Within the framework of the WSIS Forum 2012 Open Consultation Process, this document provides an overview of contributions made by stakeholders from 11 October 2011 to 15 January 2012 on the WSIS KC - Knowledge Communities. Twenty two written comments and four video messages (with 540 views and five comments) have been submitted. The full listing of submitted comments is available at http://www.wsis-community.org/pg/groups/15325/xis-and-towards-building-knowledge-societies/.

UNESCO offers below summary without much editing or necessarily endorsing the statements made.

**Suggestion to the innovative format of the WSIS Forum 2012**

- While the umbrella theme of a session is there, a list of sub-themes could be made known at the start of a session.
- The experts on the panel are also to be chosen according to the sub-themes.
- Experts do not make any presentations, only respond to questions.
- The chairperson’s role is to manage the discussions, keep them in focus.

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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-invitation@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.
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
  - Education and digital literacy issues rather than hardware and infrastructure
- Measuring WSIS progress and achievement
- Mobile devices
  - Potential for development and well-being
  - Use for education, disaster relief, political mobilization, etc.
  - New partnership for mobile ecosystem?
- ICT and disaster preparedness
- Internet
  - Intellectual property and gTLD
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)
  - Dissemination of information and knowledge in developing countries and rural area
  - The use of free and open source software for open access
  - Accessibility and persons with disabilities
- Accessibility (persons with disabilities, youth and elders)
- Information literacy

C5 Building confidence and security in the use of ICTs
- Cybersecurity (with focus on developing country)

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
  - ICT in higher education, building open educational resources platform in universities
C7 E-employment
   • Use of ICTs in the area of labour migration

C7 E-environment
   • Use of ICTs for green economy

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Video</th>
<th>Affiliation</th>
<th>Group</th>
<th>Country</th>
<th>Comments</th>
</tr>
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</table>
| Ms Alma Swan      | - Key Perspectives  
- Enabling Open Scholarship                                                                                                                                                        | Private Sector    | USA                 |         | - ICT Competency Framework for Teachers (ICT-CFT) is important. Looking at ICTs in school, there were many investments over last 20 years and connectivity has been improved across all countries. Why aren’t teachers getting more benefit from such technology investment?  
- Teachers need to change the practices that they use to students and the organization of their classrooms.  
- Teachers should be able to integrate technologies into practice and build new pedagogy that will develop type of skills to new type of skills, knowledge and attitude that students need.  
- Trouble is that we need to have a type of professional development for teachers.  
- ICT-CFT shifts a paradigm, it moves from being a deficit model of training teachers to being competency based model and allow them to develop the gap between where they are and what the proficiency look like. It makes learning easier and more powerful for teachers themselves.  
- We really need to ensure that teachers have competencies to be proficient in the use of ICTs in deep pedagogies in the classroom.                                                                                                                                               |
| Mr Axel Leblois   | - The Global Initiative for Inclusive Technologies  
- G3ict                                                                                                                                                                                                 | NGO&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.

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 non indigenous peoples.

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**Summary of written comments**

*N/I No information provided.

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<tr>
<th>Name</th>
<th>Affiliation</th>
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<tbody>
<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>
</tr>
</tbody>
</table>
| 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                               | NGO&Civil | DRC     | - Freedom of expression and cybercrime;  
- What are the alternatives against cybercrime?; |
<table>
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<th>Position</th>
<th>Country</th>
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</thead>
<tbody>
<tr>
<td>Mr Royal Colle</td>
<td>Cornell University</td>
<td>Academics</td>
<td>USA</td>
<td>It is very rare to see universities cooperating with community telecentres (learning centres) where both students and faculty could make a great contribution.</td>
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<td>&quot;Building university involvement in ICTD community activities&quot; might be a good topic.</td>
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</tbody>
</table>
| Mr Ahmed Eisa             | Gedaref Digital City Organization                      | NGO&Civil Society         | Sudan    | Illiteracy eradication through ICT  
|                           |                                                        |                           |          | Include the excluded or connect the unconnected  
|                           |                                                        |                           |          | 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                                           |
| Mr Christian Zeininger    | Centre for Internet Information and Communication Technologies | Research and academics   | 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                   | Research and academics    | 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                           | Research and academics    | 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
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**  
Government  
Mexico  
- One of my principal concerns about ICT's in education is Ethics, especially in developing countries.
- Some websites doesn'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.

Mr Davis Wu  
Sociallearnlab.org  
NGO&Civil Society  
China  
- How to use the social media to learn or teach;
- How to use the social media to connect the world;
- How to use the social media to participate and join in the online learning Communities ;

Mr Ari Katz  
IREX  
NGO&Civil Society  
USA  
- 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.
- While many governments are promoting open data and transparent governance, often the "how" is left out of the discussion.
- 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.

Mr Tomoaki Watanabe  
Creative Commons Japan  
Research and academic  
Japan  
- Evolution of mobile devices and services, and their potential for development/ well-being
- Disaster preparedness/ response/ recovery and role of ICTs

Mr Diego Spano  
Prodigio  
Private  
Argentina  
- Information dissemination to non connected communities
<table>
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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Mr Casey Olugbenga Adeleye</td>
<td>Youth Crime Watch of Nigeria</td>
<td>Nigeria</td>
<td>- Open source as a facilitator/medium for open access</td>
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<tr>
<td></td>
<td>NGO&amp;Civil Society</td>
<td></td>
<td>- Rural development and ICT</td>
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<td>- Child online protection</td>
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<td></td>
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<td></td>
<td>- Cyber security and Internet administration in developing countries</td>
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<tr>
<td>Mr Steve Vosloo</td>
<td>mLab Southern Africa</td>
<td>South Africa</td>
<td>- Scaling Up M4D Interventions</td>
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<tr>
<td></td>
<td>NGO&amp;Civil Society</td>
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<td>- How can we increase the scale and effectiveness of mobile technologies used for education, disaster relief, political mobilization, etc.</td>
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<td>- What kinds of partnerships are needed in the mobile ecosystem?</td>
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<tr>
<td>Mr Kalinga Seneviratne</td>
<td>AMIC</td>
<td>Singapore</td>
<td>- In Asia, unscrupulous recruitment agents are exploiting poor migrant workers and the rural poor and employers need to be aware of such recruitment practices.</td>
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<td></td>
<td>NGO&amp;Civil Society</td>
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<td>- How ICTs and traditional cheap-to-operate media such as radio can come together in protecting the human rights of the poor in particular and create win-win situations where labor migration is concerned.</td>
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<tr>
<td>Mr Etienne Tshimbi</td>
<td>Isoc Senegal</td>
<td>Senegal</td>
<td>- Intellectual property at the time of new gTLD</td>
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<tr>
<td></td>
<td>NGO&amp;Civil Society</td>
<td></td>
<td>- The use of ICTs in the green economy and poverty eradication</td>
</tr>
<tr>
<td>Ms Iryna Kuchma</td>
<td>EIFL</td>
<td>Ukraine</td>
<td>- Open Access policies and practices and their implications for development agenda</td>
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<tr>
<td></td>
<td>NGO&amp;Civil Society</td>
<td></td>
<td>- Strong scientific platforms built on the widest possible access to research information are indispensable to meet MDGs.</td>
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<td>- Need to look at the current achievements – Open Access policies and practices – and facilitate a discussion about Open Access implications for development and how Open Access can help to rethink the development agenda.</td>
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<tr>
<td>Mr Anar Rustemov</td>
<td>Qa£oqz University</td>
<td>Azerbaijan</td>
<td>- ICT in higher educations. Capacity building is a major challenge in developing country and need more focus on training.</td>
</tr>
<tr>
<td></td>
<td>Research and academic</td>
<td></td>
<td>- Suggest inviting higher education institutions to the Forum and develop learning and teaching materials.</td>
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<td>- UNESCO has the Open Training Platform (OTP) but universities should open such courses in their countries.</td>
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<tr>
<td>Mr Harold Tor</td>
<td>Education International</td>
<td>Global</td>
<td>- ICT in Education</td>
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<tr>
<td></td>
<td>NGO&amp;Civil Society</td>
<td></td>
<td>- What is the reason for promoting ICT in education? Is it more of an empowerment tool for students, or more of a cost-cutting alternative for policymakers?</td>
</tr>
</tbody>
</table>
- Should one impose the use of ICT on all subjects? What about humanities and civic education?
- Distinction between self-learning and education need to be made when we talk about ICT in education.
- Who are the crucial participants in the integration of ICT tools in the education process?
- ICT is not only a tool for teaching and learning, it can also be used in other aspects of education such as the elimination of discriminations, gender equality, sexual diversity, racial harmony etc. How do and should education stakeholders take these aspects into consideration when they advocate for the increased use of ICT in education?

**Thematic aspect**
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</table>
| Ms Cynthia Waddell  | Global Alliance on Accessible Technologies & Environments | USA     | Accessibility and ICT for persons with disabilities
- GAATE is preparing a global report on the use of ICTs in education for persons with disabilities and this work includes evidenced-based research conducted by expert contributors from five regions of the world
- The focus of the research is on developing countries, as well as countries emerging and in transition. It includes research on ICT policies and practices such as best practices and case studies, as well as information on assistive technologies, Free and Open Source Software, Open Educational Resources, and Open Document Format. |