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>> JESSICA DHEERE: Hello and welcome everyone. This is session No. 6, knowledge societies capacity building and e-learning. In this session we are going to talk about how capacity building and e-learning can help ensure inclusive and equality quality education and promote strong sustainable knowledge societies. Each speaker will be asked two questions and have two and a half minutes per question. And then at the end of the session we will do our best to take questions from the audience or remote participants. If we have -- if time allows. And then I just want to remind all of the statements will be online later. So with that I think we are just jump right in not to waste any time. I wanted to speak first to the WSIS action line facilitator and ask you what are the key challenges that are preventing us from realizing the potential of e-learning to build knowledge societies?

>> COSMAS ZAVAZAVA: Thank you very much Madam Chair. And good afternoon. My name Cosmas Zavazava I am chief of department. I think it is all begins with three words. One is access. Two is use and then three is the skill. So when

we are measuring the infrastructure access and then we try to address the ability of people to use that infrastructure by deploying ICT applications and services including e-learning and then to develop the skill sets for the population to use effectively the dividends, digital dividends as they come. So I would say that the major challenge stretches from access in terms of coverage on infrastructure. In the sense that now we don't limit, I must caution, we don't limit just the issue of access to infrastructure physical infrastructure. But we also have to stretch it further to their ability of people to transform the digital dividends in to something which is tangible and we are talking about the SDGs and how this will impact. So I would say now looking at the emerging technologies Big Data Internet of Things, Artificial Intelligence are quite a platform which we have to embrace and for us to be embracing that fully we have to be able to have the skill sets to use. And then this is where the problem is I think. When you go to rural communities you will find that there might be coverage but you may find people who have literacy levels that are low and probably people who are elderly and they are not able to convert the ICT resources to the best use possible. But I would say that I think we have seen a transformation. We have seen efforts, political will at the policy level and we have seen the regulatory framework changing to try to promote e-learning and now the major issue is and I would like to conclude. The major issue is not just having the pipes and words. It is the abilities to transform those  influence or impact the ecosystem. E-learning could be touching on other sectors like e-Health. When we launched a project on using ICTs to combat epidemics and we launch this in West Africa against Ebola. You have to educate people to learn about how the health sector be cope with such epidemics and embrace Big Data to trace core data records. Agriculture the same thing and environment the same thing and all the various sectors because Sustainable Development Goals three pillars, economic, social and environment and I think the **im pedment** has to do with education, the ability to convert the existing infrastructure in to something that is tangible that and will impact people's lives.

>> JESSICA DHEERE: Great. Thank you and with that in mind what kind of initiatives and partnerships have you seen or do you see as critical to promoting e-learning to promoting this use of platforms and skill building?

>> COSMAS ZAVAZAVA: I think this has been quite historical the way partnerships have been forged. We know

that today in many Universities we have migrated from focusing on first of firsts or brick and mortar platforms and using online platforms to reach out in the world and I can start from ITU and the ITU has what we call the ITU academy. It is not representing one sector the development sector. It is trying to build a bot of knowledge from all three the sectors, radiocommunication, the standardization bureau and the development sector to make sure that we reach out to thousands and thousands of people across the world using online platform and on a yearly basis we train over 3,000 populations and we have to approach partnerships and partnerships we have forged with the Universities, with act dem mis and with other elements. I would say that we have seen a lot of partnerships. We just launched a master's degree in management communication management and we are forging with many Centers of Excellence across the globe. We have 32 of them across the globe. And these do fatalize and water basically the whole initiative of our Centers of Excellence and reaching out through partnership public and private.

>> JESSICA DHEERE: You will have a two and a half minute warning from the raising of the card. Mr. Rakesh in India, I was wondering can you tell about the recent digital literacy capacity building initiatives in India and how are they contributing to building the knowledge based society that you envision?

>> Good afternoon. It is a pleasure to share with you what India is doing to build the digital learning process. In fact, India is a very, very big country, with 1.3 billion population. We are going through the number side, there are people on other side with the huge number. Speaker in the previous session had mentioned she had mentioned there are a lot of social cultural barriers to the traditional education. So when we deal with the digital education we have two battles. So apart from and together with the digital traditional education and literacy the digital literacy is specifically targeted because we believe that the handicap of traditional lit ratesy can be overcome. Because of the mobiles they have become no more literate and in many cases they have become English literate. So the learning word if you have the requirement, the people come and learn. So why not take this forward. On the government side there a larger scale program called predominated digital -- where 600 million people are proposed to be trained in the next three years with the digital literacy. So way coupled with other methods like I said mobile now the digital payment mechanism coming up, we do hope that fear for using the digital things will be

overcome. And we are working that. We have the issues network of the schools there, computerized and we have daily education systems. For online education we have an online course called MOOC to which anybody can go and have the learning and have a degree. So all this we are doing. But I'll tell the challenges. In fact, to tell you all this to all the country in this era we are thinking of literacy, I will just say -- more. So it is going to change. The learning is to going to be continuous and our teachers need to be trained and cities need to be trained and for that we are working. Thank you.

>> JESSICA DHEERE: I have another question. There is another question. So that was the first question. So I think you were starting to talk about some of the new trends that you are seeing and what new challenges and what new opportunities they present.

>> Yes, the new opportunity in fact, to the whole of human kind it presents a new opportunity. First time after the civilization started it bridges the brain from memorization process. Now with Google coming and information being readily available mind is free from those realizing. To build a knowledge society we need to make it free from fear of change. We need to build a conference where it comes and develop the society in that way. In India and we are aware of that. We are working with the people understanding their issues. And trying to come up with development system which works. The network of networks Universities are there, innovations are taking place. Some of them have been transferred to the field, many of them are still in the conceptual stage which is going on. But we do hope that the way we are moving we shall be able to catch up with that and go forward.

>> JESSICA DHEERE: Great. Thank you very much. I guess at the moment we will stay on the topic of India and we will move to Civil Society representative, and you have observed truly advanced knowledge societies we must build them from a global perspective. In what ways are building the knowledge from a global perspective? *Whae* what do you mean by that exactly?

>> Yes. Good afternoon. Thanks. It is a very good questionant need for higher. The world is being separated by different languages, like, for example, even in European Union which is just considered like some people speech French and Russian. And there are new inventions like including the patents and other things are going out and because they are not getting out in the right language. We are creating a

platform. One platform for all the Articles all your research publications so that it is creating a think tank society and going to create an impact.

>> JESSICA DHEERE: Thank you. And you have also noted that knowledge society initiatives are developed with or as I understand your point, with individually sort of maybe not in coordination with others somehow. So do you have any sort of predictions on what will happen if we continue down that road or what you call volatile individualism and how should we respond to it?

>> Yeah. The term volatile individualism is one of the most dangerous terms. What happens is like everyone is separated in this world. If we have been going years back, for example, in 1950s you can see that people used to sit and talk and converse and these days it has gone for the telecommunication world. I could see that they are digitally connected but they are physically or in person realistically they are separated. And, you know, this type of coordination or the separation is not good. And you should view it as a joint venture which can be promoted by like multiple countries coming in line with each, for example, the with SDGs, like they get in to the partnership which I feel that it is most important.

>> JESSICA DHEERE: Great. Thank you very much. I would now like to turn to the Minister from the Ministry of Communications post and telecommunication in Djibouti. What is the impact of e-learning and new technologies in your education system?

>> Abdi: Thank you very much. I'm going to answer your question. We are at the beginning of a very deep change in our way of learning. And to convey and share knowledge. We are an industrial nation where we had aims in our society. To accelerate knowledge and a need for each individual to find and access relevant information. This implies a way of learning which is different which we have worked upon. Different from what we have known before. Therefore we must optimize. An example of this to spend more time and discussion and debates in the classroom. And to send each group on the Internet to look for information. And also to spend time to physically research documents in a library or else where. This is also important. This is such an impact, a very tangible impact of -- for technology within the schools themselves. Thank you very much.

>> JESSICA DHEERE: Thank you very much. And what is the vision of the Republic of Djibouti and politics with respect to combatting the digital divide?

>> Abdi: In order to bridge the digital divide our country has developed in 2013 a strategy which includes ICTs and the -- with a view to integrate ICTs as I just said and a very simple approach the main thrust of this is a need to include the ICT sector and to restructure the framework. And to implement plans. And this would allow us to make it feasible in the midterm to meet the need to bridge the digital divide. And we also have another project underway which is Djibouti digital which is to ensure to make our country ICT center within the region. Djibouti must address this digital divide as we have a geo strategy and the submarine cables which go across the country. Therefore we must be at the forefront in order to bridge that digital divide in our country. Thank you.

>> JESSICA DHEERE: Thank you. And finally for our panel I would like to turn to Mr. Richard Bearid who is a private sector representative. How have recent ministerial declarations have treated e-education and what can we learn from their perspective?

>> Richard: Thank you very much Madam Chair. This is a pleasure to be here with you all today. As you look at the various ministerial declarations that have been developed recently that take on this issue of e-learning you find that they have common certain characteristics. The ministerials often rear to the need to maintain a free flow of information that they -- that the e-learning process should stimulate openness, and transparency, but they also emphasize private public sector cooperation that there should be a development of entrepreneurial skills that they are now speaking about apprentice programs and, of course, e-learning should be a tool in overcoming gender digital divide. Now that is a pretty common way by which ministerials have in a variety of settings treated e-learning but what I am also noticing that there is beginning to be and colleagues have referred to, there is beginning to be a more practical aspect to these ministerial declarations. And the G20 ministerial in Hamburg digital Ministers communique referred to this apprentice program. Ministers are trying to find new ways to reach out to their citizens and their students, to not only bring about digital skills but also new ways for those students to interact with centers of knowledge. And to bring about practical conclusions to their studies so that as colleagues have mentioned they can take the infrastructure and make it useful. I make one conclusion out of this, and then I'll conclude on that question which is it seems to me that where these ministerial declarations are going, they are going in

the direction not only of principles which have been very common over many years, but they are beginning to talk about the advantages of best practices. What do we know that have been successful. And it seems to me that that is a lesson that we should take on board in particular in international organizations where we should have a much lighter hand, if you will, on the weight of recommendations but a much stronger hand on the weight of best practices that can be shared in a very diverse environment where our experience with the digital environment -- economy may vary by country but we all want to know what has worked and what has succeeded.

>> JESSICA DHEERE: Thank you and I will turn to a slightly different topic, which is what are the linkages that you see between sustainable development, Smart Cities and innovation and Centers of Excellence?

>> Richard: Thank you very much. It seems to me that following on this shift in ministerial declarations towards greater practicality what we are also finding is that as more and more countries take on as a national priority a national strategy, to develop Smart Cities, if you will, or whole variety of smart environments what are they really trying to do. What they are trying to do it seems to me is to create in itself a center in which ideas can flourish which innovation is encouraged. And in which, if you will, they can become an incubator for new ideas to help the society as a whole. And I think this is a very important consequence of what really is a movement in the direction of whether it is Smart Cities or smart schools whatever it may be, it seems to me it is in that direction. I will make one other point, two other points. First we have to begin to look at these Smart Cities and these smart environments as also Centers of Excellence. And find ways by which they can horizontally interact with one another and to learn from each other's experience. And then my last point, I think the ITU represents a good case study where Centers of Excellence are encouraged to bring together their experience. There are now 150 Universities who have associated with the ITU and it seems to me that is a very positive element but I would ask that that begin to be expanded to our definition of Centers of Excellence to be much broader than simply Universities although they are very important. But also begin to consider how we can identify within this smart environment also Centers of Excellence that ITU and other international organizations can bring together globally so that we might learn from their experience. Thank you.

>> JESSICA DHEERE: Thank you very much. I wanted to ask

our time keeper if we have time for any questions. We three minutes. Perhaps we can take one question if there are any questions. Yes. Please go ahead.

>> My name is Peter book I am the Chairman of the World Summit award and we look at high quality content in especially also in the area of education. One of the things which is really interesting to me is what kind of platforms do people use and in order to, for instance, make learning much more easy because we have seen a lot of things. A friend from India was referring positive MOOCs which are very limited in terms of what you can learn and you need a lot of time to do it. And it is very, very difficult to update the content. So I'm very much interested in the platform issue.

>> JESSICA DHEERE: Would anyone like to take 30 second response maybe? Short response, yes.

>> Yeah, it is good input you have given. This area, the platform is there which is controlled by some Universities. Contents there as you are provided by the faculty and then it is uploaded and they can study on that. It is a common way of open to having the new innovations coming in there. As open as possible.

>> Thank you very much for raising that issue. I think we invite you to visit the ITU academy. It is a very robust platform. And in terms of content, what we do is we continuously develop a new content and we involve industry, we involve University experts. We involve everyone practitioners and we make sure that the content is upgraded. So that all the time and it is peer reviewed and it is for the -- it is the quality that is possible and we make it available particularly to our partners, Centers of Excellence and students from all over the world.

>> JESSICA DHEERE: Great. Thank you. With that I think we should conclude. I want to thank all of our panelists very much for your insights on knowledge societies capacity building and e-learning. I want to remind everyone that the statements will be online. And that tomorrow afternoon there will be a two to three minute summary from each of the session facilitators on the content of the session. So if we could just once again thank you and give a brief round of applause. Thank you very much.

(Applause.)

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