

African Centre of Excellence for Information Ethics

Annual Report

1 January 2020- 31 December 2020



Information for All
Programme
www.unesco.org/ifap



UNIVERSITY OF KWAZULU-NATAL
SCHOOL OF DISTANCE EDUCATION
DURBAN



Department of Education
Department of Information Ethics

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1. Purpose of Document

1.1. Background to the Report

This report focuses on the completed activities by the African Centre of Excellence for Information Ethics (ACEIE) from 1 January 2020 to 31 December 2020. These activities relate to the participating entities that include the Africa Network for Information Ethics (ANIE), United Nations Educational, Scientific and Cultural Organisation (UNESCO), and the University of Pretoria (UP).

The aim of this document aims to provide an overview of the following functions of the ACEIE:

- The management structures of the ACEIE – all parties involved in the decision making and those that ensure that activities are planned, executed and finalised in an acceptable manner;
- The ACEIE Objectives – these objectives are derived from the MoA, signed between the University of Pretoria and the new funders. All ACEIE activities must be aligned with these five objectives;
- The ACEIE office responsibilities – the office responsibilities are tabled in such a manner as to give a brief overview of each office member's responsibility.
- Work role descriptions – a very short description is provided for each member's role in the ACEIE office;
- Provisional dates for activities.

2. Background on the establishment of the ACEIE

The ACEIE was established according to a UP Senate decision on 17 May 2012 following the signing of a formal Memorandum of Agreement (MoA) between the South African Department of Telecommunications and Postal Services and the University of Pretoria. The ACEIE is based at the Department of Information Science within the Faculty of Engineering, Built Environment and Information Technology at the University of Pretoria and is managed according to the policies and procedures of the University of Pretoria. The renewed Memorandum of Agreement (MoA) between the South African Department of Telecommunications and Postal Services and the University of Pretoria was signed on 21 January 2016. This new MoA was in effect from 1 April 2015 to 31 March 2018. A new MOA was signed with UNESCO to complete a project in July 2018. As of 2020 the ACEIE was not funded, and has no fulltime or part-time staff. Small-scale activities are therefore undertaken by volunteers, but larger funded projects can be considered.

Vision

The purpose of the ACEIE is to formally reflect, raise awareness on and conduct research related to Information Ethics and Digital Wellness. ACEIE continuously seeks to align its mandate with those of the World Summit on Information Societies (WSIS) Action C10, the Vision of the International Centre for Information Ethics (ICIE) as well as the objectives of the UNESCO Intergovernmental programme on Information for All (IFAP).

Mission

- Conducting research and ensuring an active presence in the academia.
- Compiling training materials and making these electronically accessible on a public platform.
- Providing workshops on topics relating to Information Ethics and Digital Wellness, to all levels of society, including government, private sector, academia and civil society.

2.1. Information Ethics (IE) Purpose Statement

As a descriptive theory IE explores the power structures influencing informational and communicational attitudes and traditions in different cultures and epochs. As an emancipatory theory IE develops criticisms of moral, i.e., life-world attitudes and traditions in the information and communication field at an individual and collective level. It includes normative aspects.

IE explores and evaluates:

- the development of moral, i.e., life-world values in the information and communication field,
- the creation of new power structures in the information and communication field,
- information and communication myths,
- hidden contradictions and intentionality's in information and communication theories and practices,
- the development of ethical conflicts in the information and communication field.

According to the African Network for Information Ethics, “Information Ethics is a relatively new concept that developed as part of the growing availability and use of ICTs [and studies] the changes in the relationship between people and the world due to information and communication technologies”. Essentially, ancient, modern and contemporary approaches

to ethics are employed to address current, developing and foreseeable ethical issues that arise with the increasing prominence of the role of information and ICTs.¹

3. Operational Objectives 2020 for the African Centre of Excellence for Information Ethics (ACEIE)

The ACEIE will provide projects, training and research to support the following objectives:

3.1. ACEIE OBJECTIVE 1

Development of Information Societies

To create an awareness of the importance of information in different communities and amongst responsible persons and information practitioners, in terms of where to access information and overcome inequalities in the access to information, how to integrate it, and to create awareness of society's dependence on information.

3.2. ACEIE OBJECTIVE 2

Support existing training and educational institutions servicing government officials and others for teaching Information Ethics

To provide training of government officials and others in different areas of government and other contexts with respect to ethical reasoning applied to e-government and other issues and ensuring awareness of ethical issues arising from the management of information amongst information practitioners, students and ordinary citizens.

3.3 ACEIE OBJECTIVE 3

Education in information ethics

To develop short courses and training content to enhance ethical reasoning amongst information practitioners, students and ordinary citizens.

¹ le Sueur, C., Hommes, E. & Bester, B.C. (2013). *Concepts in Information Ethics, An introductory workbook*. Pretoria: African Centre of Excellence for Information Ethics.

3.4 ACEIE OBJECTIVE 4

Community development activities

To empower and promote the effective and ethical use of information for different communities, such as NGO's and SMMEs. The aim is to create awareness and enable these communities to responsibly handle information flows using ICTs, such as to access market information, the marketing of a business, and how to run businesses.

3.5 ACEIE OBJECTIVE 5

Knowledge distribution

To ensure the development of an information ethics teaching curriculum/training material for teacher education. To remain aligned with the academic mandate of the Department of Information Science and the University of Pretoria; this will be supplemented by research and publications on matters relating to information ethics.

4. The Digital Wellness Toolkit: a proposed toolkit to support the promotion of Information Ethics in schools and communities across Africa

The above-mentioned toolkit consists of the following material:

- Book One: Digital Wellness Programme – Manual for workshop facilitator
- Book Two: Digital Wellness Programme – Activity book for workshop participants
- Book Three: Digital Wellness Programme – Resource and concepts book
- Book Four: Digital Wellness Programme – Secondary school teacher's manual
- Book Five: Digital Wellness Programme – Activity book for secondary school learners
- Book Six: Digital Wellness Programme – Primary school teacher's manual
- Book Seven: Digital Wellness Programme – Activity book for parents of primary school learner
- Book Eight: Digital Wellness Programme – A roadmap for campus community
- Book Nine: Digital Well-nests: Let us play in safe nests!

5. Collaboration with other entities

5.1 International Centre for Information Ethics (ICIE)

The ACEIE is formally affiliated with the ICIE with ANIE as the African Chapter of the ICIE. Not only does the ACEIE staff and ANIE participants have a long-standing relationship with the ICIE, and held a Co-Chair by Rachel Fischer, who resigned in March 2020. Prof Bothma is the Departmental liaison with the ICIE.

For more information visit: <https://www.i-c-i-e.org/>.

5.2 UNESCO's intergovernmental programme: Information for all Programme (IFAP)

The ACEIE holds the South African secretariat for IFAP and regularly engages in national and international activities pertaining to the Communication and Information (CI) Sector and IFAP.

Alignment of own activities with the mandate of IFAP:

- Information for Development
- Information Accessibility
- Information Literacy
- Information Preservation
- Information Ethics
- Multilingualism as a cross-cutting theme

For more information please visit: http://www.unesco.org/new/en/media-services/single-view/news/south_africa_establishes_its_national_ifap_committee/.

5.3 Institutions that comprise the support structure of ANIE and the ACEIE

- Africa Information Ethics Network (ANIE)
- UNESCO HQ, UNESCO African Region, Southern African Region and SA Natcom
- Department of Telecommunication and Postal Services (DTPS)
- University of Pretoria
- University of Wisconsin Milwaukee (USA)
- The Capurro-Fiek Foundation (Europe)
- Participating African government and academic structures
- SA School of Government and related academic institutions

6. Countries with whom the ACEIE collaborated with

1. Germany
2. United States of America
3. Nigeria
4. Ghana
5. Tanzania
6. Uganda
7. Kenya
8. Ethiopia
9. Zambia
10. South Sudan
11. Rwanda
12. Malawi
13. Namibia
14. Botswana
15. Zimbabwe
16. Mozambique
17. Lesotho
18. Swaziland
19. Burundi
20. Egypt
21. Central African Republic
22. Mauritius
23. South Africa
24. New Zealand

7. Management Structures

7.1 Advisory Board

Owing to staff changes and resignation of the Director, there were no meetings held by the advisory board. A new advisory board will be formed in the upcoming year, once restructuring of the ACEIE occurs.

7.2 ACEIE Office Personnel 2020

Since March 2018 the ACEIE could not secure sustainable funding. Ms Rachel Fischer resigned in March 2020 and Dr Coetzee Bester in July 2020. In 2020, ad hoc projects using independent service providers were completed. Restructuring of the ACEIE and personnel will take place in 2021.

7.3 Interim Steering Committee

An interim Steering Committee was formed in 2020 consisting of:

Prof I Fourie (HOD of Information Science)

Prof TJD Bothma (Extraordinary professor and former HOD of Information Science)

Prof AL Dick (Extraordinary professor and former HOD of Information Science)

7.4 Project Management Committee

Dr Coetzee Bester (until his resignation)

Prof Ina Fourie

Ms Rachel Fischer (until her resignation)

Since staff could not be appointed in the ACEIE, independent service providers were used to complete *ad hoc* projects.

8. ACEIE Office Responsibilities

Due to lack of staff in the ACEIE in 2020 the responsibilities could only partially be addressed by academic staff in the Department and through the use of independent service providers.

Networking with Dean's office

Finances

- Managing the finances (applicable cost centres)
- Handling the approval of requisitions, travel authorisations and expense reports

Research output

Academic advisory capacity for ACEIE post-graduate students

Identifying new stakeholders

Networking with stakeholders

Staff member appointed (40 hours p/w)

Bookings: workshops, conferences and meetings

- Liaising with stakeholders
- Supervision of arrangements

Programmes for conferences and workshops

- Draft, plan and coordinate programmes
- Presentation at conferences and workshops
- Branding of programmes
- Distribution of programmes

Supervision

- Supervising Honours students in the Department of Information Science
- Supervising and co-supervising M.IS/M.IT students in the Department of Information Science

Coordination

- Annual and event reports
- Manage due dates
- Making and managing appointments
- Organise preparatory meetings
- Confirm availability of facilitators or presenters for events

Research

- Own research for masters and doctorate studies

Other responsibilities

- Lecturing in the Department of Information Science in modules addressing information ethics e.g. INL 140, 240, 370, 380; INY 714, 713 and 716
- Own administration and submission of personnel-related documents

9. Research

- Innovate Journal, an article by Ms Rachel Fischer titled “*Artificial intelligence literacy and information ethics for a 4IR society*” was submitted and accepted. – See appendix F.
- No further research was conducted due to lack of funding to appoint staff in the ACEIE.

10. Way Forward

Initiative were started for the Department of Information Science, ACEIE and JCP community-based project to collaborate with various communities’ that form part of the Community Oriented Substance Use Programme (COSUP). The aim of this collaboration is to organise and present Digital Wellness Toolkit workshops to various participants in 2021. *Further partnerships and MOAs will be considered for 2021.*

Appendix A

Senate Approval

**UNIVERSITY OF PRETORIA
FACULTY OF ENGINEERING, BUILT ENVIRONMENT
AND INFORMATION TECHNOLOGY**

DEPARTMENT OF INFORMATION SCIENCE

**CONSTITUTION OF THE:
AFRICAN CENTRE OF EXCELLENCE FOR
INFORMATION ETHICS –
ACEIE**



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

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Par 1 GLOSSARY OF TERMS

1.1	University	-	University of Pretoria
1.2	Dean	-	Dean of the Faculty of Engineering Built Environment and Information Technology.
1.3	Faculty	-	Faculty of Engineering, Built Environment & Information Technology
1.4	School	-	School of Information Technology
1.5	Chairman of the School	-	Chairman of the School of Information Technology
1.6	Department	-	Department of Information Science
1.7	Head of Department	-	Head of the Department of Information Science
1.8	ACEIE or Centre	-	African Centre of Excellence for Information Ethics
1.9	Director	-	Director of ACEIE

Par 2 MISSION STATEMENT

To improve the understanding of information ethics and the ethical interaction with information in government and industry through research, training, service delivery and development of human resources.

Par 3 OBJECTIVES

3.1. DEVELOPMENT OF HUMAN RESOURCES

- 3.1.1. To develop undergraduate and post-graduate programmes, as well as research activities that will motivate students and young information professionals to be researchers and entrepreneurs alike, in the interest of the academic, economic and social welfare of South Africa and other African countries.
- 3.1.2. To develop an African Centre of Excellence for Information Ethics, and to maintain this Centre for the benefit of its stakeholders.
- 3.1.3. To provide continued professional development (CPD) in specialist fields to people in government and industry.

3.2. RESEARCH AND DEVELOPMENT

Research and development will focus on different predefined projects, according to specialist fields of participating personnel, within the framework of Information Ethics.

3.3. SERVICE DELIVERY

- 3.3.1. To participate in the activities of subject-related societies in order to improve the understanding of

S3128/2012

Information Ethics and the ethical interaction with information in governmental and non-governmental organizations in Africa.

- 3.3.2. To advise the South African government and governments in Africa regarding the understanding of information Ethics and the ethical interaction with information.

Par 4 PERSONNEL

- 4.1. The Centre will be managed by a part-time Director to be appointed with Centre funding. The Director will be appointed by the Dean on recommendation of the Head of the Department for a period of three years. The Director is responsible for the day-to-day management of the Centre and reports directly to the Head of the Department.
- 4.2. Other personnel of the Department and the University can, with the permission of the Head of the Department, participate in the Centre.

Par 5 STATUS

- 5.1 ACEIE functions within the Department of Information Science.
- 5.2 The Dean is responsible for the Centre, but may delegate his authority.

Par 6 PROJECTS

- 6.1 All major projects are within the scope of the Memorandum of Agreement between the University and the Department of Communications (DoC) of the South African government.
- 6.2 Additional projects may be undertaken, provided they are approved by the Advisory Board of the Centre. Such projects must, in addition, fall within the available budget or additional outside funding must be secured.

Par 7 RENDERING OF SERVICES

- 7.1 University policies and procedures concerning contracted projects, consulting work and contract research will apply to all personnel involved with ACEIE.
- 7.2 The Director will be responsible for the daily management of the Centre, according to the regulations of the University, taking into account the guidelines of the Advisory Board and the Steering Committee, as well as the Memorandum of Agreement with the DoC.

Par 8 PUBLICATION OF RESULTS

- 8.1 The Director will encourage participants to publish their research results. Depending on the results, this will be done in accredited journals and magazines, conferences, project reports, popular media and publications.
- 8.2 For accredited publications, where an ACEIE staff member is one of the authors, the relevant subsidy should be channeled towards ACEIE, subject to faculty policies, practices and procedures.

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- 8.3 ACEIE, the DoC and Industry partners should be acknowledged for their contribution towards all published papers.

Par 9 FUNDING

- 9.1 Funding will be provided by:
- a) donations from the Department of Communications
 - b) donations from UNESCO
 - c) grants from outside companies
 - d) re-imbursement for services rendered
 - e) contract research and development
 - f) selling of publications
 - g) continued professional development (CPD)
- 9.2 Funds will be used to:
- a) manage the Centre, its projects and facilities;
 - b) improve the capabilities of the Centre;
 - c) with the permission of the Advisory Board, remunerate personnel for services rendered to the Centre.
- 9.3 The financial, budgeting and reporting policies and procedures of the University shall apply. A budget must be submitted annually to indicate how funds will be allocated and will form part of the annual budgeting process of the University. The Centre is provided for in the budget of the Faculty.
- 9.4 The Director will be responsible for the financial management of the Centre, within the budgeted amounts.
- 9.5 The Head of the Department must approve all expenses. In cases where the Head of Department is involved, the Dean must approve expenses.

Par 10 ADVISORY BOARD

- 10.1 There will be an advisory committee to evaluate the research and services program. This meeting will be held at least once a year.
- 10.2 The committee will consist of:
- a) the Dean of the Faculty (chairman);
 - b) the Chairman of the School of Information Technology
 - c) the Head of Department;
 - d) the Director: ACEIE as observer
 - e) two representatives of the DoC; and
 - f) at least five representatives from relevant outside organizations (UNESCO, Industry and other partners, and academia).
- 10.3 Written reports (e.g. management and financial reports) must be provided to the Advisory Committee members for evaluation at least two weeks prior to the intended meeting.
- 10.4 A Quorum will consist of 50% or more of the advisory committee members. Committee members in 10.2(a) – (d) above will each have one vote. Relevant outside organizations respectively will have only one vote each. Voting will be based on consensus between relevant parties. The outside representatives will be appointed by the Dean for a period of three years.

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Par 11 STEERING COMMITTEE

- 11.1 A Steering Committee meeting will be held at least 4 times a year.
- 11.2 The Steering Committee will consist of:
 - a) the Head of the Department;
 - b) the Director: ACEIE;
 - c) project coordinators from each of the currently active projects (by invitation);
 - d) collaborating personnel (by invitation);
- 11.3. The Steering Committee will be responsible for providing guidelines to the Centre and to identify and address specific problems.
- 11.4. Written reports (e.g. management, progress report and financial reports) should be provided to the Steering Committee members for evaluation at least two weeks prior to the intended meeting.
- 11.5. A Quorum will consist of at least the Head of Department and the Director. Decisions will be made by consensus.

Par 12 AMENDMENTS

The Faculty Board recommends the amendments to the Constitution for approval by the relevant committees and/or Senate.

Appendix B

UN Women



A Memorandum of Understanding (MOU) was entered into by the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women), and African Centre of Excellence for Information Ethics (ACEIE). The ACEIE contracted an independent service provider to complete the project.

The following activities were to be completed by the independent service provider:

- A Webinar was conducted to facilitate input into the Procurement Bill program.
- Policy support and report writing was provided for the input submission.
- The Public Procurement Bill was reviewed, and an outline on the key implications of the Bill was highlighted. These included:
 - a. A strategic perspective & current status
 - b. Intended contributions of the Bill as a tool for bridging historical gaps
 - c. How public procurement has been used in other countries and the impact
 - d. Addressed, how Women Owned Enterprises should be integrated into the mainstream of the economy through extending their participation in Public Procurement.
 - e. Raised concerns about the limited reflection of Women Owned Enterprises in the Bill.
 - f. Drew from the Studies of UN Women including the recommendations that need to be considered.
- In partnership with UN Women identified the speakers and the facilitators for the webinar.
- In partnership with UN Women designed the webinar format and agenda.
- Stimulated thinking and strategic dialogue from relevant stakeholders, including identification of key presenters to facilitate conversations from different perspectives on the role of women owned enterprises and how the Bill can facilitate that.
- Packaged content for YouTube and other media platforms.
- Designed and implemented media strategies, including TV, Radio and ongoing online platforms.
- Formulated a comprehensive report for submission to government as input for the Procurement Bill.

A formal report from the independent service provider was not submitted to the ACEIE about the completion of the project.

Advertisement for the Webinar: Empowering Women through Preferential Procurement: Inputs into the Public Procurement Bill



WEBINAR: Empowering Women Through Preferential Procurement: Inputs into the Public Procurement Bill

UN Women, together with the Department of Women, Youth and Persons with Disabilities and the Motsepe Foundation, cordially invite you to participate in the webinar 'Empowering Women Through Preferential Procurement'.

The webinar will focus on the Procurement Bill and highlight best practices on preferential procurement for women-owned enterprises during COVID-19. Recognising the important linkages between inclusive growth and women's economic empowerment, participants will discuss how the Bill can be instrumental in increasing the level of government, corporate and institutional procurement secured by women-owned businesses so that women entrepreneurs and their communities benefit. The outputs of the webinar will inform the submission to the Procurement Bill which is due to Parliament by 30 June 2020.

Panelists

- **Dr Annette Griessel**, Acting Director-General, Department of Women, Youth and Persons with Disability
- **Ms Anne Githuku-Shongwe**, UN Women South Africa Multi-Country Office Representative
- **Dr Rejoice Simelane**, Motsepe Foundation
- **Ms Keketso Maema**, Chief Executive Officer, Commission for Gender Equality
- **Ms Phelisa Nkomo**, Development Economist and Member of the South African Women in Dialogue

Moderator: Ms Debbie Tagg - Chief Operations Officer, Commerce Edge

DATE: 24 June 2020

TIME: 09:30 - 11:30

RSVP: siya.leshabane@unwomen.org

Please register by 20 June 2020

Report for the Webinar: Empowering Women through Preferential Procurement: Inputs into the Public Procurement Bill

**A VOICE FROM WOMEN ON THE PREFERENTIAL
PROCUREMENT BILL, FACILIATED BY UN WOMEN SAMCO**



Submission to National Treasury

30 June 2020

Public Procurement Bill

Empowering Women Through Preferential Procurement

Acknowledgements

This submission is made possible by UN Entity for Gender Equality and Women's Empowerment (UN Women) South Africa Multi-Country Office, the Department of Women, Youth and Persons with Disabilities (DWYPD), The Commission on Gender Equality, The Motsepe Foundation, Smart Procurement World and the University of Pretoria drawing from inputs of Representatives of Women Owned Enterprises (WOEs) and Women Entrepreneurs from a Webinar of 24 June 2020.

In total, 147 women participated in the Webinar, representing various industries, such as Travel & Hospitality, Construction, Manufacturing, Automotive, Agriculture and Information Technology.

The objective of the Webinar was to:

- Provide a voice for women entrepreneurs, women-focused bodies and other concerned persons as input into the Procurement Bill.
- Enable Government to hear from women on challenges they encounter accessing public sector procurement spend.
- Draw inputs and insights from women and experts on challenges and opportunities for accessing public sector procurement.

Presenters & Panelists at the Webinar

Welcome:

Dr Annette Griessel, Acting Director General DWYPD

Opening remarks:

Ms Anne Githuku Shangwe, Representative, UN Women SAMCO

Overview of the Procurement Bill:

Ms Mpho Nxumalo Acting Chief Director, SCM Policy & Legal Office of the Chief Procurement Officer National Treasury

Panelists

Dr Rejoice Simelane, Motsepe Foundation

Ms Keketso Maema, Chief Executive Officer, Commission for Gender Equality

Mr. Lucky Mochodi Mosipa, Chief Financial Officer, Amathole District Municipality

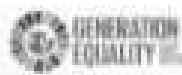
Ms Pheliso Nxomo, Development Economist and Member of the South African Women in Dialogue

Ms Dora Shabangu, Intake Women in Business

Dr Faith Mashire, Chartered Procurement Professional Black Business Council Women Alliance

Closing remarks:

Dr Namane Magau, Ayanda Mvimba (UN Women) & Debbie Tegg, Smart Procurement



A Voice from Women on Preferential Procurement Facilitated by UN Women SAMCO

CONTENT

1. Overview
2. Strategic Perspective
3. An Overview of the Public Procurement Bill
4. Barriers for Women Owned Enterprises
5. Lessons Learned Locally and Abroad
6. Conclusion & Recommendations
7. Addendum A - Recommendations from UN Report "The status of Affirmative Procurement in South Africa", 2017.

OVERVIEW

UN Women - Response to the Draft Public Procurement Bill

A strategic priority for UN Women in supporting countries in achieving the Sustainable Development Goals is that women lead, participate in, and benefit equally from governance systems. SDG Target 5.5 is to ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life, as a result, the UN Women South Africa Multi-Country Office (SAMCO) has been involved in providing inputs to national policy frameworks for gender equality and women employment.

In the course of this work UN Women has formed key partnerships with various women's bodies; women-focused Government departments; Woman Owned Enterprises (WOEs) and businesswomen in the private sector, helping to stimulate dialogue and action to ensure full economic participation of all women in South Africa.

The draft Preferential Procurement Bill (PPB), published for comment in Government Gazette No.43030, is viewed as an important contributor to women's ability to advance themselves financially; hence UN Women held a series of events and conversations around the challenges and opportunities it currently presents.

This report is a collation of the inputs received and provides the voice for local women as considerations to the Bill.

frequently providing preference to small firms to achieve goals of equitable, sustainable development.

For example, a recent OECD study finds positive direct links between public procurement and increased market access.

And empirical evidence from around the globe confirms that women-owned businesses are largely labour-intensive, low-technology or low-capital-equipment enterprises, compared to larger businesses.

Therefore, a fast-growing SME sector of predominantly women-owned businesses has great potential for reducing unemployment.

Public procurement programmes are needed that are gender responsive and designed to address challenges known within the South African context.

"When money is in women's hands, it makes a dramatic difference in terms of reach"

Public Procurement as A Lever for Gender Equity

Experiences from other developing world countries indicate that public procurement can play a significant role in promoting gender equality and poverty reduction.

Studies also show that public procurement has been an effective policy tool in most economies in supporting domestic industry start-ups, propelling industrial growth, and securing technology transfer and innovation, while

A Voice from Women on Preferential Procurement Facilitated by UN Women SAMCO

STRATEGIC PERSPECTIVE

The Current Status of Women Owned Enterprises & the Need for an Urgent, Coherent Approach to Extend Participation of Women in Public Procurement

Public procurement is critical to a country's economic empowerment, and as such plays a significant role in achieving gender equality and poverty reduction.

Considering that the size of public procurement in South Africa is estimated to be around 22% of gross domestic product (GDP), and the most recent annual procurement spend is in the region of R500 billion, the participation of women in this process is critical.

It is notable, however, that WOEa accounted for less than 5% of the country's public procurement spend in the last year, as indicated in a study by UN Women 2018.

This, coupled with various other key findings presented through the study, indicates that there are serious issues that need to be addressed in South Africa to enhance participation of WOEa in public procurement.



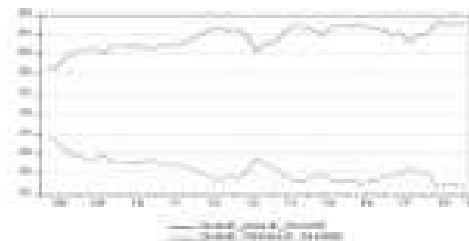
Source: UN Women 2018 report

- Only 35% of SMMEs are owned by women
- 43% of WOE are unbanked
- Whilst, 75% of WOEa are profitable, compared to 70% of male owned businesses.

It is a concern that recent reports indicate further deterioration in the numbers of WOEa.

The most recent SEDa report demonstrates that there is

a drop in participation of women SMME ownership in South Africa, and an increase in ownership of SMMEs by men- although the reasons for this are not clear (Small Enterprise Development Agency 2019).



The Covid-19 pandemic has exacerbated the economic hardship on a huge sector of South African society, specifically women and youth, many of whom find themselves unemployed or find it difficult to sustain their enterprises.

Consequently, now, more than ever, the Public Procurement Bill needs to lay the foundation to create space for WOEa to participate in both public and private procurement, and address barriers experienced by WOEa in the marketplace.

The Bill will lay a foundation, but will have to be supported by clear strategies and plans for total inclusion, across all levels of Government. A coherent approach across national and provincial departments, as well as State-Owned Enterprises is required to ensure that the benefits of accessing procurement spend spreads to the most vulnerable and rural women too.

Key challenges, such as access to finance, information, and the simplification of the tendering process need to be urgently addressed.

Solutions to enable deliberate skills-transfer and capacity building of women at community level, which are aligned to commercially viable industries, are extremely important.

Set-asides, aligned to the legal framework at national, provincial and community levels need to be clearly defined, coupled with performance indicators to hold leadership accountable.

Monitoring and reporting frameworks must also be put in place to allow for the creation of a transparent ecosystem for effective implementation and evaluation.

Women are a powerful economic driver when they are meaningfully involved in the economy through entrepreneurial activities, and employed in decision-making roles.

Evidence has shown in developed and developing economies, that when more women join the labour force, and, in particular become entrepreneurs, there is a rise in gross domestic product.

“Leave no-one behind”

AN OVERVIEW OF THE PUBLIC PROCUREMENT BILL

Why the Public Procurement Bill is Critically Important to South Africa and Women Owned Enterprises

Formal procurement, or the buying of goods and services by the public and by the private sector, provides a means for Women owned Enterprises (WOEs) to access supply chains and empower themselves economically.

However, it is estimated that WOE access one percent of global procurement (International Trade Centre 2014). This would then suggest that WOE were awarded US\$189 billion in 2018, and Men owned Enterprises (MoEs) US\$18,787 billion.

South Africa has demonstrated its support to achieving gender equality and women's empowerment explicitly in the constitution, ratification of the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW) as well as its support of the Beijing Platform for Action.

In terms of State procurement, the Constitution supports the principle that those disadvantaged by sex, race and any other factor, be given preferential treatment.

This has played out in the South African context through preferential procurement policy, law and regulations. The dominant focus in South Africa since the end of the apartheid era has been to ensure black South Africans are supported and assisted to enter the economy.

This is articulated and is implemented via the B-BBEE Act, which requires all state and state-controlled enterprises, to procure goods and services from black South Africans on a preferential basis.

Within these regulations, provision is made for black women as a specific group, as well as Small, Micro and Medium Enterprises (SMMEs) and other groups considered to need extra support to enable them to access economic opportunity on an equal opportunity basis.

However, the enabling provisions of the current Act and regulations are not enough. Over 80 percent of all registered South African SMMEs are not registered on

the Central Supplier Database (CSD), a prerequisite for doing business with the state. SMMEs cite the complexity, long time frames and lack of transparency in doing business with government, as well as late payment from government as the main reasons for not registering, and most state that they prefer to do business with the private sector.

Nonetheless, 876,000 entities are registered, and the State procured ZAR167 billion through the CSD in 2018 (of a total spend of ZAR500 billion) of which black WOE (over 30% women owned) were awarded 21.12 percent of total spend or ZAR35.2 billion.

If the measure of a WOE is ownership of over 50 percent of the enterprise, however, this share falls to just over nine percent. This was almost entirely in services, and to a limited extent in construction and transport. Almost no SMMEs in agriculture are registered (CSD, 2018).

These developments are of concern to women entrepreneurs and they cite the following barriers as inhibiting factors for their participation:

- Lack of information/limited access
- Entrenched business networks
- Complex tender documents and requirements which exclude many
- Capacity and skills constraints
- Limited experience in tendering processes
- Access to finance and funding to scale

In South Africa, it is our view that more money in women's hands makes a great difference in terms of reach and value.

Within this context, we support establishment of a more responsive PPS, which is comprehensive, coherent and views WOE as a critical enabler of economic growth and sustainability.

The PPS, therefore, should cater for the following:

- Capacity building of women in developing and using procurement networks.
- Actively linking women into existing procurement networks (physical and virtual) that are relevant to

their sector.

- Mentoring for WOEes by experienced enterprises or entrepreneurs in procurement.
- Support WOEes to develop appropriate business models including joint ventures, partnerships and subcontracting.
- Linking women to commercial sources of finance that meet their needs, such as invoice financing or finance based on business assets.
- Linking women into supplier diversity programmes & establishing procurement specific initiatives that will promote governance and assist WOEes to buy better.
- Supporting industry organisations or lead firms to establish or ramp up integrated SDPs that target WOEes and that offer soft loans, preferential payment terms, access to markets, access to finance, upskilling, tender applications, contract management, financial management, training, peer networking and marketing, systems governance, technical skills development, office space, enterprise governance.
- Improving enforcement of legislation, amending the sector codes and scorecards to promote WOEes.
- Capacity building for buyer firms and clusters that encourages development and application of industry codes and preferential procurement.
- Supporting better data (gender disaggregated) collection and reporting in both private and public sectors.
- Mobilising and facilitating a nucleus of industry champions to establish or better implement industry guidance/codes on procurement.
- Raising awareness about the possibilities (private and public sector) of the use of set asides.
- Supporting enterprises registration on procurement platforms.
- Supporting more buyers to have affirmative disclosure in procurement.

(Collection and transparent use of data around procurement processes that encourage accountability, fairness).

- Encouraging outreach programmes to WOEes by buyer to extend networks.
- Promoting evidence-based advocacy by intermediary organisations directed towards buyers and procurement associations.

The Centre for Gender Equality – How Government Fails at Gender Responsive Procurement

The Centre for Gender Equality (CGE) in the 2018/19 financial year surveyed a small sample of departments on their gender transformation efforts in public procurement. The CGE's report tabled in Parliament in June 2019 showed most of the departments surveyed failed to integrate gender as a main component in their procurement practices.

The CGE surveyed the departments of health, rural development and land reform, basic education and social development. "Gender is an important element in public procurement policy because it can help to ensure equitable access and provide benefits by diversifying the supply chain," the report reads.

The Commission found that the departments generally failed to apply provisions of preferential procurement in both the Preferential Procurement Policy Framework Act (PPPFA) and the Broad-based Black Economic Empowerment Act to expedite gender equality. Of concern is that the CGE found the departments "showed a lack of understanding of these critical transformation provisions".

It was also found that the departments only minimally complied with the Employment Equity Act as some departments are still male dominated in both top and senior management.

The report found the department of health awarded tenders to few women and black people but with "little significance to reaching gender equality on its procurement practices". Similarly, the department of rural development and land reform partially complied with provisions in the BBBEE and PPPFA but also with little significance to reaching gender equality on its

procurement practices.

The department of education, the OGE found, also took no significant measures to 'advance gender transformation in relation to procurement practices' at the department. "There is no implementation plans, training and preferential procurement practices that are meant to assist the previously disadvantaged," the report reads. The OGE flagged the department of education's procurement profile to be particularly concerning as only 3.85% was spent on companies that are owned by women or where women are shareholders. In the case of the department of social development the OGE found the department partially applied BBBEE provisions but said these efforts were of little significance to reaching gender equality on its procurement practices.

Public procurement needs to be poised as a significant lever for achieving the country's developmental goals. As a result, the draft PPB must take the findings in the OGE's report into account when looking at frameworks, scorecards, monitoring and reporting.

regulatory framework for procurement, applicable to national, provincial and local government, as well as state-owned entities.

The Bill suggests the repeal of the Preferential Procurement Policy Framework Act of 2000, thereby doing away with its preferential procurement points system.

The Bill also aims to use the procurement system to advance economic opportunities for previously disadvantaged people and women, the youth and people with disabilities and their business enterprises. It also aims to extend their participation in the local economy.

"Be deliberate – leadership can make a difference"

Understanding and Context – Draft Public Procurement Bill

South Africa, like many countries in the developed and developing economies, uses public procurement as a tool to achieve development goals, including key economic policy objectives.

According to estimations by the World Trade Organization (WTO), on average, public procurement accounts for 10-15% of a country's economy.

In South Africa, it is significantly higher, and in this context procurement policies have been utilised locally to support marginalised groups, and as a means of economic development and transformation.

The primary aim of the Public Procurement Bill (PPB) is to regulate public procurement and to prescribe the framework for the procurement policy as envisaged in section 217 of the Constitution of the Republic of South Africa, 1996. This is a critical part of the implementation of the economic transformation in the country.

The Bill aims to address the current fragmentation of public procurement regulations by proposing a single

BARRIERS FOR WOMEN OWNED ENTERPRISES

While there are many obstacles to WOE's enjoying the benefits of both public and private procurement spend, and resultant remaining economically challenged, it is a harsh reality that the Covid-19 Pandemic has intensified their financial exclusion and hardship.

Furthermore, there has been a spike in gender-based violence, which has been dubbed the 'shadow pandemic' during these most difficult of times.

According to research findings from the World Bank, women in Middle East and Africa (MEA) are generally marginalized in the following ways:

- Disparity in access to the Internet & Technology.
- Institutional barriers to accessing funding such as high interest rates, lack of collateral guarantees, complicated process and lack of business track record to secure financing.
- Lack of confidence needed to deal with the region's bureaucracies and financial institutions because of hostility and criticism they receive from communities.

It must be noted that despite being undermined by the prevalence of such persistent and widespread disparities and inequalities, women's determination to start their own businesses in these lower income and factor driven MEA markets cannot be overlooked.

More importantly, it brings to light how much more women can contribute economically and socially if such barriers are removed, or systems are improved.

Key Issues Raised by Women

Through the various dialogues and events that have been hosted, input has been received from a broad representation of women, and women's bodies and organisations. The following issues have been raised and need urgent attention to create a more enabling environment for WOE's to in public procurement.

1. Access to funding, including allocation for capacity building
Many women enterprises have a series of challenges to obtain access to the necessary funding to kick-start businesses, and to build capacity in their businesses to participate in procurement opportunities and fund business expansion.
2. Poorly implemented payment policies
Although provisions and contracts are in place to govern payment terms to support entrepreneurial business and cashflow needs, many of these terms are not met at ground level. This introduces significant risk to WOE's in terms of sustainability, and contributes to a high number of start-ups failing.
3. Skills, capacity & enablement
There is a need for women within communities to be exposed to platforms where the necessary skills can be developed to not only meet the economic needs of the environment, but also to allow WOE's the best possible opportunity to participate in procurement opportunities.

This includes workshops, formal training classes, bid-support offices and teams, mentorship programmes and very importantly to set-up a structure of the right people, with the right experience and exposure, to provide support and implement solutions to build skills, capacity and enable women, and WOE's to participate effectively in procurement opportunities.

4. Policy VS implementation

Legislation alone, without the necessary implementation does not make a difference. There is a strong need for key initiatives to be operationalised that support the legislative framework and that can make an impact. Currently women are not reached and are missing out on procurement opportunities.

5. Complexity of tender submissions and unrealistic turn-around times and qualification criteria

The requirements for submission of tenders are complex, and require significant skill, resource and capacity to participate. Many requirements are demanding, including unrealistic turn-around times, skills, qualification criteria and experience to comply. This is not creating a conducive and enabling environment for WOEa to participate fairly and equally, and often leads to eliminating WOEa at the outset.

Over 80 percent of South African SMMEs do not do business with government and are not registered on the CSD. They view the government bidding process as too complicated, too long, and not transparent. Additional problems are slow payment by Government and the perception that the B-BBEE process is too onerous (South African Institute of Chartered Accountants 2019).

6. Transparency & access to information

WOEa do not have access to information to enable participation in tender opportunities. This includes limited visibility of key economic opportunities across various industries and communities, and a system to match demand to WOE specialty.

7. Compliance monitoring & reporting

There is limited monitoring and reporting in place to effectively manage compliance of preferential procurement, promote integrity of transactions, tracking and traceability, as well as an immutable audit trail.

8. Fronting / sub-contracting VS direct procurement

In some cases, the participation of WOEa is being justified through fronting and/or sub-contracting models, rather than direct procurement. This is

partly linked to issues of skill, capacity and other resourcing limitations faced by WOEa.

9. Private sector Procurement transformation

Few private sector organisations have successfully formulated codes on preferential procurement, and where they exist there tends to be a lack consistency of application, clarity of implementation and lack of data collected with regards to impact. Limited collaboration between public and private sector is in place.

10. Access to more lucrative sectors

Economic sectors where procurement opportunities reside are often not aligned to sectors where WOEa function. This creates a supply and demand issue, where WOEa are eliminated from participation due a lack of experience in more viable sectors. This requires strategic steering and deliberate skills and capacity development efforts for WOEa, so that they are positioned for fair participation.

**“Women are still marginalised,
but they are ready”**

LESSONS LEARNED LOCALLY AND ABROAD

Various insights can be drawn, locally and abroad, from how different and customized approaches can benefit WOEa in public procurement.

United States (US)

The US was at the forefront of adopting legislation that encouraged the participation of SMEs and women owned SMEs in public procurement.

In 1994, the government established a specific goal of 5% of federal procurement dollars that should go to women owned businesses.

In the 2002 fiscal year, ~2.8% of federal contracts went to women while in 2013 WOEa received ~8.3% of contracts, but only 2.5% of federal contracting dollars.

However, the US government only achieved its goal of dedicating 5% of federal contract owned business in 2018.

Although the US, achieved set targets, the process was slow. This is mainly due to an approach, where legislative and policy stipulation was the key driver for transformation.



In contrast, where legislation is supported by strong deliberate action plans and operationalisation thereof, progress is quicker, and impact is more effective.

Chile

The Chilean Government enacted an Action Plan to facilitate the participation of WOEa in the public procurement market when a study revealed that only 38% of companies selling products to the government were women owned businesses.

The Action Plan included modifying the public procurement regulations and guidelines to help public officials ensure that gender considerations were included in the criteria that they used to decide which companies to purchase goods and services from.

In 2015, ChileCompra established a program for women entrepreneurs to support and strengthen their participation as suppliers in the public procurement.



The approach adopted by Chile includes establishment of action plans, and implementation on the ground by means of the necessary partnerships and accountability at a community level. This approach ensured involvement of key stakeholders, facilitated true transformation, and achieved effective results, including WOEa in over 50% procurement spend.

Amathole District Municipality

The Amathole District Municipality in the Eastern Cape followed a strong, on-the-ground implementation approach. They recognized that there was limited participation of WOEa in industries such as mining, engineering, manufacturing, and construction procurement, and in 1994, only 1% of the suppliers were WOEa.

Specific policies aligned to giving previously disadvantaged bodies and women an opportunity to participate in procurement were implemented. The policies were put in place and clearly translated into specific budget allocation and set-asides for women owned enterprises.

Deliberate action plans were put in place to enable women to meet minimal levels to qualify for participation.

Focus was on building the necessary capacity within WOEa through incubation centres, and through forming

public/private partnerships, for example with financial institutions to facilitate access to finance for WOEa.

In 2018, Amathole reported 44% of procurement spend by WOEa, whilst maintaining service excellence.

Kenya

Kenya's public procurement policy framework has evolved tremendously over the decades, gradually shifting from a system with no regulations at all in the 1980s to a gender-transformative public procurement system ushered in by the 2015 Public Procurement and Asset Disposal Act.

The new system is fair, equitable, transparent, competitive and cost-effective. It required the Kenyan Parliament to pass procurement regulations that would provide for preferential allotment of contracts and protections for disadvantaged groups.

Kenya is leading the way in creating greater space for women entrepreneurs in public procurement.

The Access to Government Procurement Opportunities (AGPO) was officially launched on October 18, 2013 in Nairobi.

The aim of the AGPO program is to facilitate the enterprises owned by women, youth and persons with disabilities to be able to participate in Government opportunities. This is made possible through the implementation of the legal requirement that 30% of Government procurement opportunities be set aside specifically for enterprises owned by these groups.

Kenya is the first country in Africa to introduce a Commonwealth Business Women's Academy. Its purpose is to train women on how to increase their capacity as entrepreneurs to take advantage of business opportunities through procurement. As many as 55,000 businesses had registered for the procurement programme as of 2017.

This is considered an innovative programme that addresses many of the critical areas of the Beijing Platform for Action on Poverty and the Economy that underpin women's socioeconomic advancement.

- The policy framework addresses long-term challenges women entrepreneurs confront. For example, women lack technical skills and business acumen; the Kenyan Government has attempted to address through its academy for women entrepreneurs.

- Few women entrepreneurs can compete favourably with their male counterparts in all areas of public procurement. By setting out minimum quotas for women (reserving 30% of government contracts for women and other vulnerable groups), the Kenyan Government demonstrates great commitment towards gender equality.

- Frequently, issues arise regarding the control, sharing and use of finances in the home due to 'male capture.' By providing for funds to be deposited directly into an account in which a woman is a signatory, the act provides greater leverage for women to have control over their economic lives.

- Despite playing important roles in development, women are rarely counted and are thus invisible in most government reports. By making it a policy mandate to provide gender-disaggregated data related to public procurement, the Kenyan Government has demonstrated a commitment to making women economically visible – as well as to establishing effective monitoring to ensure that progress is being made towards gender equality and women's empowerment, and to take appropriate actions where challenges in this direction have been detected.

“30 – 50% of budget needs to be allocated to delivering on the tender”

CONCLUSION & RECOMMENDATIONS

Public procurement can play a significant role in promoting gender equality and poverty reduction.

A strategic priority for UN Women in supporting countries in achieving the Sustainable Development Goals is that women lead, participate in, and benefit equally from governance systems.

The recommendations presented in this report is a product of key partnerships that UN Women has formed with various women's bodies; women-focused Government departments; WOEa and businesswomen in the private sector, to provide a voice from women on how the Public Procurement Bill should contribute to enhancing WOEa participation in public procurement.

The following recommendations are presented as input to the Public Procurement Bill.

1. Develop clear-cut strategies & plans, including establishment of an end-to-end ecosystem to facilitate implementation
The Bill should highlight the need for clear-cut strategies and plans in terms of how procurement spend for WOEa will be increased. These must be clearly articulated formalized, and submitted at national, provincial and local/community level. The necessary accountability frameworks must support them.

Strategies and plans should include the establishment of an end-to-end ecosystem to facilitate effective implementation – not just policy – to accelerate participation of WOEa in public procurement.



2. Implement set-asides, linked to performance indicators at national, provincial and local levels
To facilitate implementation & accountability, the Bill must stipulate the requirement for specific set-asides in policy and budgets for WOEa to specifically be included in procurement spend.

It is recommended that 50% of public procurement be allocated to WOEa in line with women making up 51% of South Africa's population.

Set-asides must be stipulated, and formally submitted. Leaders must be held accountable for the robust implementation of the agreed set-asides through the leadership accountability frameworks and key performance indicators.

Monitoring & Reporting systems must be put in place, supporting the gathering of gender disaggregated data to measure the impact and effects of gender responsive procurement policy implementation, and alleviate corruption.

3. Capacity development initiatives & engagement of women at community level.

In support of deliberate action to accelerate the inclusion of WOEa in public procurement, the Bill must include capacity development, at a community level, as part of the supply chain process.

Budgets must be set-aside for these initiatives, enabling implementation of workshops and practical incubation programmes at national, provincial and local levels to systematically and deliberately improve levels of skills and qualification that will ensure participation of WOEa across viable economical industries.

4. Establishment of strong public/private partnerships & access to finance

As part of the ecosystem to facilitate fast tracking the PPP must stipulate the requirement for the implementation of strong public/private

partnerships.

Specific requirements must be written to facilitate financial enablement and access to finance for WOEes to participate in tenders in a sustainable manner.

5. Unbundle tenders & simplify the tender processes
The Bill must stipulate a mechanism to assist WOEes to unpack and make sense of tender documentation, making it comprehensible to all.

This, coupled with simplified language and outlines that are clear and concise will assist all WOEes in navigating tenders and improve the quality – and success – of their submissions.

Additionally, the Bill must simplify the tender submission requirements, and the necessary communication plans to ensure access to information and ICT infrastructure to enable participation of WOEes in public procurement.

6. Build a comprehensive supply/demand database
As part of effectively matching viable economic opportunities across different industries, with the capacity and capability of WOEes, the Bill must impose the development of a comprehensive supply/demand database, where WOEes can be linked with the right opportunities, at the right time.

The database must be developed in a transparent manner, facilitating simplified access to public procurement opportunities for WOEes.

“What are we doing to ensure women can access opportunity?”

“Invest in data on spend so that we can measure”

ADDENDUM A

Recommendations from UN Report “The status of Affirmative Procurement in South Africa”, 2017.

The following recommendations were published by UN Women and are based on involvement of key players from The Presidency Monitoring & Evaluation, SARS, Auditor General, Commission on Gender Equality and Department of Women.

Suggested recommendations for UN Women

- Convener of women and industry associations to support more targeted lobbying initiatives, awareness and education campaigns for WOBs.
- Strengthening of research findings through focus group engagements.
- Development of case studies of WOBs that have been successful in government procurement.
- Development and hosting of a WOBs public procurement eLearning platform.
- Establishment of the UN Women WOBs Global Board.
- Understanding the demand-side status quo.

Suggested recommendations for women and industry associations

- Hosting and/or identifying workshops, seminars, other platforms to share knowledge and access to information with WOBs.
- Facilitation of networking and matchmaking opportunities.
- Enhanced collaboration with UN Women to promote common goals of enabling and empowering WOBs.

Suggested recommendations for WOBs

- Leveraging networking platforms to establish joint ventures with other WOBs to access public procurement opportunities.
- Taking initiative and engaging in self-learning and education around public procurement opportunities.

Suggested recommendations for government

- Development of a coherent framework to facilitate access to government procurement.
- Development of relevant KPIs for public institutions mandated with small business development.
- Commissioning of annual impact assessment of enterprise development programmes.
- Streamline and make the tendering process more user-friendly and easier to comply with through greater use of electronic tendering systems.

Appendix C

UNESCO

This include the following:

- Contract outlines for UNESCO
- A narrative report: A proposed set of guidelines for capacity on combating online radicalisation of youth and violent extremism
- A press release

Contract Outline for UNESCO

Concept Note from the African Centre of Information Ethics on Online radicalization of youth and violent extremism

Within the framework of UNESCO's contribution towards building knowledge societies through ICTs by enabling universal access to, and preservation of, information and knowledge, UNESCO will support the University of Pretoria through the African Centre for Information Ethics to develop a set of guidelines for capacity on combating online radicalization of youth and violent extremism. Under the authority of the UNESCO East African Office in Nairobi, Kenya and under the direct supervisor of the relevant programme specialist, the contractor shall:

1. Research online radicalization of youth and violent extremism by:
 1. Identifying forms of online radicalization of youth and violent extremism, with a specific focus on international trends; and
 2. Identifying forms of online radicalization of youth and violent extremism, with a specific focus on African trends.
2. Develop a set of guidelines based on research by:
 1. Providing a step by step guide in identifying online radicalization of youth and violent extremism;
 2. Design useful tools within the guidelines to online radicalization of youth and violent extremism; and
 3. Tailoring the guidelines for multicultural and multireligious African societies.
3. Referencing the importance of combating online radicalization of youth and violent extremism by:
 1. Situating the guidelines within the Information For All Programme's (IFAP) priority areas;
 2. Aligning it with the AU Agenda 2063 and other international and local normative instruments;
 3. Drafting a policy paper for combatting online radicalization of youth and violent extremism as an important element of inclusive knowledge societies.
4. Submit to UNESCO:
 1. A press release once draft guidelines have been approved in concept form;
 2. A narrative report that should include the executive summary, guidelines and proposed instruments, partner institutions and recommendations to widen awareness of online radicalization of youth and violent extremism.

A Proposed Set of Guidelines for Capacity on Combating Online Radicalisation of Youth and Violent Extremism



United Nations
Educational, Scientific and
Cultural Organization



IFAP

Information for All
Programme

Prepared for UNESCO Eastern
and Southern Africa
30 November 2020

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1. Executive Summary

The overall purpose of this project is to construct specific actions plans to promote intercultural and interdisciplinary practices of Information Ethics. The following is the specific objectives of this report:

1. Research online radicalisation of youth and violent extremism by:
 - Identifying forms of online radicalisation of youth and violent extremism, with a specific focus on international trends; and
 - Identifying forms of online radicalisation of youth and violent extremism, with a specific focus on African trends.
 - These aspects are addressed in Section 2 to 7, which specifically takes the academic and international scholarly aspects into consideration.
2. Develop a set of guidelines based on research by:
 - Providing a step by step guide in identifying online radicalisation of youth and violent extremism;
 - Design useful tools within the guidelines to online radicalisation of youth and violent extremism; and
 - Tailoring the guidelines for multicultural and multireligious African societies.

The guidelines and tools are found in Sections 8 and 9 which seeks to represent a more practical approach towards increasing capacity on combating online radicalisation of youth and violent extremism.

3. Throughout this report, the importance of combating online radicalisation of youth and violent extremism is referenced by:
 - Situating the guidelines within the Information For All Programme's (IFAP) priority areas and existing UNESCO structures (Section 7);
 - Aligning it with the SDGs and AU Agenda 2063 and other international and local normative instruments (Section 9);
 - Drafting a policy paper for combatting online radicalisation of youth and violent extremism as an important element of inclusive knowledge societies (final report).

Apart from the guidelines and useful tools, other deliverables include recommendations.

2. The Information For All Programme

The technological evolutions of the 21st century that advance at an unprecedented rate, are transforming societal dynamics and the nature of human interactions in a manner that is difficult to predict. Information ethics, one of the six priority areas of Information for All Programme (IFAP), seeks to protect universal human rights such as freedom of information, access to information and the right to education in this era of emerging technologies.

By offering lenses for exploring the ethical implications of the emerging technologies, providing guidelines and standards for their use, the principles of information ethics can help citizens to maximize the benefits of the technological advancements while managing potential adverse side effects.

A literature study and survey by UNESCO (2017), attempts to gain deeper insights into understanding the role of social media in youth extremism. The study points to complex interplays between offline and online behaviour that lead to extremism and suggests the need for more nuanced approaches and interventions.

Information ethics is not restricted to the online environment. While pointing to the need for further research, the study provides useful insights that could guide work under this project.

3. Introduction

During 2017, the Chairperson of the World Economic Forum, Klaus Schwab remarked that the most intense and important challenge we faced was how to understand and shape the new technology revolution. This, according to him, entails nothing less than a transformation of humankind. He predicted that we were at the beginning of a revolution that was fundamentally going to change the way we live, work, and relate to one another – and finally noticed that in its scale, scope and complexity, the fourth industrial revolution was to be something unlike anything humankind has experienced before (Schwab, 2017), and then came COVID-19 in 2020.

COVID-19 brought out the best and the worst in humanity. The pandemic provoked very good and very bad behaviour in many communities and individuals. News report brings good news stories about good news behaviour in many communities and households but in some cases pushing terrified and angry communities to the edge of radicalism and extremism.

*Extremism in the defence of liberty
is no vice. And moderation in the
pursuit of justice is no virtue*

- Barry Goldwater

4. A Background to Radicalism and Extremism

Media and digital spaces significantly affect peoples' and specifically young people's lives. These platforms provide vast opportunities for not only accessing information, but also creating, curating, and sharing knowledge. The digital spaces further could promote exchanges and intercultural dialogue that further common values, human rights, tolerance, and peace. However, these spaces are also increasingly being used by radical groups to promote hate speech, cyber bullying, radicalisation and violent extremism, an issue that has persisted during the COVID-19 pandemic. UNESCO (2017) explored the role of the Internet and social media on the development of radicalisation among youth and expressed a need for continued research on this topic. The authors of the UNESCO (2017) report had difficulty in formulating specific conclusions due to a lack of contribution from inter alia, Africa. The UNESCO Report discussed empirical, methodological, and ethical challenges when it comes to the age and privacy.

This research, in the times of COVID-19, therefore, aims at specifically understanding radicalism and extremism as a form of basic behaviour - not as an economic or religious or a political phenomenon but as an information occurrence as result of behaviour based on trauma, anger, irrationality, exclusion and uncertainty. These observations will hopefully provide lessons

and guidelines that will be universally applicable and could form the platform for further detailed research. This research thus aims to understand some practical aspects to better understand the process towards radicalism and extremism in a digital environment. In understanding this process better, one should be able to recognise the creation, prevention, management and breakdown of these behavioural patterns – both on a path of development and a path of diminution.

According to UNESCO (2018) there is no universally accepted definition of radicalisation because defining radicalisation appears to include the importance of the context to determine what is perceived as radicalisation. Therefore, radicalisation can mean different things to different people. According to UNESCO (2018) different countries also support various definitions.

4.1. A global overview

The United Kingdom

The United Kingdom the Home Office defines radicalisation as "the process by which people come to support terrorism and violent extremism and, in some cases, then join terrorist groups." The UK view is that no single measure will reduce radicalisation but one method will be to combat it is by targeting the high risk and vulnerable groups and trying to assimilate them into society. This may include helping young people find jobs, better integrating immigrant populations into

the local culture, and effectively reintegrating ex-prisoners into society.

Denmark

In Denmark radicalisation is defined as a process by which a person to an increasing extent accepts the use of undemocratic or violent means, including terrorism, to reach a specific political/ideological objective.

Canada

The Canadian Royal Canadian Mounted Police defines radicalisation as “the process by which individuals—usually young people—are introduced to an overtly ideological message and belief system that encourages movement from moderate, mainstream beliefs towards extreme views. According to the Canadians, radical thinking is by no means problematic, it only becomes a threat when violence or direct action as a means of promoting political, ideological or religious extremism, transpire.

These mentioned views are held while UNESCO’s own documents, indicates the complexity of defining radicalisation with two elements, (i) between a process of legitimizing the adoption of violence, and (ii) acts of violence. The concepts are then defined by these three points:

- The individual person’s search for fundamental meaning, origin and return to a root ideology;
- The individual as part of a group’s adoption of a violent form of

expansion of root ideologies and related oppositionist objectives;

- The polarization of the social space and the collective construction of a threatened ideal ‘us’ against ‘them,’ where the others are dehumanized by a process of scapegoating”.
- (UNESCO, 2017)

New Zealand

However, this dilemma did not start with COVID-19. The unprecedented announcement by five media organisations in New Zealand about an agreement they have reached to limit their reporting of the trial of the Australian accused of the mosques massacre on 15 March 2019 in Christchurch in an attempt to restrict and contain the propagation of his white supremacist beliefs, clearly shows the media recognising their entrance into this purifying vessel. Will the New Zealand decision set an example for the media elsewhere? How much coverage should one give to anti-Semitic, anti-Islam or anti-Christian manifestos, while attacks on synagogues, mosques and churches are steadily rising worldwide (Claassen, 2019)?

The anger, frustration and uncertainty do not only affect behaviour in communities on local level but can also be detected globally between nations where similar distrust and tensions occur. At the request of the World Health Organisation (WHO) global leaders gathered virtually in April 2020 to commit to

distributing a future coronavirus vaccine in an internationally equitable way, the United States did not join in. The concerns are only deepening when USA authorities squabble with China and the WHO over the origins of the virus. The fear amongst diplomats is that USA leadership will allow a global contest to develop in the distribution of the COVID-19 vaccine. This can lead to poorer countries be left behind in the rush to procure doses. Some even describe this state of world affairs as an atavistic scramble for power that will lead to unnecessary suffering and death. Others expressed the fear that if another country, such as China, might develop a vaccine first and find ways to limit access to Americans while international health officials and analysts caution that it's too early to go into full-fledged panic about a looming global vaccine fistfight. Further complicating the picture is the fact that the global health infrastructure is a complex amalgam of government bodies, private companies, NGOs, foundations, and multilateral partnerships that at times do overlapping work. This while the USA remains deeply concerned about the WHO's and as they see it, their effectiveness, given that its gross failures helped fuel the current pandemic.

Uninformed, irritated and frustrated people do not develop into cyber criminals and hungry people do not become thieves overnight. Anger, radicalism and extremism also do not develop in an instant and is not the result of only one person's views and action. Observing these phenomena, one

must detect and uncover patterns of behaviour that reflected what might otherwise have been hidden attitudes or views unconsciously affecting individuals and communities (Gorman & Clayton, 1998). In the case of these observations the author was for more than 40 years an active participant in Africa, poor communities and developmental politics from the perspective of a politician, the science of anthropology and information management, both in practice and in research. As a participant-observer, lessons were learnt from development activities, community projects, conferences, and workshops (Croff, 1986). This involvement and experience enabled any participant-observer to better understand the meaning of social relations and social processes in threatened and challenges communities.

Motivated by distrust and fear to provide in basic needs, small scale localised tension lead to crime and hostile behaviour against rules, from laws and processes that are aimed at managing access to food, alcohol and cigarettes to more intense unlawful behaviour. Based on anxieties in various communities all over the world, social media and media reports shows pictures of angry and radical groups that break into buildings, burn and steal what they want just because they have no other means to provide for their basic and personal needs. The view of Ruben (2011) summarised a practical view that conflicts don't just suddenly take place; there are series of events, whose

development is often patterned early on, reported and analysed to varying depths and accuracy by the media.

The purpose of this research is not to reflect on the influences driven by religious platforms or specific political groups that include forms of neo-fascism, ethnocentrism, and immigration-opposing factions as well as medical groups driving some anti-abortion sentiments.

4.2. A regional overview

The World Health Organisation (WHO) underscores the fact of how the growth of the internet, together with high uptake in mobile penetration, have also increased social media use in Africa. Whereas it can provide access to crucial information and opportunities, it also provides the platform where people are exposed to the influence of violent extremist groups and resulting in radicalisation. The WHO argues that “social media can equip terrorists with an operational tool to enlist, train, and communicate with their followers and potential recruits”¹. There have been several counterterrorism drives in Africa. The aims are to support capacity building in Africa in promoting resilience within communities, to combat terrorism and address the rising use of the internet and communication technologies

to recruit and organise activities for the purposes of terrorism. According to the UN Security Council Report²:

Two regional counter-terrorism operations are active in Africa. One is the Multinational Joint Task Force (MINJTF), which includes contributions by Benin, Cameroon, Chad, Niger, and Nigeria and fights the terrorist group Boko Haram in the Lake Chad Basin region. The other is the Joint Force of the Group of Five for the Sahel (FG-G5S), which was established in 2017 by the Group of Five for the Sahel (G5 Sahel)—Burkina Faso, Chad, Mali, Mauritania and Niger—and operates in the territory of its member states in order to combat terrorism and transnational organised crime.

There needs to be an active push back against violent and online extremism and the radicalisation of youth within Africa. Towards achieving this aim the Institute for Security Studies (ISS) is promoting a number of dialogues in 2020 on resilience and preventing terrorism in Uganda and Kenya, as well as Youth, peace and security in Africa: Towards the development of National Action Plans³. Tools are required to encourage maximum youth inclusion and

¹ <https://www.who.int/agenda/2018/11/combating-the-problem-of-online-radicalization-in-africa/>

² <https://www.securitycouncilreport.org/atf/atf.cfm?id=2023033/counselling-terrorism-and-extremism-in-africa-details-and-presidential-statement.php>

³ <https://issafnca.s3.amazonaws.com/iss/uploads/tfp-pb.pdf>

participation in peace processes, online and offline (see the guidelines in Section 8).

In a similar vein, the International Centre for Counter-Terrorism (ICCT) and the United Nations Interregional Crime and Justice Research Institute (UNICRI), seek to conduct research and provide increased visibility to how research in the fields of Preventing and Countering Violent Extremism is targeting Africa and not just Western countries. A report published in March 2020 considered *Social Media Mali and its Relation to Violent Extremism: A Youth Perspective*⁴.

During another event in March 2020, UN political affairs chief Rosemary DiCarlo outlined the reach of groups such as Al-Shabaab in Somalia and East Africa, but also ISIL and Al Qaida, whose affiliates are collaborating on attacks in Burkina Faso, Mali, Mozambique and Niger. The United Nations Development Programme (UNDP) also reported in 2017 on the impact of such terrorism on those marginalised communities and groups living on the periphery of borderlands, and how ICTs are used to co-opt these groups.

As argued by UNDP Assistant-Secretary General Abdoulaye Mar Djieye⁵:

In these ungoverned and neglected spaces that are hotspots of violence, communities experienced lack of access to services such as education, health care, justice, security, livelihoods, the opportunity to influence the decisions that affect their lives, and the opportunities they need to thrive. These are the challenges that underpin violent extremism.

Together with this the UNDP commissioned RAND Europe to explore social media use and online radicalization in Africa as part of its 'Regional Project on Preventing and Responding to Violent Extremism in Africa'.

Mozambique

In January 2020, the ISS reported on the Islamic State (IS) which is taking charge of Mozambique's jihadist insurgency⁶. From 2017 to the time of reporting, as many as 350 incidents have resulted in vehicles ambushed, civilian's brunt and murdered and graphic images circulating on social media for these gruesome events. More than 800 people have died, and thousands already displaced. Various parties are named as potentially responsible, from *Ahlul Sunnah*

⁴ <https://icct.nl/publication/social-media-in-mali-and-its-relation-to-violent-extremism-a-youth-perspective/>
<https://www.un.org/africaneconomicaffairs/news/more-support-key-counter-terrorism-in-africa-where-%E2%80%99s-many%E2%80%99s-groups>

⁶ <https://issahrica.org/en-today/is-islamic-state-taking-charge-of-mozambique-jihadist-insurgency>

Wal Jammah (ASWJ), Islamic State Central Africa Province (ISCAP) or even the Alliance of Democratic Forces (ADF). These activities reach as far as Somalia, Kenya, Tanzania and Uganda. There has been a rising number of counter-/terrorism in these regions, attributed to people joining voluntarily, due to hard-handed treatment by security forces, poverty, lack of access to formal employment and ideology⁷. Compounded by access to ICTs and the success of recruitment strategies, one should also consider the socio-political and geographic origins of Mozambique, which essentially is derived from two separate 'countries'. The effects of colonialism on the 16-year civil war which ended in 1992, has severely impacted the country and its developmental opportunities⁸. Mozambique, though classified as part of SADC (South African Developmental Community), also exhibits cultural characteristics of East Africa. What should be emphasised in the example of Mozambique, which is applicable to most other African countries, are the consequences of colonialism, foreign influence and interference, corruption and severe climate and humanitarian crises.

South Africa

On a local radio station in South Africa, the announcer warns that governments walk a fine line in times of the COVID-19 restrictions, where the regulations not only

have to make sense, but also have to have significant buy-in from the public – otherwise people will break them, in big ways and small. He also said that many of his listeners are not afraid of the virus anymore but are afraid of the havoc the lockdown is wreaking on the economy, on people's lives and livelihoods. He noticed fewer and fewer explanations from ministers and more and more capricious, some would say spiteful, regulation. He then what sounds a threat, says that there are more of the civilians than there are police officers and soldiers, so "if you piss enough people off, things get very hairy. I'm sure those advisers in the security cluster have mentioned that they can't shoot us all or put us all in jail". He continues by stating that the President's hold on power depends on people willing to comply with the rules. He then warns that he and his listeners' patience grow thin, and "in tandem your tax collection runs dry and that you (the President) have to take your boot off our throats". He ended his message with reference to Moses when Moses told Pharaoh to let his people go, Pharaoh did not listen and there were plagues. He concluded that "We all know how that story went for Pharaoh. You have to start letting our people go Mr President, or this plague will be the least of our worries. Even Moses could tell you that".

⁷<https://online.wsj.com/report/world/news-rethink-orientation-violent-extremism-africa>

⁸<https://www.polly.org.za/articles/exports-unpack-rising-violent-extremism-attacks-in-mozambique-2020-08-17>

The South Africa society and government were complimented by many for the good way in which they managed the COVID-19 pandemic. However, local perceptions might be different. If one reflects on newspaper headlines they indicate that; about 68% of surveyed South Africans are worried about going hungry, various NGO's and interest groups are taking Government to court over regulations, grant payments are disrupted due to digitization of social grant payment systems, more than 80% of surveyed South Africans feel that it is difficult to earn their income while the CCMA as the watchdog authority, announced that it would cease full operations and services for the duration of the nationwide lockdown and while governments are looking after the poor the COVID-19 restrictions are pulling middle income households into poverty (Mail and Guardian, Vol 38 No 18).

These headlines together with reports of police and defence force brutalities as well as food and financial aid that is restricted to some race groups and some views that COVID-19 is a punishment from God for the behaviour of queer people, highlights emotions, irrational arguments and feelings of frustration and exclusion. All of these reports describe situations that impact on the trust of people in their government structures and when analysed in detail, brings forward tension, emotions of trauma, anger, frustration or at the least uncertainty – which all lead to some form of radical (out of

character) activities or even other forms of dangerous or extreme behaviour.

Rwanda

One of the other most violent examples from Africa is Rwanda with its history of how the media can be used to harm. The direct broadcasting on a private radio station, Radio Television Libre des Mille Collines in Rwanda spouted hate speech towards Tutsis as being "cockroaches" that should be killed. The broadcasters called for a "final war" to "exterminate the cockroaches" and went further, directly playing a role in the genocide when it broadcast the names of people who should be killed, even instructing the killers where to find them (Claassen, 2019).

5. Extremism and Radicalisation

5.1. *Culture in context*

Extremism is a pandemic syndrome that should be managed globally as a notifiable condition. It presents itself in many ways and means, and in a wide array of communities. Though it is easily spread through human interaction and modern communication technology, extremism is not a natural human condition; rather, it is cultivated and nurtured in conditions of social inequity, human helplessness, and community ineffectiveness in addressing diversity and the relative deprivation experienced by individuals and groups in increasingly stratified societies (Taspinar 2016).

Extremism remains one of the last efforts by groups and individuals to force their will onto others, often as the violent culmination of collective frustrations and anxieties resulting from the inability to accept social, cultural, and political difference. Containing and preventing extremism is difficult because it potentially takes many forms and experts have had difficulty formulating a consensus-based categorical definition for it, much less a consistent formula for dealing with its consequences.

Botticher (2017) conceives of extremism as a series of anti-establishment movements that embrace a struggle for supremacy over others and rejects peaceful competition to advance group interests. Extremists promote fear of internal and external enemies, "with no room for diversity of opinions and alternative lifestyles," in an escalating cycle of zero-sum tactics to impose their will (Botticher 2017: 74). These tactics frequently include criminal acts, mass violence, and commandeering state apparatuses of power, which can then be used to further homogenize society and punish real and perceived enemies. According to Botticher (2017: 74), "extremist movements are authoritarian, and, if in power, extremist rulers tend to become totalitarian". Botticher (2017) cautions against conflating extremism with radicalism, which she also characterizes as a non-mainstream strand of political and social activity, but one that is more focused on inclusive reform. Although radical movements can become violent, they do not

glorify violence as an end itself like extremists do.

Historically, radical movements have sought to expand individual and collective freedoms against authoritarian political and social structures. In this regard, luminaries like Mahatma Ghandi, Martin Luther King, and Nelson Mandela could be counted as radicals as much for their message as for their approach to enacting change. As Botticher (2017: 75) notes:

Radicalism is emancipatory and does not seek to subjugate people and enforce conformity like extremism does. Radical narratives contain utopian ideological elements, but they do not glorify a distant past. Although unwilling to compromise their ideals, radicals are open to rational arguments as to the means to achieve their goals. Unlike extremists, radicals are not necessarily extreme in their choice of means to achieve their goals. Unlike extremists who reject the extremist label, radicals also self-define themselves as radicals."

Although the occurrence of extremist movements and violence extends throughout human history, a significant amount of research has emerged in the years since 9/11 and other subsequent large-scale terror attacks to understand and combat this phenomenon (Della Porta and Haupt 2012). For better or worse, the term "radicalisation"

has been applied to the process of groups and individuals moving toward terrorist activity (Borum 2011). But modern terrorism more closely exhibits the features and functions of extremism, particularly in the rejection of democratic norms, the embrace of religious justifications for violence and repression, and the constant identification and targeting of new enemy out-groups (Della Porta & Haupt 2012). Unfortunately, this understanding potentially jeopardizes legitimate radical movements, especially when authoritarian regimes equate radicalism with extremism, allowing them “to claim that the only choice in the current geopolitical situation is the one between the relative stability only they can supposedly offer and violent extremism” (Botticher 2017: 76).

5.2. *Diversity, migration and extremism in South Africa*

Though not deterministic, cultural differences are at the heart of how power is distributed throughout countries around the world, and as extremist violence helps destabilize social and political arrangements in specific localities, the conflicts and resulting population shifts serve to disrupt efforts to promote global amity and cooperation. In a 2018 speech to the International Forum on Market Leaders on scenarios for the 21st century, former South African President F. W. De Klerk identified the accommodation of cultural, religious, and ethnic diversity as a core 21st century objective for South Africa, Europe, and the world. He emphasized that

people everywhere are on the move and that one of the inescapable implications of globalization is the significant increase in the interaction between people from different backgrounds, cultures, languages, and religions, and that managing relations between the world’s 200 countries and more than 6,000 different cultural communities is one of the greatest global challenges (De Klerk 2018).

De Klerk (2018) stated that nearly all the world’s current conflicts have their roots in the inability of countries to manage diversity. He cited numerous examples including: the recent civil war in Sri Lanka between the Tamils and Sri Lankans; the ongoing tensions between Israelis and Palestinians; conflicts involving Kurdish minorities in Turkey, Syria, Iraq, and Iran; continuing ethnic warfare in South Sudan and Darfur; recent conflicts in the Ivory Coast and Mali; and recurrent tensions between Muslims and Christians in Nigeria. Chechnya, Dagestan, Georgia, Kashmir, and the Philippines have all recently experienced ethnic or religious strife. He also mentioned the current civil war in Syria that has been seriously exacerbated by long-standing tensions between fundamentalists, Shi’ites, Alawites, Kurds, and Christians. According to De Klerk (2018), the simple reality is that in the 21st century, the main threat to regional and global peace no longer comes from wars between countries; it comes from the growing threat of conflict within countries between ethnic, cultural, and religious communities.

According to the South African Human Rights Commission's (SAHRC) 2017/18 Annual Equality Report (2018), South Africa is one of the most unequal societies in the world measured in terms of both income and wealth. Poverty has increased in recent years and economic growth has slowed to the point where the achievement of the objectives set out in the national development plan seems unlikely. Furthermore, inequality within population groups has grown. SAHRC has observed manifestations of such inequality in recent surges of racist activity and hate speech. According to recent studies, poverty and income inequality represent the most divisive and intractable features of South African society (International Bank 2018; Philip, Mbofologwe, and Zwane 2014). International experts and supranational bodies accept that economic inequality severely erodes social cohesion, which leads to instability and inhibits meaningful participation through democratic processes (Liebrandt, Ranganbod, and Green 2018; Ochofer 2016).

Whereas SAHRC and other human rights organizations have traditionally focused on the state of equality horizontally between different groups sharing similar identity traits, the urgent need to focus on vertical economic inequality between individuals and households arises most prominently in the South African context.

The 2017/18 Annual Equality Report (2018) states that inequality between members of

the black African population group is higher than in any other racial group, often resulting in disproportionate opportunities between, for example, wealthy black men of Zulu origin versus poor black men and women from ethnic minority groups. Special measures do not account for socio-economic differences within broadly defined population groups, especially for those individuals who suffer multiple forms of discrimination. For instance, ethnicity and language are closely related and where a dominant cultural group exists, the risk of discrimination against ethnic minorities increases.

SAHRC's 2017/18 Annual Equality Report (2018) proposes a vision of people united around diversity and not divided along ethnic and tribal identities. The report prioritizes addressing groups and individuals who are subject to unfair discrimination to eventually achieve substantive equality. The report also refers to varying degrees of disadvantage and the possible intersectionality of multiple forms of discrimination (based on race, ethnicity, gender, or social origin) faced by members of vaguely categorized groups.

In February 2018, SAHRC hosted a National Investigative Hearing on Migration, Xenophobia and Social Cohesion. The proceedings repeatedly highlighted the role foreign nationals play in promoting small-scale economic development in communities. It described instances of foreign nationals conducting workshops with residents to share skills and entrepreneurial

best practices for businesses, especially in informal human settlements. Enterprises of this nature can help facilitate bottom-up socio-economic transformation but are tempered by limitations on foreign nationals' right to work under the Refugees Amendment Act 11 of 2017.

In many South African communities, the protection, care, and services provided to refugees are viewed as threat by local populations, who then are more susceptible to extremism (Sivaloganathan, 2019). In general, any large migration, regardless of motivation or circumstance, contributes to conditions that may lead to extremist escalation between competing groups. Extremism exhibits different patterns based on the actions and reactions of participating groups but are often characterized by an explosive mix of fears and anxieties emanating from native communities, unwelcome migrants, and other identity or political interests. This violent reaction takes different forms in different times and places. During a recent series of extremist clashes and murders in South Africa, the anxieties of local communities were categorized as xenophobia. In Rwanda during the mid-1990s, mass murders were categorized as ethnic cleansing. Hate speech is usually one of the first signs of tension between groups and while this form of abuse is not physical, the emotional toll easily leads to other forms of psychological and perceptual degradation that increases the likelihood of violence toward the targeted groups.

In attempting to understand extremism in reaction to increasing diversity – a dynamic often characterized and accompanied by heated emotions and particularized motivations – it is important to consider extremism within the context and opportunities of the digital era. With access to largely unregulated social media platforms and rapid networked communication technology, industrial developers, thought leaders, politicians, religious mentors, economic advisors, and cultural gurus use their structures to influence human behaviour and actions to achieve their goals. In the case of extremist movement leaders, mobile technology, the internet, and social media are used to quickly and exponentially spread both fear and directives. Recently, people all over the world have been able to live-stream real time acts of horrendous violence made possible by the capacity of modern electronic communication technology. However, the technology is not the problem; rather, the human behaviour that puts this technology to work for such extreme purposes is the primary culprit.

The preservation of cultural diversity is also one of the central issues in the debate over where technology-driven globalisation is leading us. Many people may believe that the identity, purpose, and dignity they derive from their cultural heritage are threatened by the global tidal wave of English-language mass culture. Increasingly consolidated media, entertainment, and communication

interests advance a brashly consumerist agenda irrespective of ethical boundaries or traditional values. Furthermore, the immediate and accessible platforms ascendant in the consumer-driven digital era enables the rapid activation and spread of extremist elements around the world. However, this power might also provide global leaders, community representatives, and technology developers a better understanding of how extremist individuals and groups develop, think, and act. Towards this end, the following section proposes a basic tool that can help monitor a range of behaviours toward identifying and curbing the move to extremism.

6. PYE alignment with other UNESCO projects

This section is a summary of existing projects overseen by UNESCO in collaboration with the United Nations Office of Counter-Terrorism Centre (UNOCT). It specifically focuses on the Prevention of Violent Extremism through Youth Empowerment in Jordan, Libya, Morocco and Tunisia and provides short summaries of research findings.

6.1. Youth for Peace project background

According to UNESCO 'youth make up almost 1.2 billion of the world population and this number is expected to grow. As of 2016,

at least one in four youth (aged 15–29) is affected by violence or armed conflict in some way. The way youth resilience manifests itself is highly dependent on their social, economic and political environments. When youth are empowered and provided opportunities for participation, they are most likely to capitalize on their resilience constructively. For this reason, youth are the world's most important asset in peacebuilding"¹⁹. This is supported by both the UNOCT Plan of Action which seeks to empower youth, as well as the UN Security Council Resolution 2250 of 2015 which expressly focuses on youth.

The calls to action by the UNOCT and UN Security Council are answered by the UNESCO Youth PVE project. Through its innovative project "Prevention of Violent Extremism through Youth Empowerment in Jordan, Libya, Morocco and Tunisia", UNESCO aims to create opportunities for young women and men to engage as change-makers and peacebuilders in their immediate communities and wider societies, and to promote a constructive vision of young people as leaders, addressing hate related issues"²⁰. By promoting understanding, peace and tolerance, UNESCO aims to empower youth. It does so by:

- "Equipping youth with values, attitudes, knowledge and skills

¹⁹<https://en.unesco.org/preventing-violence-extremism/youth/project>

²⁰ Ibid

- Promoting exchange, communication and cooperation beyond social, cultural and linguistic boundaries
- Supporting youth civic engagement
- Encouraging participation in peacebuilding
- Promoting human rights and intercultural understanding*.

The project has the following objectives:

- i. "Young women and men and key youth stakeholders become key actors in preventing and countering violent extremism
- ii. Prevention of violent extremism is mainstreamed through formal, non-formal and informal education, and the education sector and other relevant/related sectors of society contribute fully to national strategies to prevent violent extremism
- iii. Mobilization of and cooperation between media professionals and online youth communities are strengthened to combat radicalisation and online hate speech
- iv. Safeguarding cultural heritage and promotion of cultural diversity to mainstream a culture of citizenship and human rights in communities, and their critical roles as global

citizens and contributors to a sustained peace".

In the project's brochure, examples are provided of activities hosted during 2019 in Jordan, Libya, Morocco and Tunisia. The workshops, seminars and online education platforms focussed on PVE within an interdisciplinary framework with Media and Information Literacy, intercultural dialogue, art and journalism. Other guiding resources include:

- Progress Study on Youth, Peace and Security¹¹
- UNESCO and Preventing Violent Extremism¹²
- United Nations Security Council Resolution 2250 on Youth, Peace and Security¹³, 2015
- Resolution 2419 on Maintenance of international peace and security¹⁴, 2018
- Countering online hate speech¹⁵, 2015
- Media and information literacy: reinforcing human rights, countering radicalisation and extremism¹⁶, 2016
- Terrorism and the media: a handbook for journalists¹⁷, 2017

¹¹ <http://www.youth4peace.info/ProgressStudy>

¹² <https://en.unesco.org/preventingviolentextremism>

¹³

[https://www.un.org/en/ga/search/view_doc.asp?symbol=S/RES/2250\(2015\)&ndlang=english&Lang=E](https://www.un.org/en/ga/search/view_doc.asp?symbol=S/RES/2250(2015)&ndlang=english&Lang=E)

¹⁴ <http://unscr.com/en/resolutions/doc/2419>

¹⁵ <https://unesdoc.unesco.org/ark:/48223/jst0000230231>

¹⁶ <https://unesdoc.unesco.org/ark:/48223/jst0000248371>

¹⁷ <https://unesdoc.unesco.org/ark:/48223/jst0000247074>

Other activities towards observing and promoting youth for peace are:

- i. Youth and violent extremism on social media: mapping the research¹⁸, 2017

Objectives of this report were to:

- a. Conduct a systematic review of research on the roles played by Internet and the social media in violent radicalisation;
- b. Assess the current state of research scholarship on the direct or indirect effects of social media on violent radicalisation;
- c. Conduct a review of the research into the outcomes of online prevention and intervention initiatives on violent radicalisation; and
- d. Formulate recommendations for future research and prevention of violent radicalisation through the Internet and social media.

This report is very comprehensive in scope. Though it is argued that at the time of publication, in 2017, that youth PVE has not yet attracted massive research attention, it provides a suitable platform for further research to build on.

- ii. A Teacher's guide on the prevention of violent extremism¹⁹, 2016

In this guide the authors focus on key messages, or focal areas, for going forward

in the classroom. They are centred on solidarity, respect for diversity, human rights, learning to live together and young people's engagement.

Considering the foregoing resources, core themes arising include the importance of education, participation by youth and the empowerment of youth voices in the discourse, the role of media and online collaborative spaces and the importance of intercultural dialogues supporting and promoting cultural diversity. Inclusivity becomes the core feature, for radical exclusion leads to radical behaviour. It seems that in the absence of the foregoing, the potential for radicalisation, violent and online extremism increases.

Furthermore, this is compounded by socio-economic factors and political drivers, making it both an economic and political feature in the landscape of social inequalities and injustice. The next section will look at extremism and radicalisation, with a focus on culture, diversity, migration, and its influence on extremism in South Africa. This contextual focus will provide the basis for a measurable model that test levels of extreme behaviour.

¹⁸ <https://unesdoc.unesco.org/ark:/48223/pf0000260392>

¹⁹ <https://unesdoc.unesco.org/ark:/48223/pf0000244676>

6.2 UNESCO and the Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP)

Of specific reference here is the 2017 report on Youth led guide on prevention of violent extremism through education. In this report several guidelines are provided for

a wide variety of stakeholders. These provide measurable and actionable items to take forward in the consideration of preventing violent and online extremism. A summary of 21 objectives (actions can be found in the research document),²⁰ per stakeholder category, are provided in the table below:

	Teachers within formal education	Teachers beyond formal education	Families and guardians	School administrators	Policy makers
School inclusion for marginalised or disadvantaged youth					
Discuss controversial and difficult issues					
Develop understanding of structural barriers and injustice					
Understand language barriers					
Promote inclusion and understanding in the classroom and school					
Use textbooks responsibly					
Promote student-centered learning					
Support ethical classroom and assessment metrics					
Understand violent extremism					
Provide resources to families and close relatives to address warning signs in young people					
Nurture active citizenship					
Accommodate religious needs and develop religious literacy					
Include families and guardians in learning					
Use art to nurture empathy and compassion					
Teach journalism					

²⁰ <https://unesdoc.unesco.org/ark:/48223/pf0000260547>

Design digital literacy and media and information literacy training					
Develop relationships with child's teachers					
Enhance religious literacy in the community					
Use sports to build community and reduce isolation between groups and individuals					
Ensure online safety					
Help teachers use the guide					

The aim of the table, together with the core actions item under each stakeholder group, seeks to be useful guide towards reaching multiple stakeholders and to promote universal applicability. Action guidelines are formulated for each of the change agents: Teachers within formal education; Teachers beyond formal education; Families and guardians; School administrators and Policy makers. From this table and the guidelines towards preventing violent and online extremism, the next focal point would be to propose a model, that is measurable, that can test levels of extreme behaviour.

Fanaticism and extremism cannot grow on an earth whose soil is embedded in the spirit of tolerance, moderation and balance. Good governance can eliminate injustice, destitution and poverty.

- Abdullah of Saudi Arabia

7. The ethics of information and effective communication

7.1. Context and communication

Effective sharing of information is a key component in addressing threats and challenges in communities that have to fear, anxieties and trauma. It is the only way to ensure timely and appropriate generation, collection, interpretation and dissemination of information. It is also through the effective communication that critical links between people, ideas, and information crucial to the success of the new objectives are established (Burke 2001). According to Burke (2001), the importance of project communication is evident from the fact that project managers spend about 90% of their working time engaged in some form of information sharing and communication, be it at meetings, in written memos, or through e-mailing, faxing, reading reports and talking to role players and stakeholder. Although he acknowledges that information costs money, Burke argues that a lack of information could be even more costly, given that experience has shown that the way in which communication is managed is often the single most important factor determining quality, efficiency, productivity and satisfaction.

Burke's argument is accepted by Magnussen et al (2002), who attribute the rapid rate of globalization to the communication, information technology and what is in 2020 called the 4th Industrial

revolution. Norris (2001) reminded that there is a clear link between lack of access to digital technology, economic growth and productivity (Norris, 2001). In fact, according to O'Regan, (2001), the development of ICT and the availability of information are not only socio-economic issues but are also reflections of effective democracy: it is the functional right of all citizens, because it enables them to make informed decisions and to ensure that government wields public power properly.

Applied to disaster management processes, effective communication or, put differently, effective management of the flow of information, would imply that all stakeholders should be involved in visualizing, formulating and maintaining the vision, mission goals and objectives of the disaster management process. Access to information and accessible information are both critical and crucial.

Understanding the vision, mission goals and objectives is critical since different groups use different languages to express their thoughts, feelings, attitudes and ways of being, and since communication is important for building and maintaining relationships between individuals and groups (Anyiam-Osigwa et al, 2002). authorities need to be sensitive to the language and communication protocols of the communities in distress. In this regard it is especially important to be conscious of the use of proverbs which could be vehicles

for the expression of cultural wisdoms and values (Coertze & Coertze, 1996).

7.2 The validity of information for all for the proposed models

Nicholas Christakis (2019) posits in his recent book that humankind's tendency to band together is informed by a common genetic "blueprint" that manifests in the construction of complex and stable societies. Societies are based on what Christakis terms "the social suite," which consists of the capacity to have and recognise individual identity, love for partners and offspring, friendship, social networks, cooperation, preference for one's own group (in-group bias), mild hierarchy (or relative egalitarianism), and social learning and teaching (2019: 13). Christakis contends that the "blueprint for social life is the product of our evolution, written in the ink of our DNA," and when societies deviate too far from this blueprint, they inevitably collapse (2019: 16). In other words, when these core elements of the social suite are thrown out of balance—for example, when in-group bias morphs into oppressive hatred of others and mild hierarchy turns into authoritarianism or nihilistic chaos—society is fundamentally altered, often at the expense and suffering of the least powerful.

This report discusses the prospect of such a disruption in the form of violent extremism. The growing level of extremism

in locations across the globe, a phenomenon largely driven by the inability to adapt to cultural, religious, ethnic, and racial differences, raises some alarms. Existing inequities, divisions, and conflicts are exacerbated by the displacement of marginal groups and the seemingly ineffective approaches by our institutions to offer solutions. In this setting, the path of extremism often seems like the most appealing one for individuals and groups who feel stuck in a broken system. To foster greater awareness and recognition of extremism, the research also proposes an identification tool to assist in understanding the precursors and conditions of extremist behaviour at different levels of social interaction.

This tool is aligned with UNESCO's Information For All Programme (IFAP). It provides a platform for all the stakeholders in the knowledge societies to participate in international discussions on policy and guidelines for action in the area of access to information and knowledge, within the framework of six priority areas:

- Information for development
- Information literacy
- Information preservation
- Information ethics
- Information accessibility
- Multilingualism as a cross-cutting theme

Once the spectrum is reflected on, it becomes evident that in addressing radicalisation and PVE quality and accurate information is imperative. That, coupled with inclusive and open discourses within collaborative spaces, will promote awareness and appropriate interventions.

8. Towards a measurable model that tests levels of extreme behaviour

Despite being composed of multifarious pathways that lead to different outcomes and sometimes diametrically opposed ideological purposes, radicalisation can be traced to a common set of pathways that translate real or perceived grievances into increasingly extreme ideas and readiness to participate in political action beyond the status quo.

8.1. *Social Movement Theory (SMT), the 3P Model and Personal Construct Model*

Fishman (2010), a researcher at the National Consortium for the Study of Terrorism and Responses to Terrorism, wrote that radicalisation is a dynamic process that varies for everyone, but can share some underlying commonalities. Though there are many end products of the process of radicalisation, to include all manner of extremist groups both violent and nonviolent, a common series of dynamics have been consistently demonstrated in the course of academic analysis. This research also seeks to assist

in finding guidelines for the process of growing from a satisfied law obeying member of a community to an extremist.

Further to this, Taylor, Risyi, Lingard & Henry (1997) concluded that observing changes in communities was based on the assumption that a society consists of interest groups and stakeholders who share the same values and that, because of this, change would occur as the result of consensus among stakeholders. Consequently, leaders must continually negotiate the meaning and importance of needs, diverse threats, opportunities and values underpinning/informing community behaviour. Often, the challenge is to lead stakeholders with widely differing ideas toward a common goal or values. Implied in these insights is the notion that leadership must not only identify the contributing role players or stakeholders in adopting and changing community but also identify the values underpinning the thinking and emotions of individuals.

Addressing global and local challenges and problems might also change to the target community's existing cultural principles, values, and community codes of conduct. This could evoke resistance from the targeted community. According to Robbins (1997), individuals often resist change – even if it is well motivated, because it requires changes to the way they are used to doing things (habit); because it makes them feel insecure

(moves them out of their comfort zones); because it might impact on their economic status (it may lower the individual's income); because they fear the unknown (dislike for uncertainty); because their perceptions of the change are inaccurate (selective information processing); because there may be structural or group inertia, and because they may perceive the change as a threat to their expertise, power or established resource allocations.

Following on this, Magnussen and Njorog (2002), while acknowledging that such changes can only be successful if those involved know and understand the community in question and the environment in which it operates, i.e. sensitivity to the culture, beliefs, systems and structures that hold this community together. Customs and practices could be used as tools for problem-solving, change, development, capacity building and innovation in traditional and indigenous communities. (Gibson, 2005:238)

Given the understanding of the impact of values on community behaviour, the managers of threats and community challenges should, therefore, prior to embarking on problem solving projects, determine not only who the stakeholders are but also what their needs and expectations are (Burke, 2001). They should understand the dynamics of community life, they should know whether the targeted community is urban or rural

and whether or not community life is based on a system of indigenous knowledge that includes beliefs about the way of life that is desirable for society, symbols that communicate meanings of common interest, and different classifications of reality (Peoples & Baily, 2000). Leaders should realize that for some communities' cooperation is valued more highly than competition, and that traditional values, structures, procedures and leaders are accepted unquestioningly, almost blindly. They should ensure that changes to be implemented, and the ways in which such changes are managed, should be perceived by the target community as being congruent only with its culture and values.

Several models have been proposed in recent years identifying the political, social, economic, and psychological causes of radicalisation toward extremism. Borge (2011) surveyed theories and practices from a range of academic disciplines and professional fields and found that several micro (individual) and macro (societal/cultural) conditions factor into the radicalisation process, but that this process does not necessarily accompany all violent extremism. Borge (2011) identifies social movement theory, social psychology, and conversion theory as promising areas of research that may help prevent the rise and spread of extremism by offering a more comprehensive, yet nuanced understanding of the phenomenon. Khalil

(2017) takes a similar approach by focusing on the complex personal motivations and chain of decisions leading to one's involvement with extremist movements. Khalil (2017) describes the Three Pathways (3P) Model for preventing violent extremism, which identifies both linear and circuitous paths taken by individuals falling into three overlapping categories of extremist activity: non-violent extremists, supporters of violent extremism, and contributors to violence.

The 3P model, like many others, serves as a potential guide for policy makers to adjust strategies around the social, political, economic, and demographic realities in their countries. Many of these strategies revolve around deradicalisation efforts meant to counteract the personal and social pathologies that draw people into extremist movements. The Personal Construct Theory (PCT) model proposed by Winter and Feixas (2019), is based around the validation or invalidation of one's identity. In the case of radicalisation toward violent extremism, invalidation often occurs in response to changing social, economic, and political conditions, viewed by a would-be extremist as a violation of their beliefs, lifestyle, sovereignty, etc., by some outside group. They then seek and sometimes find validation in like-minded individuals and groups, and further solidify their standing and worldview in escalating acts supporting their new identity, including violence.

According to Winter and Feixas (2019), the deradicalisation process is similar in that it attempts to help validate the identities of current or potential extremists by addressing the underlying personal and social factors that push people toward extremism.

In an increasingly diverse and globally connected world, culture looms large as both an influencing condition for extremism and as a check on the spread and impact of extremist movements. A study on the cultural dimensions of terrorism by Kluch and Vaux (2015: 338) found that countries where more of the population is "voiceless, disengaged from their communities, suffering, angry, and hopeless," are more likely to experience violent extremism as part of a vicious cycle of demoralization, desensitization, and the inability to resolve challenges faced by all people. Kluch and Vaux (2015) refer to culture in a general typological way, but their analysis describes individuals and communities unmoored from any overarching sense of cultural belonging, thus often more willing to accept what would be considered reprehensible in other settings.

El Difaoui and Ouchtafi (2017: 2) see the promotion of a diverse cultural heritage as playing a distinctive role in building cultural identity and belonging in these communities, as it "creates resilience to extremist ideologies and their narratives that promote fallacious and deceitful

concepts." Difaoui and Quchati (2017) recommend artistic expressions, cultural projects, and inter-cultural dialogue as measures to minimize polarization and thereby prevent and combat extremism in changing communities throughout the world.

8.2. *Understanding behaviour of individuals and groups*

Further to this, the ill-success of 'radicalism-made-easy' or 'radicalism-made-more-effective' in the 4th Industrial revolution could motivate and mobilise radicalism to spread faster. This unfortunate power could also motivate non-radical global and community leaders and developers of modern technology to better understand the thinking patterns of radical individuals and groups.

Towards the latter aim, this research learnt/borrowed from anthropology, studies on social justice and information management to develop a tool to understand, monitor and manage elements of behaviour towards radicalism.

Radical social behaviour does not develop overnight like the response to a natural disaster. It rather seems to be a long and quite projectable process which, with the correct management of social justice and information management can be predicted, managed and in some cases even be prevented. Although slogans and placards during public protests may be very vocal

about simplistic frustrations it might be that political policies, religious views, cultural and traditional changes as well as economic factors does not necessary seem the only direct reasons for radical behaviour. Some radicalism can also spread from threats of different views, frustrations with new influences and possible forced change.

Figure 1 is a proposed tool for analyses of possible 11 layers of gradual change in the behaviour of individuals and groups over a period of time. Behaviour between these layers could steadily move from one emotion / response to another if the source of the emotional experiences, frustration or anxiety are not removed or addressed or can in the worst case, even increased.

To describe the various layers and the gradual increase in emotions, Figure 1 makes use of the English vocabulary in describing a sequence of emotions that indicate an increasing or decrease in negative/ radicalizing emotional experience.

The limitations of the vocabulary steps are further enhanced by the vagueness of the specific terminology as defined by various groups in the way that they understand or use the English language. Once the diagram is translated, the impact of the terminology used should not be emphasised more than is necessary for understanding the progressive

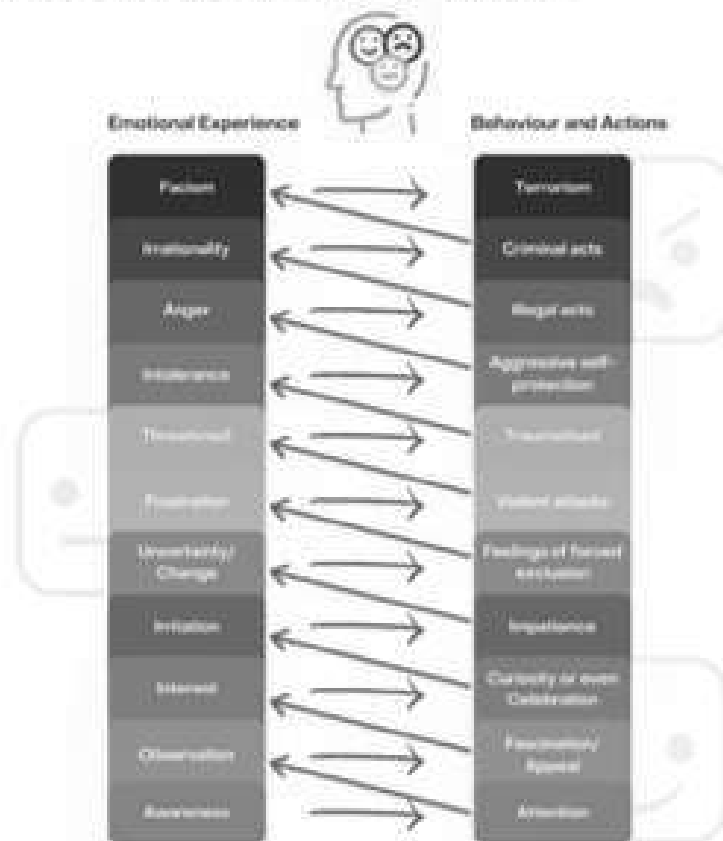
development of negative emotions in analysing the levels of frustration in specific communities.

In addition to the step by step indication and description in measuring / observing of possible individual or community emotions the diagram also indicate three categories in which the emotional experiences are classified. These three categories can also be used to limit the impact of linguistic challenges in analysing the emotional and radicalized positions of individuals and communities. The focus of this figurative representation is thus rather on the

categories and levels of emotional experience than on the meaning of each word.

The 11 layers of awareness is again divided in three categories, green, yellow and red as it indicates the category of relative acceptance (green) to possible very dangerous (red). Each category could alert conflict managers to approach individuals, groups or communities with different possible behavioural interventions.

Figure 1: Sequence of emotions in increasing/decreasing order



8.3. *A basic tool for observing and predicting extremism*

In attempting to manage radicalisation toward extremism, the question is whether one can on a very basic level measure growth or declining patterns in potential extremism. Is it possible to, based on cultural diversity, historic experiences, education, religious and other identifiable elements, draw a profile that anticipates positioning in behaviour for individuals, groups, communities, or even nations? Figure 2 is a very basic tool that could be used in plotting on the risk of encountering extremism in countries, communities, interest groups or even amongst individuals. This tool is meant for informal observation only and is not intended as a professional model to categorize or predict behaviour or threats. This tool offers a starting point to enhance awareness of possible combinations of experiences that could guide behaviour.

When completed for an individual or a group, this basic figure could give an early indication of possible influences (filters) on the behaviour of individuals or groups. The figure could also indicate the level to which personal or group behaviour was or could be influenced by the way the filters impacted on the reality for the group or individual. On the side of the *Level of Influence and Identity*, the progress in awareness and motivation is described by the individual's personal experience of the intensity and strength of the

command/instruction to act on impetus and guidance in his or her community. When the stimulus is on a low impact without any accountability, the motivation for action will be low. On a higher level the stimulus impacts on the views of the individual and to some extent a level of convincing takes place. One can therefore not be accountable but can become more convinced of a particular stimulus and can then change his or her view. Once the views are changed a *perspective* on or perception of reality is influenced and suddenly matters are observed against and within a particular context. As soon as perspectives of reality are changed *behaviour* will be different.

Once the individual is convinced and changed his or her views, then an element of *predictability* in behaviour becomes more obvious and distinguishable. The highest level of influence is that of *selfness*. *Selfness* is a condition where the individual fully identifies with the stimulus and feels that the particular stimulus *is* his or her identity. In the condition of *selfness*, the individual is responding to the stimulus as if it took control of all motivation. In this process, choice, will, and personal responsibility are often limited by excessive emphasis of duty, force, and lack of freedom. As indicated on Figure 2, individual and group identity and behaviour are also created and shaped by filtering reality. Many filters can change reality or influence the way reality is perceived and

experienced. Some filters are physical (tinted glasses on a sunny day) while other train, convince, and change a person's mind, views, and perceptions. For the purpose of this tool, the filters are limited to *education, religion, cultural traditions, parent's views, training for a specific profession, availability of resources and knowledge, fears and anxieties, and aesthetics*.

The filters impact the way individuals, groups, and communities perceive reality and may directly or indirectly change behaviour and motivate actions. The figures combines two sets of information that could assist in predicting behaviour and actions based on (1) the strength of the behaviour, and (2) the filtering of views, opinions, and perceptions that guide good, bad, or even extreme behaviour. In assessing the motivation of an individual, the tool could measure the impact (strength) of reality (filtered) on behaviour. For example, if a young individual is measured on perceptions of reality within a community where the influence of parents, traditions, and religion are strong, then one should expect that the principles of these factors will significantly impact the identity or self of that young person. On the other hand, it could also be that based on an educational system, a professionally trained person will act according to the knowledge base of that profession—sometimes to the point that profession

becomes embedded in the identity of the individual.

In predicting extremism, both the level of intensity of identifying with the stimulus and the perceptions about reality should be analysed to be able to observe the rationale of extreme behaviour. The more reality is filtered—leaving less freedom for interpretation by the individual—and the stronger the individual's identification with the stimulus, the more precisely the behaviour can be predicted. The assessment of individuals in potentially extreme situations will therefore analyse not only the level of motivation of the individual but also the strength and influence of his or her filters on interpreting good or bad (ethical) and right or wrong (legal) behaviour.

Extreme behaviour and actions do not develop overnight. If monitored and observed correctly, the process of radicalisation toward extremism seems amenable to predictive analysis. Figure 2 presents a simple tool to analyse the commitment and motivation of a group, nation, individual to act on perceptions and filtered reality.

Figure 2: Extremism identification tool

Level of Influence and Identity	Filters							
	Education	Religion	Cultural traditions	Parents' views	Profession	Resources	Fears/Anxieties	Aesthetics
Selfness (core part of identity)	Drivers ↑	Drivers ↑	Drivers ↑	Drivers ↑	Drivers ↑	Drivers ↑	Drivers ↑	Drivers ↑
Predictability								
Behaviour								
Perspectives								
Views								
Accountability								

8.4. Utilising the extremism identification tool: a practical example

Proposing something like the Extremism Identification Tool brings up a series of questions about its utility in real world situations—most pressing, how will it be used and who might use it? A wide range of tools and methods have been developed by governments and other bodies in response to terrorist activity in recent decades, but these often incorporate a full range of psychological profiling, criminal investigation techniques, military intelligence analysis, and other strategies to facilitate direct intervention or interdiction (Davis et al. 2013).

Other organizations take a softer but no less proactive approach, including the various initiatives that UNESCO oversees

related to education, youth empowerment, media literacy, and emphasizing cultural diversity to combat violent extremism (United Nations Secretary-General 2015). Although the ultimate aim of the Extremism Identification tool proposed here is to support situational awareness and understanding of the precursors or conditions that often accompany extremism, it must be stressed that it is not meant to be used as a punitive method of surveillance or to police the behaviour of others. It is purposefully conceptual and extensible so it might be applied in a variety of contexts, but—in line with the UNESCO approach—it could be especially helpful in public cultural settings like libraries where frontline personnel engage with their community in all its diverse permutations.

The prospect of libraries as venues to help prevent violent extremism has emerged in recent years, particularly in discussions about libraries' role in information and digital literacy instruction for young people (Vito 2017). However, others in the library field have envisioned a more radical role for libraries or rather a radical re-imagining of traditional library services that centres on freedom, justice, and care. Intellectual freedom provides the foundation for this approach, as it represents "a compound of freedom of opinion, freedom of access to information and freedom of expression," all elements central to human rights (Sturges 2017, 176). But day-to-day implications extend to collection development, programming, and outreach, where librarians' ethical obligations require the consideration of transhistorical power imbalances along various identity and cultural categories. In the current era of displacement and migration, libraries need to be especially mindful of "the needs of those who are arriving from places of conflict and war or who are affected by such violence" to support healing and coping with trauma (Caidi, Ghaddar, & Allard 2017).

Employing such a proactive approach could help reduce the possibility of extremist escalation in communities. The

identification tool could be used to gather information and insights to help build effective programmes and services toward that end. In this regard, the tool might be considered a heuristic device that offers librarians one more method to better understand their changing communities.

9. Recommendations

9.1. Youth and Digital Spaces Webinar

A webinar hosted by UNESCO and UNOCT on 2 June 2020 had the following topic: Youth and Digital Spaces: addressing and countering the exploitation of the COVID-19 pandemic using Media and ICTs²¹. During this event the experts presented the following recommendations between Panels 1 and 4.

Panel 1: COVID-19 and the rise of disinformation, hate speech and violent extremist narratives online (Global perspectives)

The global pandemic is a watershed moment which should be in favour of solidarity and human rights. Towards achieving this, we will need accurate information, the right to information as well as the ability to express ourselves freely without the incitement of violence or any form of discrimination. It is a fine line between freedom of expression and hate

²¹ [https://en.unesco.org/news/experts-discuss-youth-exploitation-media-and-digital-spaces-africa-region-during-covid-](https://en.unesco.org/news/experts-discuss-youth-exploitation-media-and-digital-spaces-africa-region-during-covid-19?fbclid=IwAR13AyMFqKL0UCq14hIF3XGv7EakMg650t23csKCoY_5TFJDOjY9zNI)

[197fbclid=IwAR13AyMFqKL0UCq14hIF3XGv7EakMg650t23csKCoY_5TFJDOjY9zNI](https://en.unesco.org/news/experts-discuss-youth-exploitation-media-and-digital-spaces-africa-region-during-covid-19?fbclid=IwAR13AyMFqKL0UCq14hIF3XGv7EakMg650t23csKCoY_5TFJDOjY9zNI)

speech, but by expounding on media and information literacy competencies, people are empowered to do so in an informed manner. Youth can be engaged with on the short and longer terms by including them in the campaigns as creators, not mere recipients. Together with this is the realisation that we all play a role to become active participants in this global society, to negate hate speech and disinformation. To achieve this, it is recommended that:

- Narratives that unite us are given preference over narratives that divide us;
- Citizens to be empowered by universal and integrated access to media and information literacy in formal, informal and non-formal educational practices;
- Evaluation and/or creation of national ICT and MIL policies applicable to each country's needs; and
- Intercultural dialogues are promoted.

Panel 2: Experiences and Impacts in the region

In Kenya it has been experienced that people are feeling disconnected from government during this pandemic. This is compounded by the reality that not many have access to online education platforms, due to remote areas that do not have internet and other infrastructural access. By focussing on the needs of the youth,

and placing them in the centre of the discourse, they can propose solutions that address their needs and are innovative in nature. A new normal has arisen due to Covid-19, and as digital skills are developed, MIL should become more integrated. No one should "be left behind" and therefore it is necessary to consider targeted interventions by:

- Designing a unified approach to fight mis/disinformation and the incitement of hate speech and bullying;
- Pushing long term and transformative tech change, whereby service provide realise their responsibilities towards societies and perform a transparent role towards responsible civil society engagement and empowerment;
- Proactively tap into solutions for youth, by the youth, thereby ensuring youth-led ownership; and
- Expanding on digital skills and literacy solutions.

Panel 3: Regional responses for addressing and countering COVID-19 related online hate speech, cyber bullying, racism, radicalisation and violent extremism

It should be noted that the milieu in which this discourse is taking place is not an isolated one. Rather, it is a complex ecosystem where many rural communities

are experiencing inadequate water and sanitation service delivery, poor ICT and internet connectivity infrastructure and daily challenges to basic human rights, such as electricity, food and safe housing. These are not new issues caused by Covid-19 but have been exacerbated by the pandemic. Cecilia Barbieri stated that "without the internet, it would have been even more challenging to ensure the continuity of learning in time of COVID-19, where about 1.5 billion learners around the world" are unable to go to school. However, the pandemic has harshly illustrated how poor many countries data, ICT and electricity service delivery capacities are. The following recommendations are proposed:

- It is imperative to focus on key structural challenges;
- Advocacy and policy development one national level should be encouraged;
- Inclusion and proactive representation of the youth, in consideration of their role as

content creators, users and the future; and

- Development and sustenance of national and transnational capacities.

When looking at these recommendations, the following key elements can be identified:

- Global relevance of combating online radicalisation of youth and violent extremism by engaging in intercultural and intergenerational dialogues;
- Alignment between tech-opportunities and MIL responsibilities; and
- Sensitivity towards regional challenges and scope (what is applicable in Kenya may differ in contexts between Rwanda and South Africa etcetera). The recognition of global and local realities needs to be at the forefront of policy development.

The Information for All Programme (IFAP) was established in 2001 to provide a platform for international cooperation in the area of access to information and knowledge for the participation of all in the knowledge societies. IFAP is a unique UNESCO intergovernmental programme that focuses on ensuring that all people have access to information they can use to improve their lives.

Figure 3: Overview of PVE narratives in context



9.2. UNOCT Plan of Action

It is therefore clear these three aspects consolidate the spectra of filters and levels of influence and identity within the Extremism Identification Tool (Figure 2). Furthermore, laden within the foundations of these tools towards addressing PVE, it is evident the emotional experience of the individual/group/entity and resultant behaviour and actions ought to be considered.

This report seeks to acknowledge the United Nations Office of Counter-Terrorism's (UNOCT) Plan of Action to Prevent Violent Extremism (A/70/674)²². Specifically, it seeks to embrace the four

pillars towards engaging in balanced implementation:

- i. "tackling conditions conducive to terrorism;
- ii. preventing and combating terrorism;
- iii. building countries' capacity to combat terrorism and to strengthen the role of the United Nations system in that regard; and
- iv. ensuring respect for human rights for all and the rule of law while countering terrorism".

The plan of action lists the following elements in taking action:

- i. Dialogue and conflict prevention

²²<https://www.un.org/counterterrorism/plan-of-action-to-prevent-violent-extremism>

- ii. Strengthening good governance, human rights and the rule of law
- iii. Engaging communities
- iv. Empowering youth
- v. Gender equality and empowering women
- vi. Education, skills development and employment facilitation
- vii. Strategic communication, the internet and social media

These elements are offered as a way forward together with the notion that the primary responsibility for PVE rests with the member states. This research predominantly considers the Eastern and Southern Africa regions, but recognises its role as both a global and local representative. Insofar as actualising the vision of the UNOCT, global, regional and local awareness programmes are enabled with alignment with the Africa Union Agenda 2063 and the 2030 Agenda for Sustainable Development.

9.3. *Guidelines for Capacity on Combating Online Radicalisation of Youth and Violent Extremism*

This report considers a way array of factors which both contribute to and sustain opportunities for youth to become involved and remain in violent extremism. These factors must be seen in the ecosystem not removed from the complex realities which are facing the youth. These realities consist of: extreme poverty, hindered access to

education prior Covid-19 and exacerbated by Covid-19 as seen in the necessary shifts from offline to online learning; marginalisation of the vulnerable and disempowerment of women. Facing these challenges, the following guidelines are proposed:

- Foster intergenerational co-leadership and dialogues at all levels of governance and peace processes;
- Increase awareness on the AU Continental Framework amongst AU member states, civil society organisations and youth groups and networks;
- The development of bespoke national strategies, tailored to suit the needs for each local context;
- Promote these national strategies using social media platforms and in the local languages of these target communities;
- Incorporate the AU Continental Framework into national education curricula;
- Normalise youth representation, particularly that of young women, in policy-making spaces;
- AU member states should earmark funding for national youth, peace and security initiatives; and
- AU member states need to address the capacity-building needs of young people in peace and security.

9.4. Alignment between the AU Agenda 2063 and SDG 2030

In response to the foregoing, the following Goals, Priority Areas and Related SDGs are represented in the table below. It is recommended that activities and subsequent action points be plotted to promote AU Agenda 2063 alignment but also encourage attainment of the Global Goals by 2030.

Africa Union Agenda 2063				
Aspirations	Goals	Priority Areas	Related SDG	
3. An Africa of Good Governance, Democracy, Respect for Human Rights, Justice and the Rule of Law	11. Democratic values, practices, universal principles of human rights, justice and the rule of law entrenched	Democracy and good governance	16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels	
		Human rights, justice and the rule of law		
	12. Capable institutions and transformative leadership in place	Institutions and leadership	16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels	
		Participatory development and local governance		
4. A Peaceful and Secure Africa	13. Peace, security and stability is preserved	preservation of peace and security	16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels	
		Institutional structure for AU instruments on peace and security		
	14. A stable and peaceful Africa	Defence, security and peace	5. Achieve gender equality and empower all women and girls	
		Women and girls' empowerment		
6. An Africa Whose Development is people driven, relying on the potential offered by African People, especially its Women and Youth, and caring for Children	17. Full gender equality in all spheres of life	Violence and discrimination against women and girls	4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	
		Youth empowerment and children's rights		
	18. Engaged and empowered youth and children		5. Achieve gender equality and empower all women and girls	

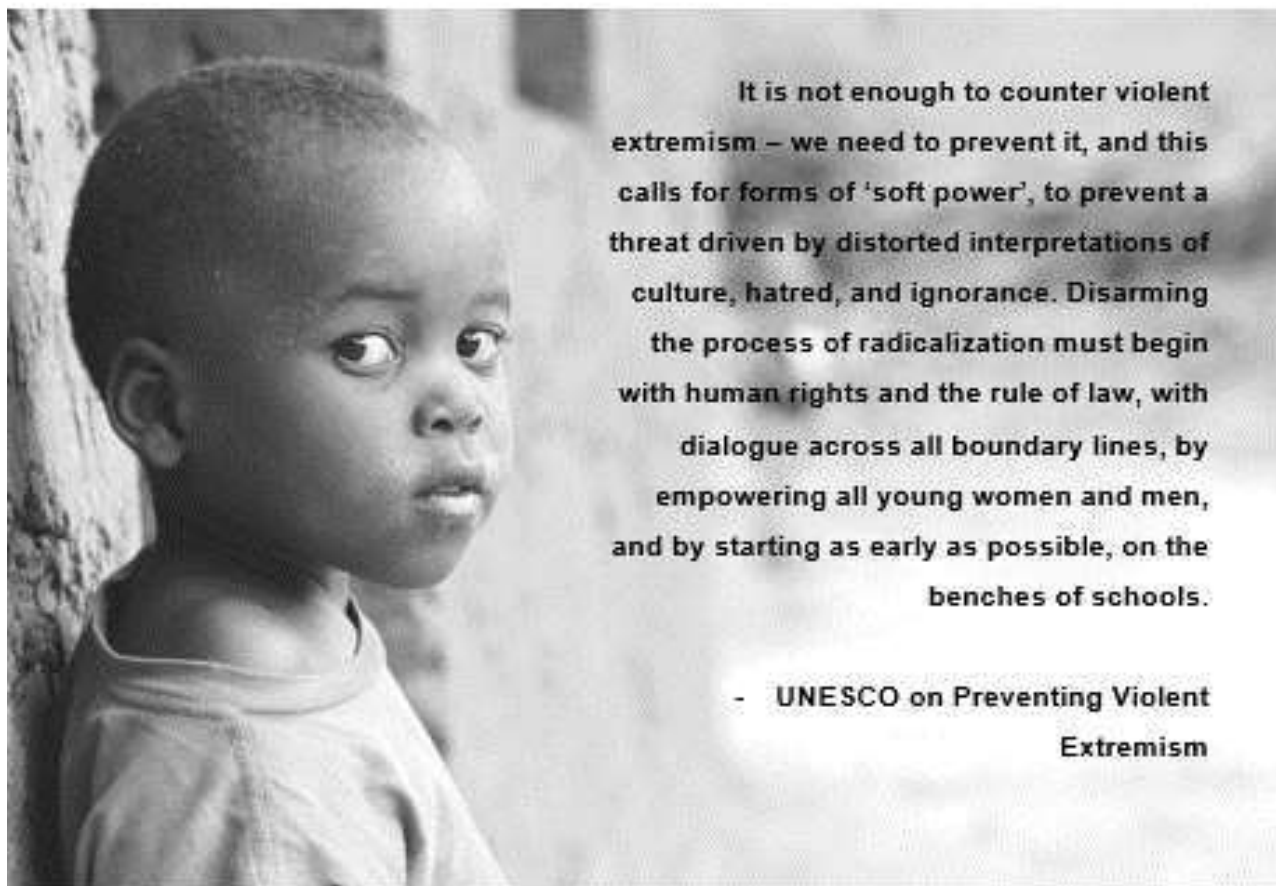
Conclusion

This research highlighted the alarming recent growth of extremist tendencies amongst individuals, throughout communities, and across countries around the globe. It is important for all members of free societies to be cognizant of extremism, the complicated relationship between it and cultural pluralism and relative deprivation, and how extremist conflict might manifest at different levels of social interaction.

The Extremism Identification Tool presented here offers a basic template for understanding and possibly circumventing processes that lead to extremist activity. Recent incidents and research on inequality in Mozambique and South Africa

demonstrate the sometimes-tenuous nature of social bonds in multicultural societies, even in a country that has prioritized reconciliation and redress of historical injustices. Indeed, extremism is often a reaction to efforts at moving individuals, communities, and societies toward social, political, and economic parity and unconditional recognition of everyone's basic human rights and dignity.

As representatives of civil society, academic, public and private sectors, it is incumbent that we are in the position to help respond to and address the extremist impulses that seek to tear our communities apart.



It is not enough to counter violent extremism – we need to prevent it, and this calls for forms of ‘soft power’, to prevent a threat driven by distorted interpretations of culture, hatred, and ignorance. Disarming the process of radicalization must begin with human rights and the rule of law, with dialogue across all boundary lines, by empowering all young women and men, and by starting as early as possible, on the benches of schools.

- UNESCO on Preventing Violent Extremism

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Press Release



The UNESCO East Africa office collaborated with The African Centre of Excellence for Information Ethics (ACEIE), Department of Information Science, University of Pretoria, on research related to the Prevention of Violent and online Extremism. The report "A Proposed Set of Guidelines for Capacity on Combating Online Radicalization of Youth and Violent Extremism", provides tools, guidelines and recommendations towards addressing the radicalisation of youth.

It contains research on online radicalisation of youth and violent extremism with a specific focus on African trends. Following the contextualisation of international and regional instances of online and violent extremism, is a developed set of guidelines. These guidelines are grounded in the AU Agenda 2063, Sustainable Development Goals 2030 and UNOCT Plan of Action.

Throughout the report, the importance of combating online radicalisation of youth and violent extremism is aligned with UNESCO's Information For All Programme's (IFAP) priority areas.

The following guidelines are recommended, in support of the Policy Brief by the ISS and AU Office of the Youth Envoy:

- Foster intergenerational co-leadership and dialogues at all levels of governance and peace processes;
- Increase awareness on the AU Continental Framework amongst AU member states, civil society organisations, youth groups and networks;
- The development of bespoke national strategies, tailored to suit the needs for each local context;
- Promote these national strategies using social media platforms and in the local languages of these target communities;
- Incorporate the AU Continental Framework into national education curricula;
- Normalise youth representation, particularly that of young women, in policy-making spaces;
- AU member states should earmark funding for national youth, peace and security initiatives; and
- AU member states need to address the capacity-building needs of young people in peace and security.

About IFAP

The Information for All Programme (IFAP) was established in 2001 to provide a platform for international cooperation in the area of access to information and knowledge for the participation of all in the knowledge societies. IFAP is a unique UNESCO intergovernmental programme that focuses on ensuring that all people have access to information they can use to improve their lives. The IFAP Bureau consists of eight Member States nominated by the governing Council. It meets twice a year to appraise, select and approve projects as well as to hold thematic debates on issues of importance for the programme.

Appendix D

Article



Artificial intelligence literacy and information ethics for a 4IR society

Rachel Fischer

The term "Fourth Industrial Revolution (4IR)" often conjures up images of robots, drones, functioning e-government systems, e-passports and biometric scans. Klaus Schwab's vision of artificial intelligence, robotics, the Internet of Things, autonomous vehicles, 3D printing, nanotechnology, biotechnology, materials science, energy storage and quantum computing inspires endless opportunities for progress and development in a variety of spheres, including the physical, digital, medical and educational dimensions.

What the 4IR specifically enables is the opportunity to conduct simple, everyday activities remotely, effectively and with less human intervention. The sense of individual agency is strengthened as citizens are no longer limited by bureaucratic processes vis-à-vis formal office space. The demarcation between formal and informal spaces has become blurred, presenting the possibility to reimagine "the office", "the university" and "the home".

However, for all these possibilities and opportunities, there are challenges too. If the 4IR is reliant on trustworthy and stable information and communication technology (ICT), electric and physical infrastructure, what are the implications if a country does not have these? Furthermore, if those with the requisite access, skills and abilities predominantly engage with the 4IR, what does this mean for those who do not have these? Will the lag in ICT development and accessibility exacerbate the digital divide?

According to Njuguna Ndung'u and Landry Signé, the 4IR and digitisation can transform Africa into a global powerhouse. They argue that the "spread of digital technologies can empower the poor with access to information, job opportunities and services that improve their standard of living". Making financial platforms (mobile banking) and education

(massive open online courses and mobile education platforms) more readily available to vulnerable groups, such as women, children and the elderly, would support their ability to participate in the knowledge economy, leading to their ability to become drivers for sustainable poverty eradication.

Unfortunately, much of the emphasis on the 4IR revolves around digital and physical transformation, without considering the basic skills and literacies that are required to utilise these platforms, applications and processes. In so doing, it is imperative for formal education to prioritise the development and distribution of initiatives that are focused on digital, media and information literacies.

The University of Pretoria is a key proponent in this space, as the Department of Information Science has been researching, teaching and promoting information literacy for some time. An example includes the book *Navigating information literacy: Your information society survival toolkit*, written by staff members Theo Bothma, Erica Cosijn, Ina Fourie and Cecilia Penzhorn in 2006. The Department also offers the Academic Information Management 101 (AIM 101) module to all the University's first-year students. The scope of the module is to find, evaluate,

process, manage and present information resources for academic purposes using appropriate technology, to apply effective search strategies in different technological environments, to demonstrate the ethical and fair use of information resources, and to integrate 21st-century communications into the management of academic information. These are essential skills requirement for the 4IR.

The Department of Information science also presents the Masters in Information Technology, Stream B, which specialises in Library and Information Science. The masters programme has been restructured from 2020 onwards, to specifically engage with LIS in light of the 4IR. The aim of programme:

- To build capacity to empower the next generation of library and information professionals with knowledge and skills to apply modern information communication and technology (ICT), in order to support academics and research.
- The programme is intended for middle management level Library and Information Science (LIS) professionals involved in managing ICT or working in ICT-intensive environments in libraries and information services and faculty members at Library and Information Science schools.

In addition, the Department hosts the African Centre of Excellence for Information Ethics (ACEIE), which regularly collaborates with the United Nations Educational, Scientific and Cultural Organisation (Unesco) and the International Centre for Information Ethics (ICIE).

Since 2012, the ACEIE has been researching and developing information ethics books and a digital wellness toolkit that specifically target communities and schools to supplement information technology (IT) skills with information ethics and information literacy awareness.

Unesco seeks to enable media and information literate societies with its Information for All Programme (IFAP) and its media and information literacy projects, including the Global Alliance for Partnerships on Media and Information Literacy (GAPMIL), the Media and Information Literacy University Network, and Media and Information Literacy: Critical-thinking, Creativity, Literacy, Intercultural, Citizenship, Knowledge and Sustainability (MIL CLICKS).

On the one hand, the University of Pretoria is a champion for the Global South, advocating grass-roots development, equality and improved literacy. On the other, collaboration with entities of the Global North provides the opportunity to engage with the higher-level implications of artificial intelligence (AI) and the 4IR. One such collaboration is with the University of Alberta in Canada.

The ICIE released the 28th edition of its official journal, *International Review of Information Ethics (IRIE)*, in 2020, hosted on a new open journal system platform. This signalled the official migration from Germany to Canada. The first issue on this platform featured articles on artificial intelligence, ethics and society. Research presentations delivered at the Artificial Intelligence, Ethics and Society Conference, 2019, hosted by the University of Alberta's Kule Institute for Advanced Study, were selected for publication.

Overall, this issue considered how nations can contribute to building a healthy AI sector through policy, research and innovation. The articles that were included considered a variety of themes, ranging from ethical best practices for industry to government developing responsible AI services, aligning cultural and societal values in AI design, the role of researchers from the social sciences and humanities in ethical innovation in the AI sector and methods for interdisciplinary and intersectoral collaboration on responsible AI.

This journal has pioneered ethics in technology and information studies for almost two decades. Featuring topics that range from gaming to artificial intelligence, the IRIE has presented some of the most thought-provoking conversations of the digital age. As the world learns to deal with COVID-19, its global information societies are set to face several new information and technology challenges, where leadership in information ethics and information literacy will become more critical than ever.

The IRIE therefore promises to carry forward the academic tradition of addressing the ethics of new challenges started by Dr Rafael Capurro, founder of the IRIE and the ICIE. The relaunch of the journal accompanies the relaunch of the Centre, which is also now supported by the University of Alberta.

The journal's team of managing editors reflects a balance of expertise that carries forward the original vision of the journal and its founders, while aligning it to the academic vision of the Kule Institute for Advanced Study, benefiting from the University of Alberta's open journal system. The editorial team comprises Jared Siebby (Editor-in-Chief), Rachel Fischer (Deputy Editor and Co-Chair of the ICIE), Mihaela Ilovan (Project Manager and Librarian) and Geoffrey Rockwell (Assistant Editor).

Promoting collaboration between entities of the Global North and the Global South therefore stimulates thought-provoking considerations that are not only related to the opportunities of the 4IR, but also the inherent social responsibilities of government, academia and civil society. *



Appendix E

ANIE Newsletter for 2020

The ACEIE shared past, current and future events, activities and accomplishments of dedicated scholars working in the field of information ethics to members of the African network for Information Ethics (ANIE) through newsletters. The ANIE newsletter for 2020 includes the attendance and contribution made by the ACEIE in the Webinar Series on Media and Information Literacy.



ANIE NEWSLETTER

ISSUE 7 • MAY 2020



OUR 2020 EXPERIENCE

BY THE ACEIE

Dear ANIE Community

We are all experiencing interesting times with the Covid-19 pandemic and the multifarious implications on our personal and professional lives. The ACEIE is PROUD to continue engaging with its various partners across the African continent and globe. Although we have been quiet, the ACEIE is busy with a number of initiatives.

ANIE NEWSLETTER

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THE ACEIE POST 2018

ACEIE REPORT

In 2018 the ACEIE received funding from UNESCO to host a BRICS IFAP event in Cape Town, South Africa. At this event the Global South focus has been strengthened with Information Ethics and Digital Wellness collaboration stronger in India. The UNESCO IFAP partnership has grown in terms of:

- Media and Information Literacy engagement
- People with disabilities - Sign language
- Practical implementation of IE workshops
- Human Rights questions on access to electricity - in the 4th Industrial Revolution
- Ethical implications of Artificial Intelligence in the 4th Industrial Revolution; inclusion & participation
- Information Regulator & Universal Access to Information
- Information Ethics and sustainable food security



MEDIA & INFORMATION LITERACY

Webinar Series on Media and Information Literacy
UNESCO-GAPMIL Response to COVID-19

Topic: Media and Information Literacy Parenting

Speakers:

- Sherr Hope Culver**
President, UNESCO Chair Centre for Media and Information Literacy
- Rachel Fischer**
President, IFLA Centre for Media and Information Literacy

Moderator: Adam Grizzle

Thursday 7 May **3 days** from now

facebook.com/mitolca **#MILCLICKS #THINKBEFORECLICKING**

The ACEIE attended and contributed to the International Expert Consultations on the UNESCO Media and Information Literacy (MIL) Curriculum in Serbia in September 2019 and Uganda 2020. The ACEIE was also on the drafting committee for one of the key outcomes of the meeting: the Belgrade Recommendations on Global Standards for MIL Curriculum for Teachers. These recommendations will guide current deliberations on the updating of the MIL Curriculum Framework.

What is MIL parenting? How to be a MIL parent/guardian during the #COVID19 outbreak? Watch this webinar by Sherr Hope Culver, Co-Vice-Chair of GAPMIL, and Rachel Fischer, Co-Chair of the International Centre for Information Ethics! #MILCLICKS #ThinkBeforeClicking

PROUD MIL PARENTING GUIDELINES

P - PROACTIVE

Parents can use digital platforms to engage and guide their children. But they should also be aware of the inherent challenges. Being pro-active in their approach, planning and practicing, will set the tone and guide children's expectations.

R - RELAXED

Digital technologies and the media can be daunting. But it offers so many benefits! Adults should not be anxious to learn new skills, nor to engage with it together with children. However, just like one should practice healthy habits in "real life", such as exercise, breathing slowly and being present, the same should be the case for the MIL landscape.

O - OPPORTUNITIES

Make use of online and real life opportunities to explore various types of literacies. But also be wary of information and technology overload, especially during this Covid-19 era.

U - USEFUL

Do all platforms need to be useful? What about play? Perhaps we should think outside the box of "metrics", "outcomes" and "functionality" and remember to have fun!

D - DIGITAL WELLNESS

How to be well in a digital society? Consider an alignment between online and offline habits and values.

Appendix F

Financial Summary



ACEIE 2020 Annual Report Summary

Expenses:

1. Annual Report 2018/19 Rachel Fischer Claims (processed over two payments over the period of August/October 2020): **R18,280.15**
2. B&D Solutions PTY (LTD) (Project funded by the UN Women SA): Stimulating Equal Opportunities for Women Entrepreneurs: **R120,000.00**
3. Dr Coetzee Bester refunding (2019 outstanding Claims): Various stakeholders meeting as well as travelling using personal vehicle: **R10,168.03**
4. Dr Coetzee Bester partial compensation (paid out 31 Aug 2020) **R52,995.09**
5. Future Africa: ACEIE Stakeholder Meetings held in 2019 in the months of July, August and September respectively: **R12,708.00**
6. 3C Consulting (Project funded by UNESCO): UNESCO Prevention of Violent and Online Extremism (PVE) Research: **R25,958.95**
7. The total Expenses is **R240,110.22**

Income:

1. UN Women (received 07 Dec 2020) **R104,347.68 excluding VAT = Total R120,000.00**
2. UNESCO (received 5 Aug 2020) **R49,647.37**

Total Income: **R169,647.37**