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Draft WSIS+10 Vision for WSIS Beyond 2015

С3. Access to information and knowledge

**1. Vision**

For the post-2015 era, we envision inclusive Knowledge Societies, where there is an increased and informed participation of all groups, including the aged and those coming from previously marginalized groups and regions and persons with impairments, with a significant portion of knowledge flows and innovations that advance human rights and the attainment of development goals.

**2. Pillars**

1. Government-led open data, FOSS, and other open solution strategies and resources promoted in all countries and languages.
2. Strong policy and programmatic and project support for expanding and enhancing access to information in the public domain.
3. Enhance international solidarity to promote exchange of experiences and research within and across nations and regions.
4. Youth-aged focused and pro-poor initiatives that emphasize the role of information-based development oriented entrepreneurial activities.
5. Information literacy emphasized as a core element of all formal, non-formal and life-long learning initiatives.
6. National efforts undertaken to promote access to development content – accessibility standards, accessible and inclusive ICTs, multilingual/culturally diverse content and tools.
7. Information literacy emphasized as a core element of all formal, non-formal and life-long learning initiatives to promote healthy ageing and foster independent living solutions for the aged and the impaired.

**3. Targets**

1. All Governments undertaking efforts to support expansion of public domain, accessibility of public information services and products through the use of FOSS, open data and open solutions.
2. Indicator: Relevant national policies implemented.
3. Media and Information Literacy levels enhanced amongst school age population.
4. Indicator: % of schools with teachers trained to offer a MIL curriculum.
5. Development and integration of accessible and inclusive ICTs including for persons with impairments and the aged.
6. Indicator: Relevant national ICT teacher training programmes developed.

**Annex: Zero Draft Stakeholder Contributions**

1. **Access to information and knowledge is an enabler of universal human rights and fundamental freedoms that contribute to inclusion, empowerment and participation of citizens around the world**
2. Access to information and knowledge in almost any subject becomes increasingly accessible online.
3. The Internet and ICTs should be seen as enables of universal human rights and fundamental freedoms, particular related to access to information and freedom of expression.
4. Rights and freedoms people have offline should be promoted, ensured and protected the same way as those which are related to online.
5. Undermining access to the Internet not only restricts benefits to economic and social development, but can also threaten the ability of users to enjoy their most fundamental rights.
6. Focus on market-based and user-centered solutions instead of global regulation is needed as it helps in creating enabling environments of further liberalization and competition that encourages private sector investment.
7. **Accessibility, affordability and adaptability contribute to the creation of enabling environment where access to information and knowledge is guaranteed to all members of society**
8. Improve accessibility to Internet services by reducing broadband subscription costs to levels affordable by a wider section of the community, with concessions for free and open access in public areas.
9. Mainstream accessible ICTs and Assistive Technologies for inclusive education and education for all, with particular emphasis on women and youth, including with impairments.
10. Develop content respecting accessibility and open standards to all members of the community.
11. Promote Universal Design for all parties.
12. Facilitate access to information and knowledge for persons with impairments and people in remote areas by providing accessible services and tools. The urgency of ICTs in education for persons with impairments in order to provide new and innovative solutions for persons with impairments to access information and knowledge.
13. Promote the integration of persons with impairments and the aged to the ICT ecosystem.
14. **Provide access to multilingual information and knowledge**
15. Focus on content development on the web to serve various nations in using different languages, including those which are lesser-used or non-verbal such as sign language
16. Promote and share multilingual user-generated content in all local relevant languages.
17. Promote the use of the languages in Internet domain names to allow communities to access the Internet in the mother language, particularly in Arabic speaking countries.
18. Increase the availability of digital Arabic content in order to encourage usage by large segments of the population and provide free access to online content on the Internet in order to encourage knowledge creation and sharing.
19. **Open standards ---for making access to information and knowledge**
20. Raise awareness on importance of non-proprietary formats and their usefulness for making public data accessible to citizens both for high- and low-income countries.
21. Use of open-source software promotes openness, standardization. It also helps to reduce costs.
22. Exchange of practices and collaborate among national, regional and international organizations working in the field is required for raising awareness on usefulness of open solutions for development.
23. Develop multilingual and accessible Open Education Resources (OER).
24. Foster the use of Open Systems Solutions as effective long-term sustainability priorities to address key challenges.
25. Foster professional training (“education of the educators”) as well as children’s elementary education, into and through Open Systems.
26. Secure and enhance the creation of accessible Open Knowledge Commons that enable access to the growing range of Open Systems Solutions, including FOSS, Open Data, Open Hardware and their related processes, methodologies and experiences.
27. Greater emphasis on open software systems to promote open access to information and education.
28. Consider the Free and Open Source Software for facilitating access, and develop the need procedures in this regard.
29. Encourage the use of Open Systems Solutions as effective long-term sustainability priorities.
30. Acknowledge, support and promote small-scale, independent or user-defined FOSS incubators, in addition to the allocation of public funds and procurement processes.
31. Encourage collection and distribution of open data which will create a demand for new data-enables services contributing to the achievement of broad range of development goals at national and international levels.
32. **Exploitation of technological innovations for sustainable development**
33. Access to information and knowledge could flourish in environments that enable investment and innovation, which in turn ensure that international telecommunications networks remain open to the global exchange of information and ideas. Governments, consumers, citizens, and society could benefit significantly when all market players have the flexibility to innovate and develop new services in competitive markets, in response to consumer demand.
34. Telecommunications markets should be structured in the way that attracts investment, fuel technological advancement, and become efficient in delivering services to consumers.
35. Create and support thematic information networks such as industry, trade, agriculture, health, education and others.
36. R&D should contribute to the promotion of green innovation, promotion of life innovation, promotion of technical innovation which will lead to a paradigm shift, recovery and restoration from the area after natural disasters or conflict, and measures for safety improvement in preparation for disasters are raised as R&D themes which should be addressed.
37. Develop innovation and entrepreneurship programs that provide funding, mentorship and knowledge, and moreover helps in promoting and supporting social entrepreneurship for the aim of creating solutions for social, economic and environmental challenges.
38. Ensure that all its citizens have access to the Internet, including making the Internet free to access at local libraries and other local authorities buildings, particularly in developing countries.
39. Promotion of cloud computing.
40. Develop digital terrestrial television and mobile Internet.
41. Acquire new frequency bands to the civilian use.
42. Harmonize management of radio spectrum.
43. Promote language technology development in minority languages as an access tool to Internet.
44. **Access to public information and knowledge**
45. Take appropriate measures that strengthen online library systems.
46. Libraries should be strengthened and the capacities of information and library professionals enhanced as libraries are the only place in many communities where people could access to information that will help improve their education, develop new skills, find jobs, build businesses, make informed agricultural and health decisions, or gain insights into environmental issues.
47. New public use access spaces such as libraries should be established that increase access to open information and knowledge. There are already over 330,000 public libraries worldwide, with 230,000 in developing countries which could play an important role on providing access to information and knowledge. Libraries contribute to distribution of existing resources that can be used to deliver information policy goals.
48. Support the creation of electronic networks of libraries, museums, etc.;
49. Needs attention to increasing importance of training education and information professionals to use ICTs to train people with (and without) disabilities.
50. Create so-called electronic services platforms in public administration offices to access public information;
51. Newest ICT technologies that enable facilitating access (open system, open data, open hardware etc.).
52. Encourage the expansion of broadband infrastructure and the construction of community computing centers.
53. **Literacy**
54. Media and information literacy training needs to be embedded in school curricula and library and information professionals can work alongside educators to build students’ capacities.
55. Assessment should be carried out on country’s readiness to uptake literacy initiatives and competencies of key social groups such as teachers in service and training should be done prior to policy formulation and implementation.
56. Measures on improvement of information literacy.
57. Take actions towards the development of digital skills (digital literacy), especially in rural and vulnerable areas, with the use of ICT technologies in order to obliterate the differences in access to education due to the gender or social status.
58. Social media literacy, information and Digital literacy should be promoted.
59. Accessiblity (subtitling and audio description) may be considered as a potent literacy tool.
60. **Open access to scientific information**
61. Focused efforts are required to improve access to information and knowledge in developing countries.
62. Encourage adoption of open access to scientific information strategies and e-education. New payment or merit schemes are needed to release scientific publications.
63. There is a need to develop and disseminate educational easy-to-use devices to enable better education process and enhance learning abilities.
64. Address questions of ownership of digital information (vs. licensing).
65. **Promotion of gender equality**
66. Assure and mainstream gender aspects by providing women the access to information, research, databases, legislation, and career and business opportunities.
67. Mainstream accessible ICTs and Assistive Technologies for inclusive education and education for all, with particular emphasis on women and youth, including with impairments.
68. **Access to information and knowledge in education and research**
69. There is still a lot that needs to be done in ensuring that ICT products and services are made available in mainstream education, especially in developing countries – which will help both education professionals to deliver bespoke courses, as well as helping students to reference material which will enhance the education that they receive.
70. Promote efforts for research and development with social implementation and global deployment in mind.
71. Create the interactive educational programs and applications.
72. Facilitate the access for children and young people to modern ICT devices (including tablets), useful in the education process;
73. Access to information and knowledge, particular digital mean in education, should become accessible to all different groups in society including people with low income, people living in rural areas, people with disabilities and special needs, and indigenous people. It is therefore important to propose appropriate strategies, policies and innovative solutions which are support by open and transparent cooperation of all states.
74. **Ethical application of Internet**
75. Continue to insure the free flow of information. Blocking and filtering should be avoided.
76. Formulate laws to facilitate access to information while ensuring data and user privacy.
77. Promote literate use of Internet.
78. Introduce balanced copyright frameworks that respect the public interest and enable cultural institutions to preserve and make available cultural heritage in digital formats.
79. **Encourage multi-sector and multi-stakeholder partnerships**
80. Need to pay attention to the issues of protecting the rights of consumers and end-users in the access to information – an important role to play here is for the regulators, who are supporting in their activities the guaranteeing of healthy relationships between all actors on the market.

13) P**romotion of well ageing**

70. Assure and mainstream ageing aspects by providing access to information, research, databases, legislation, and care services to the aged.

71. Mainstream accessible ICTs and Assistive Technologies for inclusive education and education for all, with particular emphasis on the aged.