrics: UNESCO visibility report

3.4. Content shared by UNESCO on Wikimedia

Wikipedia and other Wikimedia projects receive 15 to 20 billion page views per month from 500 million visitors in 285 languages. The websites are created by tens of thousands of volunteers working together with the aim of bringing free educational content to the world. As part of UNESCO's Open Access Policy it began to share content on Wikimedia projects in December 2014 to increase UNESCO's visibility and share educational content. UNESCO has uploaded around 1,000 media files to Wikimedia including photographs, videos and illustrations and made them available under a Creative Commons Attribution ShareAlike IGO 3.0 license. The number of Wikipedia articles using UNESCO content has been growing over the past year and are now being used on 40 different language Wikipedias.

In September 2016 UNESCO content received over 897,000 page views, more than 3 times as many as last year during the same period. In total, since September 2015, UNESCO content received 7.3 million page views on Wikipedia. It is expected the usage and viewing figures of UNESCO content on Wikimedia projects will increase significantly as larger volumes of content will be added in the coming months.

Descriptions of the MAB Biosphere Reserves - made available in June 2016 under the same Creative Commons Attribution ShareAlike IGO 3.0 license and used by Wikimedia volunteers to create 69 new Biosphere Reserve English Wikipedia pages- received over 13,000 page views in September 2016.



UNESCO and Wikimedia collaboration - "Wiki Loves Monuments" Photo Competition 2016 (1-30 September)



In September Unite4Heritage promoted **Wiki Loves Monuments**, a built heritage photography competition organized by Wikimedia volunteers. Wiki Loves Monuments is the largest photography competition in the world and has produced 320,000 open access images in 2015 (1.4 million photos over the past 4 years). Wiki Loves Monuments supports the goals of Unite4Heritage through:

- Encouraging people to explore built heritage in their local communities and share images of it online.
- Supporting the creation of very high quality open access photographs that are free for everyone to reuse.
- Spreading the Unite4Heritage message to a larger audience through Wikimedia.

Social media promotion on UNESCO Facebook, Twitter and Instagram accounts (in all languages) used both #Unite4Heritage and #WikiLovesMonuments hashtags, as well as winning images from previous Wiki Loves Monuments competitions.

Impact:

- Unite4Heritage was featured on UNESCO social media accounts for most days in September.
- UNESCO messages were shared widely by Wikimedia groups and individuals on social media bringing Unite4Heritage to a new audience.
- Unite4Heritage was featured on the front page of the Wikimedia blog and Wiki Loves Monument blog.

Data

We created the Data Import Hub to help people cooperate to import data into Wikidata.

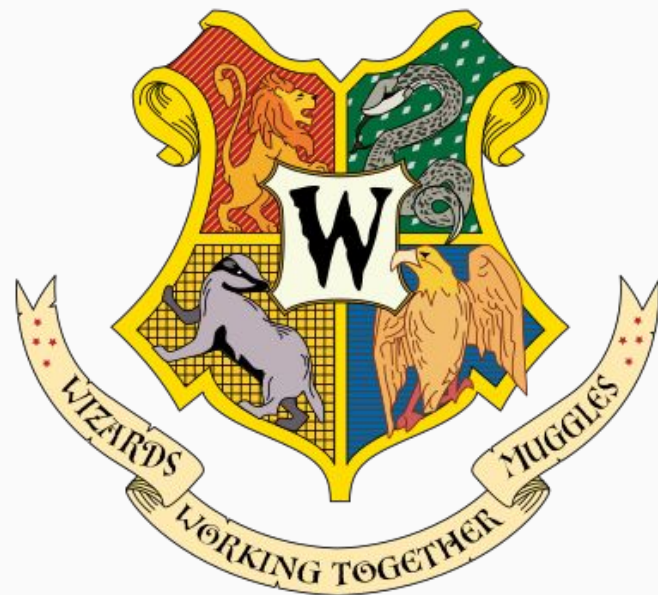
Session:

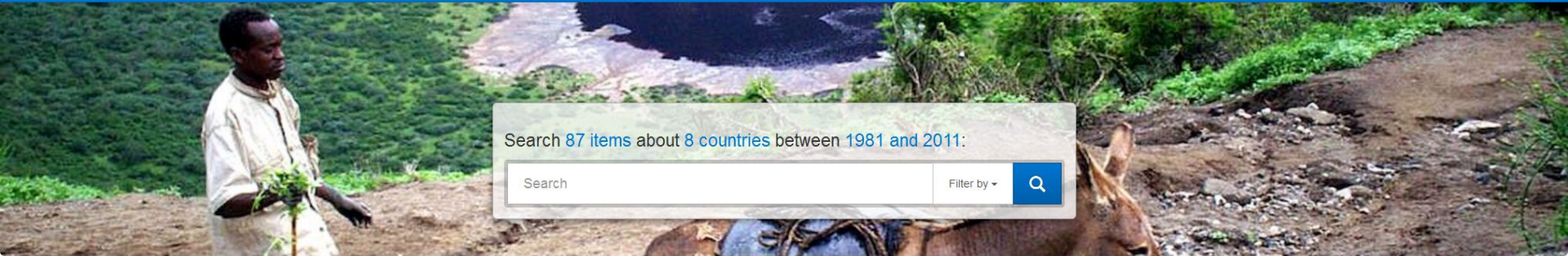
Wizards, Muggles and Wikidata

Saturday 2pm - 3pm

Blog post:

Wizards, Muggles and Wikidata: The Room of Requirement for structured knowledge

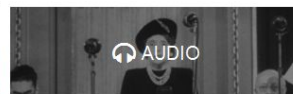




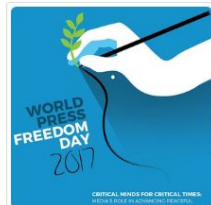
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