Interim report on the WSIS KC - Knowledge Communities
WSIS Forum 2012 Open Consultation Phase 1
(11 October 29 November 2011)

Within the framework of the WSIS Forum 2012 Open Consultation Process, this document provides an overview of contributions made by stakeholders from 11 October to 29 November 2011 on the WSIS KC - Knowledge Communities. Twelve written comments and three video messages have been submitted. The full listing of submitted comments is available at http://www.wsis-community.org/pg/groups/15325/.

Proposed themes for the WSIS Forum 2012:

Cross-cutting issues

- ICT4D (MDGs, LDCs, poverty reduction)
- The role of ICT in public movement (improving citizens participation in political events taking Arab Spring as an example)
- ICT and gender (political participation of women, capacity building for women)
- Digital divide and knowledge divide (about education and digital literacy issues rather than hardware and infrastructure)
- Measuring WSIS progress and achievement
- Mobile devices (potential for development and well-being)
- ICT and disaster preparedness

1 The WSIS Knowledge Communities (www.wsis-community.org) was launched at the WSIS Forum 2009 as UNESCO’s unique contribution to the implementation of the World Summit on the Information Society (WSIS)’s outcomes and reflecting UNESCO’s lead facilitating role. Over 2700 people have now joined the online platform and continue to discuss and exchange ideas and experiences to advance towards the 2015 WSIS goals. For more information, please send an e-mail to wsiscommunity-competition@unesco.org or see www.wsis-community.org

2 Even in the summary we quote contributors, and this does not reflect UNESCO points of view. For more information, please read the full contribution or contact contributors directly through WSIS KC.
Topics relating directly to Action Lines

C1 The role of public governance authorities for ICT4D
   - Governance (public access to Internet, access to public domain)

C3 Access
   - Open Access (relates also to C7 E-science)
   - Accessibility (persons with disabilities, youth and elders)
   - Information literacy

C8 Cultural diversity and linguistic diversity
   - ICTs and Indigenous peoples

C9 Media
   - Freedom of expression and cyber crime
   - Social networks, freedom of speech and cyber security

C7 E-learning
   - ICT and education (the quality of pedagogy, the code of ethics for e-learning contents, inclusion of universities in community learning/telecentres)

C11 International and regional cooperation
   - Multistakeholder collaboration and partnership (in particular the role of civil society)
## Summary of video messages

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<tr>
<th>Name</th>
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<th>Comments</th>
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| Ms Alma Swan                | - Key Perspectives - Enabling Open Scholarship                                     | Private Sector | UK      | - Open Access (OA) is important because it benefits many different constituencies such as academics, researchers and also all individuals. You can benefit from greater economic growth and a better quality of life that OA can help to deliver.  
- More OA policies need to be developed by research founders and institutions and individual universities.  
- Need more OA contents.  
- Need to continue raising awareness about OA. There are misconceptions and a lot of fears in adapting OA. |
| Mr Axel Leblois             | - The Global Initiative for Inclusive Technologies - G3ict - Advocacy Initiative of the United Nations Global Alliance for ICT and Development | Civil Society  | Global  | - WSIS should address full access by persons with all type of abilities. Accessibility is an ICT imperative.  
- WHO and the World Bank estimates that about 1 billion persons are with disabilities. This represents 15% of the world population.  
- Everyone needs to be able to use technologies. But 15% of population today is at risk of being completely excluded from using those tools and sources of information services.  
- This accessibility issue covers all types of digital technologies such as mobile phones, twitter, automated devices, TV, contents and websites.  
- It includes specific area of accessibility for youth, for education but also for elders. With an aging population, you are also at risk of excluding all of the senior citizens on major services. |
| Ms Mirna Cunningham Kain    | Chair of the UN Permanent for Indigenous Peoples                                   | Civil Society  | Nicaragua | - Information and communication technology is an important tool for the struggle of indigenous peoples to exercise their full rights as indigenous peoples.  
- ICT use for Indigenous peoples’ education  
- Raising awareness about indigenous peoples’ issues though ICTs  
- ICTs facilitate interactions among indigenous youth and learn about different cultures  
- ICT can not only help increasing the recognition of indigenous peoples’ rights, but also bridging gaps between indigenous and |
Summary of written comments

*N/I No information provided.

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<tr>
<td>Mr Anil Prasad</td>
<td>Finance Department, Govt. of Kerala, India</td>
<td>Government</td>
<td>India</td>
<td>- Last forum’s &quot;ICT4D in LDCs&quot; should be followed by &quot;Inclusive Connectivity; ways to facilitate internet connectivity for essential services in LDCs&quot; in the forthcoming forum.</td>
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| Ms Amira Zenati       | Ministère des finances                                 | Government    | Tunisia | - The role of ICT in public movements and political events (especially the Arab spring).  
- The role of ICT in improving participation in the political life.  
- The role of ICT in improving the political participation of women. |
| Mr Baudouin Schombe   | CENTRE AFRICAIN D'ECHANGE CULTUREL                    | Civil Society  | DRC     | - Freedom of expression and cybercrime;  
- What are the alternatives against cybercrime?;  
- Social networks, freedom of speech and cyber security. |
| Mr Royal Colle        | Cornell University                                    | Academics     | USA     | - It is very rare to see universities cooperating with community telecentres (learning centres) where both students and faculty could make a great contribution.  
- "Building university involvement in ICTD community activities” might be a good topic. |
| Mr Ahmed Elsa         | Gedaref Digital City Organization                     | Civil Society  | Sudan   | - Illiteracy eradication through ICT  
- Include the excluded or connect the unconnected  
- I write for WSIS  
- Millennium development goals  
- Poverty eradication  
- Role of NGOs in implementation and measurement of WSIS action lines  
- Bridging the digital divide in rural communities and empowering women through ICT  
- Measuring and monitoring tool to assess the achievement (progress) in the MDGs and WSIS |
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| Mr Christian Zeininger  | Centre for Internet Information and Communication Technologies                                | Mozambique | - Although ICT has an empowerment and social inclusion effect in developed countries, it continues to create a digital divide in a country like Mozambique.  
- There is little use of the fast growing information available and accessible through the internet, increasing the risk of a further digital divide and social exclusion, as well as underutilized, thus more costly ICT service delivery.  
- It is not a question of access, but "use+benefit" in particular sociocultural and socioeconomic real-life contexts. It's rather a question of education and digital literacy. |
| Mr Zachary Chase        | Harvard Graduate School of Education                                                            | USA      | - I'd like to see a forum around the issue of pedagogical development insofar as it relates to the deployment of ICT in education.  
- I'd also like to see a forum on different national and global programs for online and blended learning |
| Ms Catherine Guignard   | Université de technologie de Troyes                                                             | France   | - A forum on pedagogical issues I also feel is needed as it seems very difficult to ensure a quality of pedagogy for mass education.  
- The problem of access to Internet networks I agree is the priority. In terms of providing electricity to remote areas first in strategic points such as schools could be done via the development of the use of solar energy and panels which are long lasting and cheaper, but the remaining concern is the delivery of the Internet. |
| Mr Heriberto Valdez-Bonilla | COLEGIO NACIONAL DE EDUCACIÓN PROFESIONAL TÉCNICA DEL ESTADO DE JALISCO                      | Mexico   | - One of my principal concerns about ICT's in education is Ethics, especially in developing countries.  
- Some websites don't actualize their information and/or specify the experimental nature of their statements, so, many people believe in what they see in the internet without comparing it with other information resources.  
- Educational Resources Developers both for commercial or non commercial purposes must develop an ethical code and sacrifice the attractiveness of their presentations in order to offer honest references about the information they present in their websites.  
- I suggest establishing a code that enables users to know not only the last actualization date, but the level of specificity of information the website offers. It would be an obligation for specific topics. |
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<td>Mr Davis Wu</td>
<td>Sociallearnlab.org</td>
<td>China</td>
<td>- How to use the social media to learn or teach;</td>
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<td>- How to use the social media to connect the world;</td>
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<td>- How to use the social media to participate and join in the online learning Communities;</td>
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<td>Mr Ari Katz</td>
<td>IREX</td>
<td>USA</td>
<td>- I’d like to suggest “The Public Access Side of the Equation” as a theme, looking at different models for ensuring public access to the internet/information as well as training and awareness strategies.</td>
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<td>- While many governments are promoting open data and transparent governance, often the “how” is left out of the discussion.</td>
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<td>- There is a lot of space for sharing best practice and new ideas on how libraries, schools and other public information points can fill this gap, with the right approach.</td>
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<td>Mr Tomoaki Watanabe</td>
<td>Creative Commons Japan</td>
<td>Japan</td>
<td>- Evolution of mobile devices and services, and their potential for development/ well-being</td>
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<td>Research and academic</td>
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<td>- Disaster preparedness/ response/ recovery and role of ICTs</td>
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