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**Submission by: IFIP IP3, Civil Society**

**Please note that this is a submission for the Fourth Physical meeting of the WSIS +10 MPP to be held on 14-17 April 2014.**

**Document Number: V2.1/C/ALC4**

Note: This document compiles all the submissions received from WSIS Stakeholders between 19th December 2013 to 24th January 2014. All the detailed submissions are available at

http://www.itu.int/wsis/review/mpp/pages/consolidated-texts.html (reference: purple documents).

This document also includes the main outcomes of the second physical meeting .

The document serves as an input to the third physical meeting of the WSIS+10 MPP.

Draft WSIS+10 Vision for WSIS Beyond 2015

C4 Capacity Building

**1. Vision**

Everyone should have an opportunity to acquire the necessary skills and knowledge to benefit fully from the information society in order to reduce and bridge the digital divide. Therefore, capacity building, digital literacy and competences are essential as well as professionalism that is a necessary standard for all who engaged in the ICT sector. Appropriate specialized training programmes in telecommunications/ICT, development of professional standards, lifelong learning initiatives and more affordable ICTs will empower all layers of society towards improving the quality of their lives. It will also assist people who are outside the formal education processes and will help them to acquire new skills as well as improve on existing ones

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* **Internet Democracy Project, CDT, IFLA and Access, Civil Society:** Everyone should have an opportunity to acquire the necessary skills and knowledge to benefit fully from the information society in order to bridge the digital divide. Therefore, capacity building, digital literacy and competences are essential. Appropriate specialized training programmes in telecommunications/ICT, development of professional standards, lifelong learning initiatives and more affordable ICTs will empower all layers of society towards improving the quality of their lives. It will also assist people who are outside the formal education processes and will help them to acquire new skills as well as improve on existing ones

**2. Pillars**

**Japan, Government:** Those pillars are so long that further modifications should be added. We would suggest to discuss C4 again at the February meetings.

1. **Content development and specialized training**

While innovations in ICTs offer new tools, many people have yet to acquire the knowledge and skills to fully leverage the benefits these tools provide; therefore it is important to develop a wide and growing range of general and specialized training programmes for all stakeholders players (creators, maintainers and operators of ICT ) and beneficiaries of the ICT sector (especially in developing countries) in all aspects of telecommunications/ICT. As technology keeps changing rapidly existing knowledge quickly becomes obsolete, hence the need to upgrade this knowledge and package it into state of the art content and training materials

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**b) Development and use of maintenance of e-Education, e-Learning and mobile learning (-Learning) for education and for skills development.**

With a view to determining scalable models for widespread implementation there is an urgent need to continue action research continue research, in, investment, in, and development of, good practice models in e learning and m learning to assist in meeting the MDG and Education for All (EFA) goals in terms of quantity and quality in education, skills development and lifelong learning for all, also beyond the classroom .and content for distance learning such as,using appropriate and affordable devices, especially in developing countries, necessary .

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There is an urgent need to continue research and investment in, and development and maintenance of, good practice models in e- learning and m-learning to advance the quantity and quality of education, skills development and lifelong learning for all, with a view to determining scalable models for widespread implementation, using appropriate and affordable devices, especially in developing countries.

**c) E-skilling, digital competence and professional standards**

Ensure that development of ICT infrastructure takes place, to the extent practicable in parallel with e-skilling and human capacity building everyone has the necessary digital competence that corresponds to professional standards in the ICT sector that are capable of comparison across countries and continents, in order to build a digital culture in all layers of society and foster development of these standards in order to facilitate human talent flow in the ICT sector.

**d) Facilitation and fostering of capacity building activities**

Capacity building is an important component in all aspects of human life; therefore it is important to ensure that human and institutional capacity building activities remain a priority objective for all beneficiaries of the ICT sector (despite their regardless of gender, age ,and disabilities and financial situation) and especially in LDCs developing countries in order to ensure continuing professional development and building the Information Society. Capacity building at national level in leadership skills for coherent policy making for social and economic development should include knowledge of the key drivers such as science, technology and innovation, education and ICT.

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Human and institutional capacity building activities remain a priority objective for all beneficiaries of the ICT sector, without discrimination, and especially in LDCs, in order to ensure continuing professional development and the building of the Information Society. Capacity building at national level in leadership skills for coherent policy making for social and economic development should include knowledge of the key drivers such as science, technology and innovation, education and ICTs.

**e) Partnership and collaboration**

ICTs are cross cutting in all sectors, and their impact is also cross cutting in all aspects of daily life; consequently human and institutional capacity building requires partnership and collaboration for achieving desirable results. This collaboration should be done on national,both regional and international levels within all sectors in order to maintain and ensure the access to ICT and ICT enhanced education for , skills development and lifelong learning beyond the classroom.

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**The pervasiveness of ICTs in everyday life places a responsibility on us all to ensure that those who provide, create and maintain the ICTs we use are professional practitioners who can demonstrate this through appropriate professionalism schemes in each local context. Using a multistakeholder approach these local schemes should be capable of mutual recognition to facilitate global flows of ICT or e-skilled individuals.**

**3. Targets**

1. [Professional standards in telecommunications/ICT utilizing existing global schemes and developing new ones where gaps exist.

* **Internet Democracy Project, CDT, IFLA and Access, Civil Society:** Deleted
* **Uruguay, Government:** By 2020, 80% of public schools should have digital educational resources.

1. Development of specialized training programmes for all in ITU membership priority areas.

* **Internet Democracy Project, CDT, IFLA and Access, Civil Society:** Deleted
* **Uruguay, Government:** By 2020, 80% of individuals have carried out 4 or more Computer-related activities (HH15).

1. Build human capacity through provision of specialized ongoing training in all aspects of telecommunications/ICT.

* **Internet Democracy Project, CDT, IFLA and Access, Civil Society:** Build human capacity for all, in particular women, youth, elderly population, indigenous people and people with disabilities, through provision of specialized ongoing training in all aspects of telecommunications/ICTs, at the community, national, regional and international levels through engaging all stakeholders.
* **Uruguay, Government:**

By 2020, 70% of individuals undertook 3 or more activities using Internet (HH9).

1. Promotion of efforts towards the development of necessary recommendations and policies for skills development and lifelong learning through distance learning.

* **Internet Democracy Project, CDT, IFLA and Access, Civil Society:** Promotion of the development of necessary recommendations and policies for skills development and lifelong learning through distance learning.

1. Capacity building for all including women, youth, elderly population, indigenous people and people with disabilities Provision of specialized ongoing training in telecommunications/ICT.

* **Internet Democracy Project, CDT, IFLA and Access, Civil Society:** Deleted

1. E-skilling, up-skilling and reskilling activities in order for individuals to be up to date in the changing environment.

~~f)~~ Provision of support to information professionals in order to help implementing training activities at community levels;

* **Czech Republic, Government:**

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Organization of events and initiatives for facilitation of public-private partnership at the local, regional and international levels in capacity building activities through all the sectors.

* **Internet Democracy Project, CDT, IFLA and Access, Civil Society:** Deleted

1. Improving partnerships with existing organisations that operate in capacity building activities.]

* **Czech Republic, Government:** Improving partnerships with existing organisations that operate in capacity building activities.]
* **Internet Democracy Project, CDT, IFLA and access, Civil Society:** Improving partnerships among all stakeholders that operate in capacity building activities.
* **Japan, Governement:** Deleted 3
* **Canada, Government:** Deleted 3