



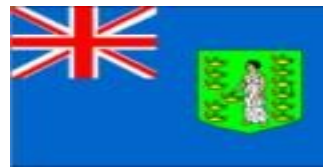
United Nations
Educational, Scientific and
Cultural Organization

List of Actions for Building Caribbean Knowledge Societies

First UNESCO/IFAP Conference on Building Caribbean Knowledge Societies

St Georges, Grenada

15th - 17th June, 2011



From 15-17 June 2011 official representatives from Bahamas, Barbados, Belize, Dominica, Grenada, Guyana, Jamaica, Saint Lucia, St. Kitts & Nevis, St. Vincent & the Grenadines, Trinidad & Tobago, British Virgin Islands, and Curacao and Cuba, and representatives from UNESCO, ITU, ECLAC, OAS, CARICOM, OECS, COMMONWEALTH, CTU, CKLN, CARINFO, CARICAD, University of Guyana and Florida International University replied to a call from UNESCO and the Government of Grenada, and gathered in Saint George's, Grenada to discuss an agenda on Building Caribbean Knowledge Societies, to foster Information For All Programme actions in the Caribbean and to exchange experiences on ICT4D projects and promote the regional cooperation.

In the afternoon of the second day of the meeting the participants were divided in six working groups representing the WSIS action lines for which UNESCO is responsible, i.e.,

- 1: Access to information and knowledge
- 2: e learning
- 3: e-science
- 4: Cultural diversity and identity, linguistic diversity and local content
- 5: Media
- 6: Ethical dimensions of the information & knowledge society

Working groups' proposals were discussed in plenary that unanimously approved the following actions and priorities:

ACTIONS AND PRIORITIES

1: ACCESS TO INFORMATION AND KNOWLEDGE

Definition of Access: Access refers to the availability to obtain, understand and use information and knowledge almost instantaneously anywhere in the region

Information literacy through capacity building

- Training of students, teachers, librarians in digital literacy

- Workforce training – increasing human capital
- Training of other adults – senior citizens, disabled, and other special groups

Information preservation to safeguard original material

- Digitizing historical, legal and other records – museum, archives, and libraries.
- Digitizing cultural practices – folk music, dances, drama, etc.
- Legal framework to protect indigenous content

Information accessibility through open and free access

- Provision of free Internet and ICT access through community centers / kiosks
- Wireless access points for persons without Internet service – inner cities, rural communities, shelters for the homeless, etc
- Establish education learning television to reach all segments of the population – where footprints not available
- Multi-lingual content e.g. indigenous groups
- Where access is not free some minimal cost is charged

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Plans: Information Literacy through capacity building

- Workforce training
- Other adults (disabled, senior)
- Digitization: archives, cultural activities, legal framework to protect indigenous content
- Accessibility: take the services out
- Wireless access: shelters, community centres, inner cities

2: E LEARNING

- To implement e-learning in the region to ensure that all educators and managers of Educational Institutions have basic ICT Competency skills. Basic Competency skills mean:
 - **Productivity tools**
 - **Integration of technology in the teaching and learning process.**
- Ensure that all professors, teachers and management of educational institutions have received basic ICT training which enables them to incorporate these technologies effectively into the teaching-learning process. Here, it is particularly important to train these professionals in the use of innovative teaching models, maximize opportunities and minimize the risks associated with the use of different digital technologies by children and adolescents.¹

¹ Form ELAC2015 plan of action for the information and knowledge society page 13 Goals 24.

- Encourage the development of interactive applications for education and promote the production of multimedia public content, based on the principles of accessibility, user-friendliness and free availability over the Internet and digital²
- To conduct a capacity audit to determine in the baseline on the status of e-learning in the Caribbean. This study will include:
 - Assessment of the infrastructure and connectivity.
 - Current levels of ICT Competencies.
 - Develop training programmes to meet the Human Resource needs using by adopting the UNESCO framework.
 - Develop programmes to improve and source funding for the development of infrastructure.
 - Develop a cadre of specialists who can review, manage and package materials for e-learning which must be user friendly and freely available over the internet and digital devices.
 - Establish connectivity to support e-learning

3: E-SCIENCE

- The provision of affordable, reliable and enhanced bandwidth to K-12 and tertiary institutions to promote research and information sharing.
 - Increased bandwidth by 50% by 2012
 - All institutions provided with high speed bandwidth by 2013
- Subscription service provision of education learning and management tools (Google Earth and Moodle).
 - Five (5) countries provided with education learning and management tools by 2012
 - All countries provided with education learning and management tools by 2013

²From ELAC2015 plan of action for the information and knowledge society page 13 Goal 25.

Subscription service provision of scientific journals to K-12 and tertiary institutions.

- Subscription service of 10 journals by 2012
- Subscription service of 50 journals by 2013

Provision of a web portal to publish scientific essays, projects and papers.

- Increase in the publication of science papers, projects, etc by 25% by 2012
- Increase in the publication of science papers, projects, etc by 50% by 2013

4: CULTURAL DIVERSITY AND IDENTITY, LINGUISTIC DIVERSITY AND LOCAL CONTENT

E-documentation of First Nations' and cultural forms leading towards the development of 3D cultural centres

Engaging curriculum developers in bringing cultural diversity into the schools through ICTs (video documentaries)

One Caribbean portal (bringing Caribbean cultures closer)

Project financing of youth led CBOs working on various cultural projects using ICTs

Digitizing libraries, archives and sharing access across the region.

5: MEDIA

- Professional development for media professionals (mainstream and community) for improved reportage and dissemination of information.
 - Critical thinking and analysis
 - Legal framework
- Infuse media and information literacy training in the schools system.
- Development of mentorship initiative.
- Development of ratings regime for media content.
- Promote free flow of ideas by word and images to develop communication between peoples as a means to construct inclusive development-oriented knowledge societies.
- Create opportunities for the principles of freedom of expression, universal access to information, linguistic diversity to equal access to quality education.
- Public education campaign focusing on media and information literacy complementing 1 and 2 above.
- Recognise the internet as a global facility available to the public.
- Accelerate the development of a digital broadcasting framework with dedicated spectrum for public service and community broadcasting.

6: ETHICAL DIMENSIONS OF THE INFORMATION & KNOWLEDGE SOCIETY

Dimensions to consider are: Development process, impact of IT on person, access & education, legal & policy issues relating to;

- Permission to store - (whether there is need for consent to store information on people)
 - Level of detail collected
 - Privacy - do I have an RF ID? Who is tracking me?
 - The issue of redress when rights are infringed—how does a person file a claim? This also includes consumer protection.
 - Knowledge of what is classified as illegal.
 - Data security - need guidelines for storage
 - Awareness- knowledge and awareness that a person may be giving info or info is being collected on him/her.
 - Property security- “the car lock key theft issue”- persons using high technology to steal without necessarily ‘breaking and entering’.
 - Question on data retention- how long do one keep the information once collected
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- Research to find out ethical issues pertinent to the knowledge society in the Caribbean (uncover issues to be considered & identify gaps) to inform legislature to define ethical legal practices in Knowledge society
- Collaborate with private sector, government, lawyers, civil society (stakeholders) to determine from research what will be legislated by law
- Review any existing legislation already existing in the region on the issue
- Production (development & publishing - written, e-book, talking book) document defining ethical practices (hand book)
- Use handbook to inform teaching/learning process in the knowledge society
- Continuous improvement & update of handbook.
- Time lines
 - Research by 2011
 - Law by 2012
 - Handbook by 2013
- Indicators
 - Production & distribution/dissemination of X thousand handbooks (nos. to be decided)
 - Inclusion of ethical handbook in standard educational curriculum across the region within a defined period after books are proliferated
 - Reduction in incidents of ethical breaches reported at schools, police, companies, etc observed over a 1, 2, or 3 year period.