FINAL FILE

WSIS FORUM 2019
MODERATED HIGH-LEVEL POLICY SESSION 14
KNOWLEDGE SOCIETIES, CAPACITY BUILDING AND E-LEARNING/MEDIA
GENEVA, SWITZERLAND
10 APRIL 2019
11:00 A.M.

                        ***

    >> NAILA SIDDIQUI KAMAL: Good morning. I would like to invite
you to the next session, if you could take your seats. We are
starting in just one minute. It's an extremely interactive
session. I would like you to come and join us, please.
    Thank you.
    Good morning, everyone. It's a pleasure to see so many faces
come to this session, as it is the last session, but last is not
the least.
    And we have a very important topic that we will be covering.
My name is Dr. Naila Siddiqui Kamal will it's open capacity

building, eLearning and media. We have a very auspicious panel with us and I look forward to sharing -- to hearing from them when they share some of their success stories and challenges and some take-home messages.

So the ground rules as my predecessors have set, time is of the essence. Five minutes each. We have at least two questions for each of you. I might put them together so that in the flow of the narrative, you may have a better chance to express yourselves.

So with no further ado, I will be moving on to the president of AIESEC and it's lovely to see the young generation taking leadership roles in these type of initiatives. From what I understand, AIESEC is a youth driven organization. What are the skills that the youth need to enable themselves when they find themselves in this world of, you know, technological enablement? And also further on, you can also carry on to tell us about what role the youth play in -- within the knowledge societies to create a more sustainable future for them.

Thank you.

>> DAVID SCICLUNA: Perfect. First of all, it's a real honor to actually be here and I'm humble to be representing 40,000 plus youth across the globe who are actually working every day to create a better future for us.

To better answer the first question, I would like to actually put my answer in context. We are lucky enough right now to live in a society where ICT and any form of technological advancement is no longer an add-on to life but an extension of life. Currently we live in an advancing world. And we have among us, myself included, a millennial generation which have been termed as digital natives, the first generation which do not remember a time without the actual Internet or technological advancements.

This being said, it puts us exactly in the perfect place to leverage on these advancements to actually have a better future.

But this can only be done if youth have a certain skill set, which they are required to be able to properly use them.

First of all, youth actually feel that they are technically equipped with the skills to actually be able to use technology but not equipped with certain other skills such as interpersonal skills, communication skills, ethical behaviors, which they feel they are still lacking to be actually ready for them. So those are some of the key skills which we still need to develop.

If we combine this with a heightened sense awareness and understanding of the context around them which can come from all the information we are constantly bombarded with and combine it with the heightened sense of responsibility that we as youth feel,

to actually improve the world, we can actually have some very great and tangible actions. Now orgs like AIESEC are supporting youth to improve these skills. We are showcasing the power of a platform, a platform-based organization, we are 40,000 youth connected through one platform and which we can service our customers and not only that, but to be able to develop ourselves by communicating with even other.

This places youth as opportunity creators and not just opportunity makers. We understand as youth, we need the opportunities to make the world better and we don't want to wait for opportunities to come out go out there and look for those opportunities and make them openly available to all the youth around the globe.

First and foremost, and the last one -- the last point which I will mention for this question is that a key element to actually developing them is learning by doing. This is something which is of the utmost importance. For this, AIESEC has created multiple programs, both volunteering and internships, which follows a 10/20/70 ratio. They get conventional training, sitting down and they learn what they need. 20% of it is comes from peer-to-peer interactions and by working with their colleagues and working with other participants on our projects they are able to develop these skills but 70% of the project is practical experience. These have are a challenging environment where they are able to work hands on and have a tangible impact in the societies which they are actually doing.

Now, when it comes to the actual role of the youth in a knowledge society. It clearly said that knowledge which does not alter behavior is useless. But those that change, it is eventually use less.

We are constantly out making previous knowledge outdated and this actually makes greater need for us as human kind to be more agile and faster on our feet in adapting and utilizing all of the new technologies which we actually found.

Now this is incorporates very, very, heavily into business, especially with industry 4.0, right now businesses, some of them are scared about what this actually means when we incorporate the advanced technology into that.

So the youth here is key. Youth are very agile and they are already adapted to having a responsibility towards creating a better future. So what we need as youth -- and this is my plea to everyone listening here is that we no longer just need a voice. A voice is good to voice our opinions but we need an opportunity to be able to create a better future.

So this is it. This is how you can support youth to create a

better future in the society, to give us your trust and let us run with it.

>> NAILA SIDDIQUI KAMAL: Although, I'm 55, I feel very youthful, can I join your network?

(Laughter).

I'm so, you know, motivated by listening to this, that I would really like to join, but as a mentor. I think the take-home message in the previous was equality for women and this should be giving opportunity to the youth. The future belongs to them.

Thank you. Moving on we have the CEO of Bangladesh NGO network for radio and communication. It's good to have, sir, here. My question to you is that how do you see the role of community radio and promoting knowledge societies in rural Bangladesh, further on, what is the role of community media in capacity media for the under privileged and, you know, the disadvantaged groups?

Thank you.

>> BAZLUR RAHMAN: Madam moderator, dear participants, colleagues, good morning to all. It's a great pleasure to be with you to discuss the high level policy session about the knowledge society, capacity building, eLearning as well as media. I'm very pleased to join this important session.

Participating the world summit, I got impressed that most the participants discussing the importance of knowledge society, capacity building, as well as eLearning and media matters. I also agree that knowledge society, capacity building and eLearning as well as media, are the key towards the digital economy and to realize digital equal system in all of the country and as well as in this sense, I believe that this session is quite important.

I am working in Bangladesh. Bangladesh is a part of the south, you know. We are promoting media, like community television and community radio and amplifying voices for the voiceless.

Our approach to community media development is both knowledge driven, community electronic media, as well as context and city. And it takes into account the challenges and the opportunities created by the media environment in Bangladesh.

Including community radio development and giving voices to the voiceless. In Bangladesh, the community radio station has already recognized as their knowledge in responding to knowledge society, capacity building and also eLearning being as a knowledge school, community radio offers the benefits in the following way. There are 40 areas basically, to build the knowledge owe site. Number one, knowledge creation, through community radio. Number two, knowledge preservation, total community video with the participation the community people.

Number three, knowledge dissemination. Knowledge dissemination is very, very important area. And number four, knowledge utilization in their life and library. It's a big challenge still.

Creating inclusive knowledge societies and in poor rural communities for -- in line with the knowledge society, community radio are filling a very, very significant role in line with protecting human rights of the rural people.

Second one, freedom of expression. It's a very, very buzz word all over the world but community radio is really playing a very good role in line with the rural people, freedom of expression and as well as participation to the local government system in Bangladesh.

The third one is universal access and formation and knowledge, it's a very, very important area, and responding to the language diversity and also local -- preserving the local language, the local dialect.

Gender equality, our previous session we enjoyed very much regarding the gender equality and quality education for all, and finally, a very important area is media information and digital literacy through community radio.

Just I finish, another one line. In Bangladesh, community radio stations are communicating to rural people for participating in Bangladesh plan, and the Information Society Action Line C1 to C11 as well as, sustainable development goal and also our private law initiatives by ten initiatives. It's participating these type of knowledge arena a forum for the rural community.

>> NAILA SIDDIQUI KAMAL: Thank you very much and thank you very much for being right on time.

I am now going to invite the program director for CEABAD and I believe I was researching all of you, in order to prepare for this session. That you have an ICT capacity program, in Central America.

So I would like to kindly request to you that could you share your experience about the challenges and the achievements while developing and managing the capacity building program? And further on what kind of measures would be needed to facilitate eLearning, especially in the context of Central American region? Thank you.

>> SUNGNAM CHOI: Thank you very much, Chair. Very good morning and buenos dias. It's my honor to have a chance to share my experience. I center is located in Nicaragua, one of the Central American region.

We are a regional telecommunication and broadband training

center for public officers and expert and people who are interested in recovering ICT topics since June of 2014. I have a participated in the WSIS three consecutive years since 2017, '18, and this year's. And we provide online and offline programs until now over 3,500 peoples for the last four years.

Regarding our online programs in 2016, we launched the first online, the national broadband plan course, in Spanish. Until now, in April of 2019, we have 16 online courses in Spanish and we have been developing six more courses by the end of this year.

The biggest challenge in working are to the center was finding the right person to create an eLearning platform and the contents inside Nicaragua. So thus we spend a lot of time, I think one year to educate our staff.

Regarding the staff allocation, there are two parts managing eLearning mat form and designing online contents, and mostly we have focused on the contents. In fact, online course depending on how to deliver contents more efficiently and effectively.

In order to do this, we are the key for online courses. I think that you should understand learning environment in your country and especially in the Latin American region, mostly school teachers communicate with anywhere teachers more interactively. They are talking to each other to understand the concept or topic during the class. It's totally different learning environment in my -- country, Korea.

There's some philosophy in education. If you know something, you can explain. In other words if you do not speak of it, you do not know it. Yeah. We apply for these lessons to our online programs, relatively our online program is shorter than any other move. The massive online courses platform, like course era and addicts, instead of reading the materials, we encourage the learners to participate, the courses through the web and forum, and any other -- the things. Those are most -- most of the online courses are interesting, as you know well.

We pretty much focused on a fun study or experience in terms of our design. We used world-famous movie, the story line like "mission impossible" to one of our programs. And in this course, you should complete your mission like the main character of the film that you know, that you should change impossible mission into possible mission through the course.

I just have 20 seconds but I could not --

(Laughter)

-- answer my second question. Anyway, there are a lot of challenges in Central America, the reason for developing the eLearning program. Most important thing is to, I think, the infrastructure. The infrastructure guarantees and the better the

eLearning program. Thank you.
   >> NAILA SIDDIQUI KAMAL: Thank you. That's very informative.
I have been involved in creating eLearning for medical at
imperial. And game-based learning is the thing to do in order to
capture difficult content.
   So I now turn to my left, excuse me if my back is towards you.
I would like to invite my colleague on the left, head of impact
learning for Womanity Foundation. So could you share with us,
what is the girls can code program and what are the challenges
and opportunities to teach coding to girls, particularly in
Afghanistan? You have done a program there.
   >> HADI SHAHRIAR SHAHHOSEINI: Okay. Thank you. So thank you
for having me here. The girls can code program is a three-year
vocational program that Womanity Foundation in Afghanistan,
particularly in Kabul in the public school for girls. Basically,
we offer a three-year vocational training program in which in the
first year, we teach students English, in the second year, basic
computer literacy and we have an introduction to coding and web
development in which we teach them basic language, coding
languages, and languages.
   The objective of this program is, of course, to provide eye
quality education, a quality experience to girls and encourage
them to undertake professional and academic careers in the STEM
sectors but in particular -- particularly in the computer science
and the tech sector.
   We combine our teaching with workshops, and soft skills such
as CV writing or preparing for interviews and similar things.
   And also we organized meetings with role models which was an
important component of our previous panel. It was important for
them to know for the women working in Afghanistan, what it means
to be had and what it means to work there and what are the
challenges and the opportunities and the motivation, why they are
there. And so they could be of inspiration to our other students.
   And the program is also combined internships and from this
year, we also have a scholarship for girls who are enrolling in
computer science faculties. So the program started in 2016. So
we are doing the fourth cycle now and we graduated already 350
students. We provided several internship opportunities and we
noted a growing number of our students choosing STEM faculties
and computer science faculties in the university.
   Why do we do this program? Of course because we believe there
is an opportunity and it doesn't come without challenges. The
opportunities are linked to the. From, to the three-year plan of
the ministry of communication and information. We know that there
is a growing infrastructure, there are growing subscribers for

Internet users, subscriber and the telephone, et cetera. The government has plans to move into e-Government services, mgovernment services and all of this requires a skilled workforce, and as Womanity, we don't want women to miss this opportunity.

We know it's important to grow this interest and confidence when they are in high school so we can influence they are careers and their university choices.

We also know that potentially not always but potentially some of the ITU-related work can be done from home which is a huge opportunity for women, especially in a country where only 19% of women are participating to the labor force. So it's a way for them to continue working but combine some family expectation and -- and -- and be able to pursue their aspiration.

In terms of the challenges, of course, the securities is the first and foremost most important challenge. On two levels in this particular count, one is the ability of the government to really deliver on their plan for universal access for all cross country and from the people perspective, when there's a security threat, they are less likely to participate to the -- to be active participants to their society.

And also, there are other types of challenges related to education, this is as a fast moving world. So education has to keep pace with the needs of the industry, and also have to provide different types of skills like soft skills or business skills. For example, our research showed that in Kabul, there are a lot of IT companies, maybe start-ups but they always fail because maybe they don't have a strong business plan. So it's important also to provide other types of skills that can combine with the -- can be used in combination with the -- the more technical skills.

And finally, for women, it's important that it's conducive for their participation. Because in our specific program, when we look for internships, we really need to convince family that this specific company is offering a good environment for their daughter to be. So it's important that this is also taken into being.

>> NAILA SIDDIQUI KAMAL: Thank you very much. Yes, I recently come from Pakistan. So I have been very close to the -- what has been happening in the region and obviously it does have any conflict affected area, it has huge implications on workforce development. Thank you so much.

I now move on to my next speaker on the panel, and I have the vice chancellor from the Iran University of Science and Technology. Welcome, sir.

My question to you would be: Could you share with us the current status of eLearning in your university and in Iran and

also what do you see or how do you see the role of universities in academia in capacity building or knowledge societies?   Thank you.

>> HADI SHAHRIAR SHAHHOSEINI: Thank you, madam Chair.   Thank you, madam Chair, it's my pleasure to attend WSIS from 2019 and have an opportunity to address the body learning and capacity building in the field of effects by university.   My university, around science and technology, IUST has more than 14,000 students and 414 faculty members is one of the top technical universities in Iran and ranking and higher education ranking system in top 650 universities in the world.   IUST is the first university in Iran in 2015-2016, according to Times higher ranking system.   And IUST, all of our faculty.   And also we have a specific center which is the eLearning center, that is in charge of the student who are educated through LMS and fully on the learning system.   More than 10% of our students are studied in this system.

In Iran, with about 4 million students in total and about 1 million in governmental university, all major universities are equipped to eLearning facility and rural part of their student and full online system.   By this type of learning system, courses and services of top Iranian university has been provided to student in entire country, especially in the material area.

Also since many courses are offering Farsi students from Farsi speaking countries, they can enroll and use long distance learning which results in preserving local culture in the region and developing local content, which are emphasizing WSIS Action Lines C8.

We are interested to develop open educational resources and utilize open science in mutual we since we think science is a global matter and should be inclusive with accretive access that's essential to the knowledge society.

On the other hand, now the emerging technologies such as AI and beg data as well as mass adopted technology like mobile play a central role in the future of knowledge society.   Conducting related research forever preparing innovative research to tackle new challenges as well as providing skills and professional ability for using the new emerge application in digital area are the main contribution of university and building strong knowledge society.

In this regard, I would like to raise two important issues that we into Ed to provide necessary capacities. The first -- the first one is building collaborative networks in which different types of networks such as network of university will cooperate with other network in making knowledge society.   So network of the universities should be improved and be more responsive than

before in cooperating with other network. The second one is agility in providing digital skill in digital age and the role of academic institution as provider of this scheme. We need to link ICT policies and educational policies in order to address the institutional reform necessary for ensuring the availability of the skill required in digital area.

Partnership of academic institution, and industry play a crucial role in the learning process.

Currently some of the courses are too general and we will not equip the student with specific skill required. This means like many other area, that we produced customers should provide skill in customers manner.

In this context, the collaborative efforts taken by network of industry and network of university has facilitated the work of capacity building and knowledge owe site, and I believe that combined effort and initiative by these two networks will accelerate the implementation of knowledge society.

Thank you for your attention.

>> NAILA SIDDIQUI KAMAL: Thank you very much. If you have in the end some time, I'm sure we will be supposing some more questions to everyone.

Moving on to my next panelist, I have the head of media and communications and chief spokesperson for the international organization for migration. And migration being a very topical and sensitive, you know, topic at the moment.

How do you see, sir, the knowledge societies and media as an enablement tool to meet, you know, the challenges that you are facing through your organization?

>> LEONARD DOYLE: Well thank you very much for the warm introduction. The short answer is it's essential. To my mind, eLearning mobility, migration, are all interactively interlinked and we need to add on top of that a new reality or a newish reality which is climate change.

Because as societies live with climate change, as the land gets stressed, as people have to move higher, as people have to move far away, it's breeding -- it's going to breed conflict. It's going to breed forced migration. It will encourage people to leave, if only to get a better life or to escape.

So in' world in which there is 258 million international migrants, about 10% of them are refugees fleeing conflict and fleeing a country. We have seen irregular migration. We are see that people are leaving. And I think just jumping to the end of the panel description about media, we have to appreciate that everybody has now got a SmartPhone in their pocket. They can get on Facebook because it's been given to them free and they can

meet a smuggler in one click of a button and they can see a dream of another life in another country for which they are totally ill-equipped and for which they don't have a visa and will probably end up in trouble as so many are doing in Libya, at the moment where they end in total exploitation for incidents of slavery to abuse, torture to even media. It's so fibril that anything goes. Anything goes.

So when we talk about eLearning in a context of digital media, we have to be careful that the learning isn't the wrong learning. The learning isn't the lesson of the smuggler saying come and get on the bus with me and I will get you a new life and before you know it, you will in Geneva or in an apartment because this is a bunch of lies.

So how can we help in this context to bridge the huge divide between the discussions we are either hearing here and the reality of the poor, unfortunate migrant who has walked maybe a thousand kilometers from Somalia, to get to another place to get a job. They get horribly abused and not learning anything. How far do we bring the technological revolution and the new media landscape to them in productive ways?

Some of the things that the IOM has done are to try and help people understand that just because you saw it on social media doesn't make it true. They won't believe me, the people would want a better life and need desperately to get out and find a better life. There's a collapse of leaders and there's definitely a collapse in trust. So in the new media landscape, we think the only people who are credible who are enduring or going through the situation.

We are working hard to create media platforms that are credible and authentic and peer-to-peer. It's so hearten to hear about community radio it's all about peer-to-peer, communicating from the civic level, at the village level, and transferring the knowledge of the village to the community. And, of course, radio was one thing and radio can have a limited impact, although important. But with digital support, it can also be a massive global platform as well, all in the same breath. I think it's important to look carefully at how we can reinforce civic media, curated media, peer-to-peer communications and try to turn the crazy social media model on its head so that civics gets back into the discussion. We had some good experience with this in West Africa where we have given SmartPhones and a little bit of help to my grants would have returned from detention in Libya so they can tell their own story. Just tell your own story. Put it on your social media platform.

And the initial results are remarkable. 20% say they would

not jump on the bus just because the smuggler says. It can bring about better outcomes and I would just hope that in our eLearning discussion, we bridge the gap to the -- to those would are the poorest as well. Thank you.

>> NAILA SIDDIQUI KAMAL: Thank you very much, and how I visualize the role of IOM, I'm sure that it captures in its mission statements as well as to not only -- not only to, you know, facilitate the information to these poor individuals, but also to enable them in the right direction. So not just to show that they are bad, but there's hope and light at the end of the tunnel.

Thank you so much.

Moving on to my next speaker. So I would like to invite the co-convener for Just Net Coalition. Is that right? So how can Information Societies be made trustworthy? We were just having a discussion about trust being such an important element and capacity building and handling this very complex entity?

>> NORBERT BOLLOW: Thank you.

Yes, social and economic justice is very important to us, and Just Net Coalition. So how can things be made trustworthy in relation to that that?

Everybody says they want all the good things and justice and good life, and everyone for everything, but it's getting hard to believe all of those nice statements. And so the first thing I would highlight is that the political will to do this, it must be real.

And just to give one example, that's right now, all of those negotiations starting up about so call pray for eCommerce and lots of stuff there could lead to renewed digital colonialism, and so we have to be careful to be very critical to oppose things that can lead to digital colonialism.

Secondly, we need to build capacity to deal with all the complexity that we have and for Information Societies, Information Societies are much more complex than forms of society that we had before it.

And if we don't have the political capability to understand what's going on, what is going to happen is quite straightforward. The lobbyists are coming in from collaborations and they are pushing politics in the direction of the profit-related interests and everybody else suffers.

So we need to build this capacity. How do we do this? How do we handle this complexity?

I would suggest, first of all, we need to understand that Information Society is not only about the societies being changed through technology, through the digital technologies, but also

Information Society means that society has a responsibility to shape how technology is developed and how technology is used.

So I would propose that we need to build strong systemic understanding and tools for thinking about it. I'm proposing to build what I'm calling trustworthiness frameworks by which I mean frameworks for systemic thinking, and understanding from multiple stakeholder perspectives and make them trustworthy from multiple perspectives. We will not all have the same interests but we can work on building society. So that it is trustworthy not only from the powerful, perspective but also from my perspective and developing countries so people don't have to become migrants.

How can we build this understanding? How can we build these frameworks for understanding? I would propose that we need to collaborate on this. Not all of us, but some people to collaborate and eLearning is obviously going to be important because this is very -- very nonlocal topic. It's not going to be around restricted to any particular place on earth.

Besides focusing on eLearning, it should be focused on learning by doing. And since it's very much current Information Society development process, why don't we say it should be innovation by means of capacity building, by means of eLearning, by means of doing.

So if you are interested in collaborating, please speak to me. Thank you.

>> NAILA SIDDIQUI KAMAL: Thank you so much. One of the things that I teach at Imperial to my medical students is medical ethics. And the first thing that is to instill in them the concept and the divide between what is at ethical -- what is legal, what is ethical and what is model, because these are the three paradigms which, you know, we have a metrics around anything in life, as well as within the profession. So what you were just saying touches a chord. Thank you so much. You can count me in to collaborate with you.

So moving on to the next panelist, we have the principal science, national informatics center, and ministry of electronics and information -- of information technology in India. Thank you so much, sir, to be here. So my questions to you would be how knowledge -- how do you see the knowledge societies to facilitate in achieving the sustainable development goals? As well as to play a role in -- you know, how do you see the ICT to play a role in building information and knowledge societies? Thank you.

>> SUBRATA ROY GUPTA: Thank you, Madam Chair. Distinguished speakers and co-panelists, ladies and gentlemen, it's a proud privilege for all of us to be here to be part of this august forum, the WSIS 2019.

This year is a particularly remarkable year for the journey of WSIS, as well as for the -- our ability to reach the sustainable development goals. This is the tenth anniversary of WSIS, as we all know, and this is also the 15th year of implementation of Geneva action plan.

Directly, let me go to the answers of questions. The knowledge and the Information Society, it's playing a remarkable role. In fact, it provides a kind of boost to improvement of people's lives. The association -- the association, particularly through ICTs has the power of transformation of economies, as well as societies. The knowledge societies, it must be built on four basic pillars. The first one is the freedom of expression, the second, we must say that there should be universal access to information, as well as knowledge without information, the knowledge cannot be built.

Thirdly, with respect to cultural and linguistics diversities. Last but not least, the quality education for all.

So essentially, when we are talking about the inclusive knowledge societies, we are actually trying to put the empowerment-related aspects on the very significant area that is the import of local communities who are having access, increased access to preservation, as well as for sharing of the information, as well as knowledge in all works of life. Are major cornerstones of achieving the sustainable development goals?

Now coming back to the second part of the question, of how the ICTs can play an important role in achieving these now this year, two of our initiatives, they are recognized by WSIS, in this forum, as well as champion. And we would like to share our experiences of how to how it actually benefits or facilitates in achieving the sustainable development goals, keeping ICT as a crux or as the backbone of all of these initiatives.

The movement towards creation of this knowledge society, it has been marked by shifting of ICTs as the tool or the drivers of change to a perspective which actually creates empowerment of people. These are designed and implemented in various social, economic, as well as technological contexts.

I would like to specify six Cs. Six Cs, based on which ICT can play a key role if building the information, as well as knowledge society. The first one is: Creation of digital infrastructure. Without the digital infrastructure, we won't be able to reach our goal because people won't be able to access the technology. Then the connectivity.

Convenience for the users. Content. We must build the contents so that our societies and our people can actually use the content in the digital medium. Conversion of information to

knowledge. Other -- unless we have a kind of mechanism to -- you know, to put our information into the knowledge, we won't be able to build the knowledge societies.

Then the last one is capacity building. Capacity building of all of our people so that they are able to build the knowledge societies that can use the knowledge society aspects.

Hope the efforts will take the world population cross the digital property line. I'm very happy to learn from the honorable Secretary General statement that we have already crossed the 50% mark as well as the population, more than 50% can now use Internet.

There are ones the means of their life.

So now with the help of all of us, I hope that building knowledge societies can actually turn our -- turn or reports for achieving the sustainable development goals.

>> NAILA SIDDIQUI KAMAL: Thank you very much. That's very informative. So coming to last but not least, we have our facilitator will actually be recapping.

So I'm going to move on to the next panelist, which is the founder -- would is the founder of tech labs, thank you for joining us.

>> Thank, Madam Chair.

>> NAILA SIDDIQUI KAMAL: And the questions I would pose to you are that what are the changes in the, you know, setting of learning objectives in knowledge societies and eLearning? I'm focused on, you know, any curriculum, any content that is going to be posed, they need to be learning objectives. Do you see a change?

>> Very much. So we are a private market vendor of STEM services for children. And I guess the most interesting anecdote I can share with you is just in the short time that we have been operating, which is just over three years, we have seen big change in the way we deliver our programs and folks in the feel who are doing it successfully in the private market and publicly funded institutions.

One experience I can share with you, when we first started, we would have rows of computers and students sitting in front of them with headphones and the parents were very happy and the children were very bored.

And we quickly figures out that this was not a sustainable way to teach STEM and our pivot was towards the kinds of things that we really find children need to be learning, which are away from professional skills, and more towards foundational skills. And this is certainly a popular way of looking at things now, that seems to be effective.

So what do I mean about I that? I mean, we are not trying to train Mark Zuckerbergs. We are not trying to hope that one of our students will become the founder of a unicorn. What we want them really to experience is firsthand how to be creative, logical and intuitive, with the tools that we provide them with. Underlying skills that they learn are very fundamental to computer science, having to do with conditionality, repeatability, and abstraction of code.

And the interesting aspect of this is not that we have been doing this for our second year, this new approach, we feel that the kids are also demonstrating improved skills in things like comprehension. In other words, outside of the context of our STEM programs.

What I would like to finally share with you, the role for us, as well as educators and policymakers that seems to be successful to become curators of project-based approaches that really resonate with the kids. What seems to work is provide them with a lot of carrot that engages them. Not so much stick. And to have them connect with the projects that we do. One final example that I will share with you today, is that we have partners with a global charity called Enabling the Future, where we become certified as a 3D printing hub that allows us to teach our students how to create prosthetic hands and other prosthetic devices that can be delivered to kids in need would don't have access to prosthetic medical care, or live in a place where such a device could not be created affordably.

Our programs also try to emphasize the open source nature of a lot of educational resources that exist today for that very reason.

And that is, that the kids get to experience using low-cost tools to make a change in the world and that helps them connect with this idea that they can learn a skill, in the ICTs or in STEM, and be able to translate it into real world change.

Thank you very much.

>> NAILA SIDDIQUI KAMAL: Thank you very much. I have a question from the panelists to the panelists, would you like to expand a little bit on the STEM of the project? What was your question?

What is STEM?

>> STEM. Okay. The question was what is STEM? So the direct answer is it stands for science, technology, engineering and math. There's -- if you ask ten different people in my field what the correct acronym is today, they will give you ten different answers. There's STEM, STEAM, STEAM D and d being design, and so there's many definitions, but they all sort of focus on this

constellation of skills having to do with the qualities I described in terms of, I think, innovation, logical thinking, problem decomposition, things like that.

>> NAILA SIDDIQUI KAMAL: Thank you. Maybe afterwards you can have a chat together and each other with your own objectives.

Now, at the end of our discussions, would like to ask our WSIS Action Line Facilitator, Dr. Zavazava to give us your recap on the wrap-up and the take away points, which will help me in putting to go my summary.

>> COSMAS ZAVAZAVA: Thank you very much and good morning, everybody. This has been quite an exciting panel. And I would like to conclude by summarizing some of the key points made during the discussion.

We in ITU do measure the Information Society, and that the spirit behind the World Summit On the Information Society, and we used three parameters and great coverage has been made, including the rural communities. The second one is the skills, and that is the subject of C4 Action Line.

That's where the huge challenge exists. We have a digital dividend in terms of the world's population is being pretty young and the technology navy, but we should not forget also the aging population that should be on the bandwagon and the issue of inclusion is quite an important element. So we are looking at people who live in remote areas. We are looking at people who come from land locked developing countries. We in ITU believe that capacity building is at the center and it does contribute to the development of the ecosystem, and for that, we believe in a multi-stakeholder approach and you can be a partner. I had you inviting.

We have what we call the ITU academy, which delivers a lot of courses, particularly to strengthen the capacity of populations in terms of how to embrace new emerging technology, Internet of Things, robotics and artificial intelligence. I would like to conclude by saying what is important is that we have -- in order to create a knowledge society, we must be inclusive.

But also we must prepare people to be ready for the job market. Thank you very much.

>> NAILA SIDDIQUI KAMAL: Thank you very much. This is something that, you know, in many medical education, we focus on how to match the scope the work, with the competency. So whatever an individual has to do, they need to have the skills to do it. And I see a huge opportunity here with everyone's niche area to, you know, to do that.

Thank you so much to my panelists. Please give them a huge applause for keeping to time.

(Applause).

And do we have time for questions?

If there are any burning questions that anyone has, we have a lady at the end. If you would like to submit your question or however you are taking questions.

>> AUDIENCE MEMBER: Many thanks. I would like to take this opportunity to thank the panelists. I would especially like to intervene with regard to youth in relation to migration. Obviously this is a controversial and very topical issue that impacts almost everyone and I would like to insist on the fact of training young people.

The representative from IOM mentioned how important this is and I think we need to innovate. The cell phone should not just be a cult object for sending text messages. It should also be a tool for these young people. Most of these young people want to leave home and cross borders. I come from Niger. So I know what I'm talking about. Education is truly an issue for them. Perhaps cell phones could be used to develop literacy programs, global programs, and I think we can develop a lot of things based on cellular phones. I have, in fact, done this in Niger.

I think this should be part of our action plan to instigate, to insight the young people to take part, Inter alia and economic activities. I think we can really do everything possible through this to encourage young people. So I would invite you to think about this because truly we have a need here.

>> NAILA SIDDIQUI KAMAL: Would anyone like to respond to that?

>> Thank you. I will respond in English, if that's okay. Thank you very much for that useful comment. I would just say that it is so important that we focus on what sometimes has been called the bottom billion and we know what we are talking about because people often talk about migration from African and the youth bulge. The truth of the matter is that 70% of migration is within the continent of Africa. Which is all the more important, all the more important that they are brought there in open source ways and mentored ways so that people can flourish in their own home communities. I mean, it's not often stated in the media, but migrants actually don't want to leave home. They are leaving home because they need to leave home or they perceive to leave home. They want to stay with momma. So let's make sure that the livelihood and the technology is in their hands. We are fortunate to be working in Djibouti with the Swiss-youth based organization on what in fact would a fab lab, a creative space and the hope is to hope those migrants and most communities as well. You don't want to bring division.

You would encourage anyone who is interested in that to talk

to us. We are looking to how to make practical use of fab lab phenomenon to create opportunities for disenfranchised people.

>> NAILA SIDDIQUI KAMAL: Thank you so much. I think we need to wrap up right now. I would like to thank the interpreters. I'm amazed at how quickly they are able to type everything, and I think they are the real hidden heroes behind the scenes. Thank you so much.

Thank you, panel.

(End of session)