



WSIS+10 High-Level Event

Open Consultation Process

Official Submission Form #1 on the Outcome Documents of the WSIS +10 High-Level Event 13-17 April 2014, Sharm el-Sheikh

Background: The WSIS+10 High-Level Event will be an extended version of the WSIS Forum to address the progress made in the implementation of the WSIS outcomes related to the WSIS Action Lines under mandates of the participating agencies, while providing a platform for multistakeholder coordination of the implementation of the WSIS outcomes, with involvement and participation of all WSIS action line facilitators, other UN agencies and all WSIS stakeholders.

The WSIS+10 High-Level Event will review the WSIS Outcomes (2003 and 2005) , in particular, related to the Action Lines with a view to developing proposals on a new vision beyond 2015, potentially also exploring new targets. The meeting will be organized taking into account decisions of the 68th Session of the UN General Assembly.

This open and inclusive open consultation process will result in:

- Draft Outcome Documents for consideration by the WSIS+10 High-Level Event, by 1st March 2014:
 - Draft WSIS+10 Statement on Implementation of WSIS Outcomes
 - Draft WSIS+10 Vision for WSIS Beyond 2015 under mandates of the participating Agencies

(Please see the Official Submission Form #1)

- Multistakeholder guidance on the Thematic Aspects and Innovations on the Format of the WSIS +10 High-Level Event.

(Please see the Official Submission Form #2)

Please note that formal submission should be sent to the wsis-info@itu.int not later than **20 September 2013**.

A. Your Information

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Organization:	UNESCO		UNESCO	
Organization type:	International organization	Country:	France	International organization, France

B. Formal Input on the WSIS+10 High-Level Event Outcome Documents

Referring to the background documents i.e. the WSIS +10 Visioning Challenge, the Final Statement and Final Recommendations from the WSIS+10 Review Event Towards Knowledge Societies for Peace and Sustainable Development, the Booklet WSIS Forum 2012 & 2013: Identifying Emerging Trends and a Vision Beyond 2015 and the WSIS Forum 2013 Outcome Document, all WSIS Stakeholders are kindly invited to provide formal submissions and inputs towards the Outcome Documents of the WSIS+10 High-Level Event.

1. Draft WSIS+10 Statement on Implementation of WSIS Outcomes

(Please note that the anticipated length of this Statement is two pages)

Since the two Summits, in 2003 and 2005, WSIS Stakeholders have made every effort in implementing a common vision of the Information Society.

Overall;

- a) What are the main achievements in the area of the information society, in particular, in the implementation of the WSIS Action Lines, in the past ten years?

Improved access to information and communication technologies (ICT) in education over the past 10 years enhanced user's capacities for individual development, for active participation in society and also supported the development of a skilled work for a global economy, giving also new opportunities for social mobility.

Developing the use of ICT in education has a multiplier effect throughout the education system, by enriching learning and providing students with new sets of skills; by reaching students with poor or no access (especially those in rural and remote regions); by facilitating and improving the training of teachers; and by enhancing educational management and information systems.

Highlights of activities and achievements include:

1. Capacities high-level policy makers have been improved in harnessing the potentials of ICT to achieve the quality education for all goals

- **Facilitating high-level policy dialogues**

Regional ministerial forums on ICT in education in Asia-Pacific region, Africa, Eastern Europe; (<http://www.unescobkk.org/education/ict/ict-in-education-projects/policy/asia-pacific-ministerial-forum-on-ict-in-education-2013/amfie2012>) and high-level policy forum on ICT in education (http://www.unesco.org/new/en/unesco/themes/icts/single-view/news/high_level_policy_forum_on_ict_and_education_for_all_achievements_and_the_way_forward/).

- **Assisting the development of national ICT in education policies**

UNESCO has organized workshops on the development of national ICT in education policies and master plans for more than 40 countries.

<http://www.unesco.org/new/en/unesco/themes/icts/policy/>

2. ICT competency standards for teachers set up and institutional capacities reinforced

- **Facilitating the development of national ICT competency standards for teachers**

A Guidebook on using the ICT-CFT to develop the national ICT competency standards for teachers is being developed. And technical assistances to member states in developing their national ICT Competency Standards for Teacher.

- **Building the institutional capacity of the teacher institutions in reforming the training courses on ICT-pedagogy integration**

A three-pronged approach has been applied to build the institutional capacity of the teacher institutions in reforming the training courses on ICT-pedagogy integration: Dean's Forum, ICT-related curriculum development, and capacity building for teacher educators. More than 20 member states have been covered.

<http://www.unesco.org/new/en/unesco/themes/icts/teacher-education/institutional-capacity-building/>

3. Policy makes informed about Mobile Learning, and the use of mobile technologies to support literacy education and teacher development pilot tested

UNESCO has been leading the global initiative of using mobile technologies in education:

- Global reviews on mobile learning in Asia, Africa, Europe, Latin America, and North America
- UNESCO Working Paper Series on Mobile Learning
- Mobile Learning Policy Guidelines
- UNESCO Mobile Learning Week
- Using mobile technologies to support teachers' development
- Case studies on Mobile Phone Literacy: Empowering Women and Girls

<http://www.unesco.org/new/en/unesco/themes/icts/m4ed/>

4. OER policy development facilitated

Supporting Member States to develop sector-wide OER policies through the development of OER Policy Toolkit, capacity building workshops, and the provision of technical support to Member States.

What key identified challenges would need to be addressed in the next 10 years?

- *Affordability*: Most developing countries are struggling to equip schools with sufficient basic ICT devices and digital resources. Without assurances of guaranteed budget, developing countries are unlikely to be able to maintain and update their ICT devices. However, at the same time, the installed base of mobile phones provides a more affordable solution to make use of existing devices to connect teachers and schools, as well as to promote literacy.
- *Capacities*: Often national policy makers lack the capacity to formulate judicious ICT in Education Master Plans, or to manage and monitor the implementation of these plans. Meanwhile, both the technical and pedagogical capacities of concerned Ministry of Education (MoE) departments in managing and implementing ICT in education programmes are generally low. Teacher education institutions of developing countries also lack institutional capacity, particularly qualified teacher trainers, to develop and provide training programmes for teachers on the use of ICT in education. As a consequence, few teachers receive the appropriate pre- and in-service training needed to enhance their capacities to integrate ICT into teaching and learning. School administrators often lack awareness or capacity in planning and in providing the necessary support to teachers for the effective use of ICT in teaching and learning practices.
- *Inclusion*: Poor, rural and other disadvantaged populations typically receive poorer education, even though they have special educational needs; the challenge is to ensure that the introduction of ICT favours inclusive education by helping to decrease rather than to increase these inequalities. About ten per cent of the world's population has a disability of one form or another. Education systems of most developing countries are often not fully equipped to address diverse needs of learners with disabilities, and have limited knowledge and awareness about new opportunities provided by ICT to access education for persons with disabilities. Teachers often lack the skills to use ICT to help disabled schoolchildren to become equal participants in the learning process.
- *Content*: ICT integration complicates the process of educational content development and dissemination by making far more content and teaching models available, but also facilitates it by providing more comprehensive information and new learning and learning management tools. There is a lot of hope on the power of open educational resources (OERs) to address these issues. Yet, countries often find difficulties in reusing existing resources either because of language issues or of the lack of adequacy to curricula. In addition, there is a need for national repositories that address the needs of schools and universities while providing some pointers for quality assurance.
- *Quality Assurance*: Advanced ICT skills themselves have been rapidly evolving knowledge domains and ICTs have been enabling knowledge deepening and creation, problem solving skills, and other 21st century skills across traditional subject areas, but the curriculum systems of developing countries have not been duly reformed to embrace those new learning outcomes and human development opportunities. The “quality” of children's ICT-based informal learning and e-safety of children online are often out of the policy makers' sight or capacity in developing countries

Therefore, there is a strong need for continued ICT in Education policy development, for support for teachers competencies to integrate ICT into their professional practice to support the development of 21st Century Knowledge Society skills, for systematic integration of ICTs into curricula and evaluation systems, for a formal recognition of informal learning.

b) **-Equal access to broadband internet connectivity and basic ICT devices** What do the WSIS Stakeholders envision for an information/ knowledge society ensuring that the youth, women, poor, persons with disabilities and indigenous peoples benefit from the enormous opportunities provided by the ICTs?

- **National policy and public funds should ensure the key populations of youth, women, poor, persons with disabilities and indigenous peoples benefit from quality learning opportunities based on the effective use of ICTs in- and outside of the classroom. This requires also that teachers worldwide have the competencies necessary to integrate ICTs into their professional practice effectively.**

- **National policy and public funds should ensure those disadvantaged peoples acquire the skills and opportunities to enjoy equal access and make full use of broadband Internet connectivity and basic ICT devices**

2. Draft WSIS +10 Vision for WSIS Beyond 2015 under mandates of the participating agencies (Definition of new priorities and objectives for WSIS Action Lines beyond 2015)

Please note: Participating agency refers to the Agencies tasked by the WSIS Outcomes to lead facilitation of WSIS Action Lines; See Annex to the Tunis Agenda for the Information Society.

a) In your opinion, what are the **key emerging trends** in the Information and Communication Technology (ICT) landscape that should be considered in the implementation of WSIS Action Lines beyond 2015? **Please specify the Action Line you are providing an input for.**

Please note: You may wish to refer to the WSIS Forum 2012 & 2013 Booklet on Identifying Emerging Trends and a Vision Beyond 2015, available at www.wsis.org/review/mpp.

- C1. The role of public governance authorities and all stakeholders in the promotion of ICTs for development
 - Click here to enter text.
- C2. Information and communication infrastructure
 - Click here to enter text.
- C3. Access to information and knowledge
 - Click here to enter text.
- C4. Capacity building
 - Click here to enter text.
- C5. Building confidence and security in the use of ICTs
 - Click here to enter text.
- C6. Enabling environment
 - Click here to enter text.
- C7. ICT Applications:
 - E-government
 - Click here to enter text.
 - E-business

- Click here to enter text.
 - E-learning
 - **Mobile Learning, Open Educational Resources MOOCs, FOSS,**
 - Click here to enter text.
 - E-health
 - Click here to enter text.
 - E-employment
 - Click here to enter text.
 - E-environment
 - Click here to enter text.
 - E-agriculture
 - Click here to enter text.
 - E-science
 - Click here to enter text.
- C8. Cultural diversity and identity, linguistic diversity and local content
 - Click here to enter text.
- C9. Media
 - Click here to enter text.
- C10. Ethical dimensions of the Information Society
 - Click here to enter text.
- C11. International and regional cooperation
 - Click here to enter text.

b) What are areas that have **not been adequately captured by the framework of the existing 11 WSIS Action Lines** and would need to be addressed beyond 2015? **Please specify the Action Line you are providing an input for.**

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- C2. Information and communication infrastructure
 - Click here to enter text.
- C3. Access to information and knowledge
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- E-learning
 - **Investing and deploying ICT to support open strategies for education (OER, Open Access to scientific data, Free and Open Source Software, new online strategies for distance education (including MOOCs))**
- Investing and deploying ICT to advance literacy education with specific focus on women and girls, and people with disabilities. E-health
 - Click here to enter text.
- E-employment
 - Click here to enter text.
- E-environment
 - Click here to enter text.
- E-agriculture
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- C11. International and regional cooperation
 - Click here to enter text.

c) In your opinion are there any priority areas that need to be addressed in the implementation of WSIS Beyond 2015.

ICT for literacy education.

3. Ensuring accountability of the WSIS Action Lines beyond 2015 (Targets and Indicators for an open and inclusive information/knowledge society for all beyond 2015)

Please note that information provided under this point will be relevant to the second physical meeting of the open consultation process on WSIS+10 High-Level Event.

a) How can the **monitoring and evaluation** of future implementation of the WSIS process, in particular, the Action Lines be better enabled?

Funds should be dedicated to develop indicators and conduct regular monitoring and evaluation

b) What are the **priority areas** that the post-2015 WSIS process should focus on and which goals and targets could monitor the new vision for WSIS beyond 2015?

- **Greater focus on open learning – OER, FOSS, Open Data, Online Education in its many forms, with a sensitivity that the landscape is changing quickly.**
- **Lower the costs of broadband connectivity and usage of internet data**

4. Any additional comments or suggestions

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