African Centre of Excellence for Information Ethics

Collection of Presentations: International Policy Dialogue on IFAP Priority Areas in the BRICS countries

Cape Town, South Africa
4-6 July 2018

Contents

Information for All at the Cape: Struggles Past and Present

Archie L Dick

University of Pretoria

The 'Post Office' Tree, Mossel Bay, (1501)

Sample of Free Black book ownership in the 18th century

Date	Name	Books	Source
July 1720	Ansla of Bengal	Two books	Inventory MOOC8/4.15
May 1733	Claas Jonasz	Parcel of books	Auction list MOOC10/4.113
November 1734	Jan Smiesing	Books and three Bibles	Inventory MOOC 8/5.69
January 1736	Arnoldus Koevoet	Three books	Auction list, MOOC10/4.143
November 1737	Nicolas Oudaatje	Two books	Auction list MOOC10/4.155
October 1741	Robbert Schot	Bible and parcel of books	Auction list MOOC 10/5. 60
September 1745	Onjako	Eleven books	Auction list MOOC10/5.57½
January 1763	Christian Africanus	Forty two books	Inventory MOOC8/10.43
April 1769	Aurora of Terra de Natal	Box of 'old books'	Inventory MOOC8/13.7

Notebook of Jan Smiesing (1697-1734)

Medical remedies written in vernacular Tamil

Vasily Golovnin, Santa Catarina, Public Library in Groote Kerk, Cape Town (1808)

Reading a Dutch-English newspaper in a Farmer's kitchen, c.1830

1960s and 70s - book burning, and graffiti on library buildings

LET US BLACK FOLKS READ

1960s and 70s - book burning, and graffiti on library buildings

LET US BLACK FOLKS READ

Leta Naude and Neal Petersen

Sedick Isaacs - Robben Island prison librarian, and Nelson Mandela's bookshelf
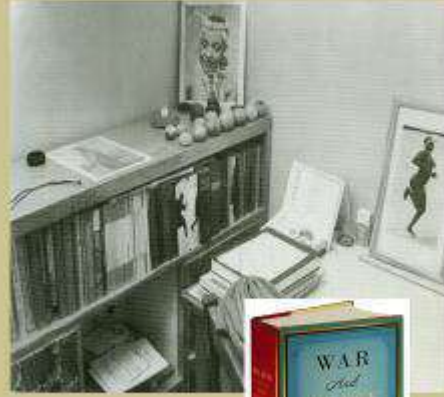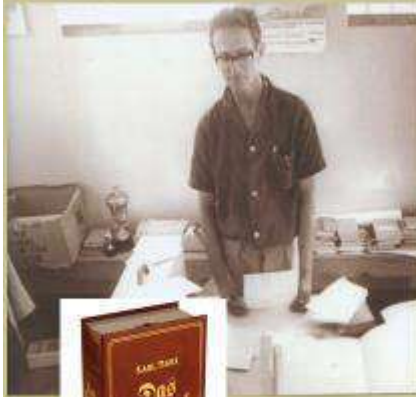
Stop the 'Secrecy Bill' protest

Boyan Radoykov: UNESCO Chief Knowledge Societies Division

Digital Futures

Rafael Capurro
Capurro Fiek Foundation for Information Ethics

International Policy Dialogue on
IFAP Priority Areas in the BRICS Countries
Cape Town, South Africa
July 4-8, 2018

Introduction

- Facing digital futures does not mean that everything that can be digitized has *per se* a higher degree of rationality and social goodness and that therefore digitization should be considered as the royal road for better public and private life.

Capurro, Digital Futures 2018   2

Introduction

- The ethical challenge consists in unveiling digital options for the *res publica,* or the political space, with its institutions and processes as well as for civil society, or *res privata*.

Introduction

- Societal freedom and political liberty are based on an equitable access to information resources, educational institutions, labour opportunities and, last but not least, to positions of political responsibility in the *res publica*.

Introduction

- Information ethics can be a catalyst for critical discourse and political action on these issues in both areas.

On *Res Publica* and *Res Pivata* in the Digital Age

- Political organization of the *Res Publica,* particularly of its governmental, legal and administrative bodies, often utilizes a top-down approach with the state becoming entangled with private agents in what Dwight D. Eisenhower in his 1961 speech called "the military-industrial complex„.

On *Res Publica* and *Res Pivata* in the Digital Age

- The centralized top-down welfare state and the bottom-up liberal model based on the private initiative can be liberating as well as oppressing. Between these two possibilities there are different ways by which interests and objectives are entangled,

On *Res Publica* and *Res Pivata* in the Digital Age

- This is the reason why a basic international agreement on rules and values concerning the internet is needed as was stated already in the documents issued by the World Summit of the Information Society (WSIS) in 2003 and 2005

On *Res Publica* and *Res Pivata* in the Digital Age

- Public policy must take the lead in order to implement measures that guarantee the privacy of citizens as well as public digital spaces in which citizens do not fear that their data is being misused.

Information Ethics for Digital Futures

- The vision of common values for all societies is at best enshrined in the *Universal Declaration of Human Rights* as well in other international declarations issued particularly by UNESCO such as those dealing with cultural heritage, multilingualism and universal access to Cyberspace, and the preservation of digital heritage, to mention just a few.

Information Ethics for Digital Futures

- UNESCO has been promoting
  international and regional conferences on
  information ethics since 1997.

Information Ethics for Digital Futures

- First African Information Ethics
  Conference Pretoria 5-7 Februrary, 2007
  organized by the University of Pretoria, the
  University of Wisconsin-Milwaukee, the
  International Center for Information Ethics,
  sponsored by the South African
  Government and under the patronage
  UNESCO.

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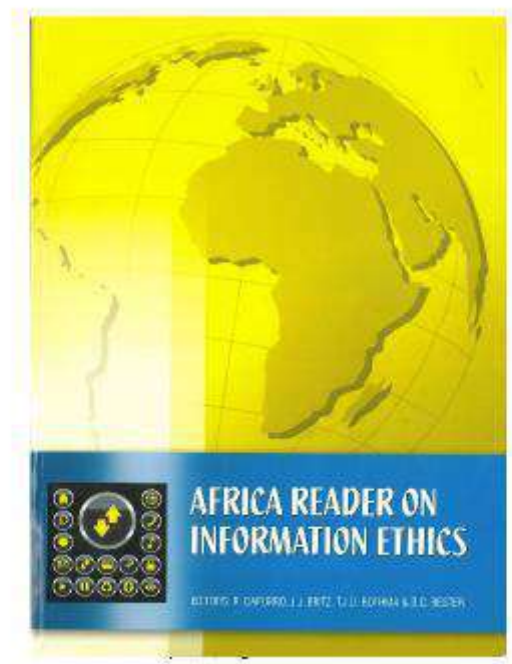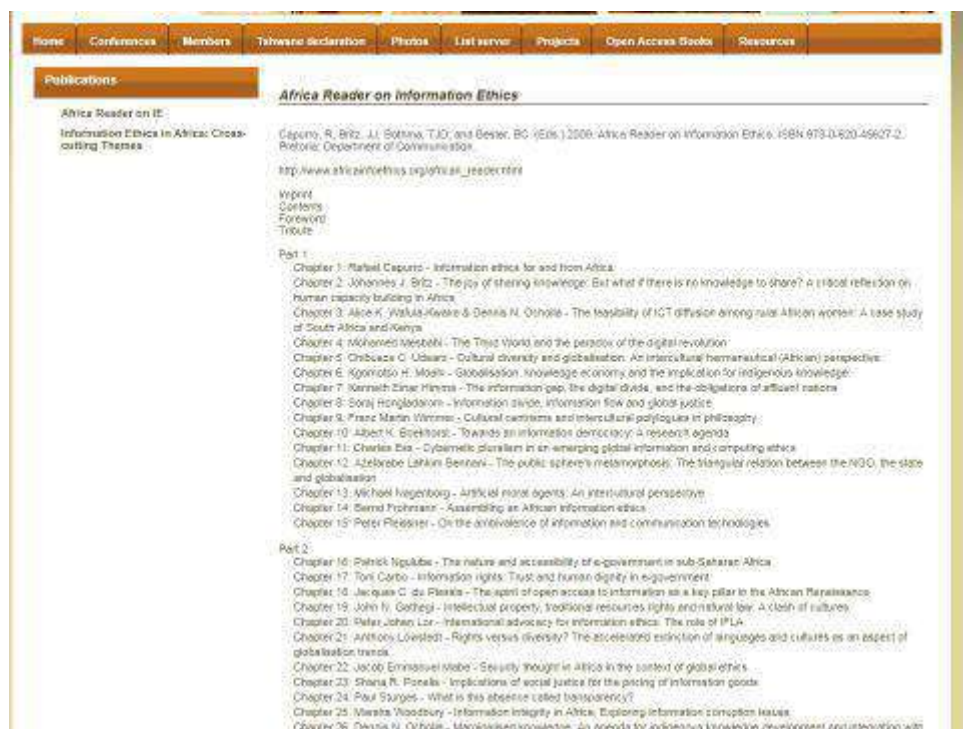
Information Ethics for Digital Futures

- One of the outstanding outcomes of the conference was the *Tshwane Declaration of Information Ethics in Africa.*

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Information Ethics for Digital Futures

- "All people have equal rights as set out in the Universal Declaration of Human Rights. To exercise their human rights people need and should have access to information as well as the ability to benefit from it.

Information Ethics for Digital Futures

- Information should be recognized as a tool for promoting the goals of freedom, democracy, understanding, global security, peace and development and should be used as such.

Information Ethics for Digital Futures

- Information should be made available, accessible and affordable across all linguistic groups, gender, differently abled, elderly and all cultural and income groups.

Information Ethics for Digital Futures

- World-wide, the centrality of information is manifested as nations move towards Information and Knowledge Societies. To make the global Millennium development goals a reality, Africa should be a key player in this movement.

Information Ethics for Digital Futures

- Policies and practices regarding the generation, dissemination and utilisation of information in and about Africa should be grounded in an Ethics based on universal human values, human rights and social justice

Information Ethics for Digital Futures

- Indigenous knowledge and cultural diversity is a valuable contribution Africa can make to the global Information Society. It should be preserved, fostered and enabled to enrich the world body of knowledge."

Information Ethics for Digital Futures

- UNESCO Workshop on Information Ethics and e-Government in sub-Sahara Africa, Pretoria, 23-26 February 2009

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Information Ethics for Digital Futures

- UNESCO - IFAP InfoEthics WG: Riga Global
  Meeting of Experts on the Ethical Aspects of
  Information Society, Pretoria, October 16-17,
  2013

Information Ethics for Digital Futures

- A basic issue of digital futures concerns the development of digital identity as a basis for participation in public and private matters of social life.

Information Ethics for Digital Futures

- Its relevance has been recognized and promoted by the ID4Africa movement, co-founded by Joseph J. Atick in 2014, whose aim is "to promote legal identity for all in Africa (consistent with Sustainable Development Goal 16.9) and to empower individuals to claim their rights and to benefit from the fruits of development."

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Information Ethics for Digital Futures

- In order for digital identity to be a tool for empowering people and not for their surveillance and manipulation it is essential to provide it technical and legal protection from misuse by any kind of private or public agent.

Information Ethics for Digital Futures

- Today's information societies are in many regards disinformation societies where lies, fake news, and misinformation of all kind are perpetually sent and received around the globe.

Information Ethics for Digital Futures

- It can be said that such was already the case in all societies. In fact, the ethical and legal issues brought about by the invention of writing, and later on of printing, were no less ambivalent for human communication.

Information Ethics for Digital Futures

- However, new and emerging technologies can change human life at a foundational level, marking substantial differences in social life, differences that have become apparent with each new technological invention.

Information Ethics for Digital Futures

- Mounting obsessions with digital technologies leads to all kinds of addictions and different forms of oppression and exploitation, particularly in the working world but also in the educational and family environment.

Information Ethics for Digital Futures

- Learning to live in the digital era is not an easy task and should not be relegated to the marketing departments of private companies or to quick decision making of politicians.

Information Ethics for Digital Futures

- The more digital devices are intertwined with our lives and our bodies, the more we must learn to take a temporary or local distance from them in some places and situations. This is an important task for educators no less than for parents.

Information Ethics for Digital Futures

- This makes apparent the responsibility of governments to provide digital spaces of public communication instead of relying alone on private entrepreneurs.

Information Ethics for Digital Futures

- Communication is the bond of human society and should therefore be an issue of the *Res Publica Digitalis*. This is evident in the case of non-digital spaces as spaces of public transportation and relaxation in our cities.

Conclusion

- Dealing ethically with digital futures means to face an open field of possibilities that are unveiled when we are open and free to think about them instead of following hypes and marketing slogans of the IT industry.

Conclusion

- The capacity and the right to say 'yes' or 'no' must be cultivated and legally guaranteed not only with regard to oneself but also and originally to all kinds of social interactions where possible and in many cases should also take care of the welfare of others, particularly of those that need our support in different areas and situations, permanently or temporarily.

Conclusion

- Facing digital futures, we must be able to imagine different forms of public and private life in specific cultural contexts in which the life-work balance is perceived with regard to the possibilities and constraints inherent in digital technology.

Conclusion

- From this perspective, digital enlightenment has a double meaning: it addresses, on the one hand, what is called *digital literacy*, that is to say, the task of empowering people in their knowledge and use of digital devices.

Conclusion

- It might be more useful to talk about digital literacies (plural!) since there are different contexts in which digital devices are used or might be developed for becoming more useful for the people.

Conclusion

- On the other hand, digital enlightenment means a critical appraisal of the digital as such not only with regard to issues related to possible misuses but also to the possibilities of not using this or that device at all, either permanently or from time to time.

diverse people unite

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Carlton Mukwevho, Secretary General South Africa National Commission for UNESCO

Celebrating the 100th birthday of former president Nelson Mandela

Evgeny Kuzmin: Multilingualism in Cyberspace: Now and What Next?

Dear colleagues and friends,

Your Excellencies, Ladies and Gentlemen,

The agenda of our meeting is rich in many topical issues, and it is symbolic that multilingualism is the one theme opening it. Apparently, multilingualism has made itself felt as a burning topic on both the intuitive and rational levels.

The value of languages is inestimable for the people who speak them. Languages are amazingly rich and versatile systems born by the creative human mind. Languages reflect historical and social experience of nations. Languages act as socialization factors and means of human self-identification. Languages are unique tools that enable people to comprehend and describe the world; they are repositories of information about the ethnos and its culture, about the nature of humans as a biological species. The significance of languages is also manifested by their use as factors of domination and separation in relation to individuals and nations for the purpose of changing their identity. History and contemporaneity can provide us with many such examples.

We all have to realize that almost half of the world's languages are facing the risk of extinction, and still more languages are facing the risk of losing their role in many fields, i.e., education, science, mass media, culture, politics, record keeping, business and tourism. The future of these languages often depends on their ability to resist the pressure of the bigger and more aggressive languages or those of economically dominant countries.

In what follows, I would like to make a general survey of the languages – from the smallest and weakest ones, destined to die due to the assimilation of their few speakers, up to the major global ones. How is the language picture changing in different countries and in the world in general? What tendencies have become trends and what new tendencies have appeared? What changes may happen? What forecasts may be made? Each question needs an individual insight and professional answer. Who is capable of giving them? Who is going to do the respective international research; who is going to be the customer and sponsor?

Today, there is one and only worldwide organization responsible for a comprehensive institutional study of languages as global (not only national) issues – the U.S.-based SIL International (formerly known as the Summer Institute of Linguistics). SIL International has more than 6,000 members from 50 countries. It publishes the results of its research of the world's languages in its own database, *Ethnologue*.

SIL International is a powerful, authoritative and highly professional organization which can boast of many achievements. However, starting early 1980s, it has been severely criticized by anthropologists and public figures who claim that it exerts a negative influence on indigenous communities of various countries and creates conflicts there in an attempt to change local cultural patterns. Several countries have ceased official cooperation with SIL. Nevertheless, SIL's data (though doubtful at times) is still used in almost all publications dedicated to the world's languages because no one else collects language data on such a global scale.

As for the intergovernmental level, there is also one organization authorized to analyze the world's languages, UNESCO. Within UNESCO, this activity is undertaken only by the Intergovernmental Information for All Program, the flagship UNESCO's program on communication and information.

In its activity, UNESCO relies to a large extent on the data of SIL International because – here I will repeat myself and say that there is no other organization in the world which collects data on the use and proliferation of the world's languages.

Over the last ten years, within the Information for All UNESCO Programme, Russia has initiated and held six (out of ten) major global conferences and meetings dedicated to language preservation and linguistic diversity in cyberspace. Three of them were convened in Yakutsk in 2008, 2011 and 2014, one was in the UNESCO's HQ in Paris in 2014, and two in Khanty-Mansiysk in 2015 and 2017. These events were attended by the leading experts from 100 countries. A significant volume of documents has been accumulated and published on the web-site of the Russian Committee of the Information for All UNESCO Programme.

Five of our forums resulted in adoption of significant international documents which I consider fundamental for understanding the world's language processes and for drafting adequate international policy aimed at language preservation and promotion. In 2015, we combined these documents within a bilingual Russian-English collection under the title «International Meetings on Multilingualism in Cyberspace: Final Documents». In 2017, still another document was drafted: «Ugra Declaration on Preserving Languages and Promoting Linguistic Diversity in Cyberspace for Inclusive Sustainable Development».

Within the Information for All UNESCO Programme, we have gone a long way in comprehending the problems of multilingualism: from formulating the significance of the preservation and development tasks for minority languages (autochthonous languages in the first place) up to the profound discussions of language policies used by individual countries and regions for preserving these languages; of the tools used while implementing this task; and of the efforts of the respective agencies to be undertaken to shape a favorable environment for the preservation of autochthonous languages.

At the 2014 Conference, we adopted the Yakutsk Declaration on Linguistic and Cultural Diversity in Cyberspace. Today, this document is considered fundamental and is even called «A Concise Bible of Multilingualism.» It contains the description of almost all problems around languages and paves the way to their solution.

Language problems in the world cannot be narrowed down to minority and autochthonous languages, but the content, scale and topicality of these problems are felt differently in different countries.

In multilingual countries like Russia, language policy is focused on maintaining the high quality and the dominating status of the national language, on using it in education, on its relationship with minority languages and on the support of the latter. In other countries, Switzerland for example, it is essential to support several national languages. In the economically developed monolingual countries like Germany, the problem of multilingualism is raised in a way that allows for ignoring the languages brought by the migrants, teaching them fast and attracting them to the national language environment. In the multilingual countries of Africa and Asia, the problem is different: the major languages spoken there by tens and even hundreds of millions are deprived of national status and are either not represented in the educational systems or represented there very poorly.

Large forums are essential in letting the leading national experts feel and understand better the hierarchy of linguistic problems in other countries, so that they get an opportunity to produce joint international documents which are required for shaping the global agenda and comprehending the ongoing events.

We are gradually coming to the consensus on understanding which language problems should be considered the most significant ones not only for one country but for many countries taken together, irrespective of their history, culture, economics, linguistic situation, educational systems and internal/ external political goals.

Formerly, linguistic problems were formulated mainly by experts from the richest countries of Europe and America, while the representatives of other countries participated in the international discussions *de-facto* and played supportive roles there since they did not make the agenda and programs of those forums and shape their discourse. Today, it is unfortunately becoming clear that some papers and ideas promoted by leading western experts and were allegedly profound and universal turned out to be superficial and inadequate for the analysis of the processes going on in Russia, India or China.

Some 10–15 years ago, global discussions of multilingualism were focused on a single aspect: the need to preserve endangered minor autochthonous languages because the situation could result in a serious reduction in cultural diversity which has always been the basis of the human life on our planet. Moreover, the extinction of minor languages means the extinction of vast and essential knowledge embedded in them, especially the knowledge of nature, climate, diseases, and outlook of the peoples living, for instance, in the Far North, in the hardly accessible regions of the African jungles, or in high mountain areas, that is, in the territories that are now in the limelight of attention of large businesses and politicians.

The number of the world's languages is variously estimated at approximately 7,000. The exact number is unknown because it is sometimes hard to tell a dialect from a language. According to the most optimistic forecasts, by 2100, only 50% of the currently used languages will be left; according to the pessimistic forecasts, there will be only 10% left, i.e., 600–700 languages.

It is indisputable that minor languages must be taken care of, however hard and expensive it may be. Supposedly, ICTs will help us ensure and strengthen the representation of autochthonous languages in cyberspace and, by doing that, they will not only slow down the weakening and extinction of these languages but also revive them. These opportunities may be taken when the power of the Internet and other ICTs is skillfully and fairly used for the good purpose of preserving and stimulating the diversity of cultures and languages and not for the purpose of suppressing them.

The result of our international conferences and expert meetings was the understanding of a still another big international problem which is shamefacedly concealed by the international political circles. This is a problem of the growing domination of the English language and of the fate of other major European languages living in its shade, the languages of great cultures, literatures, sciences and education: German, French, Spanish, Portuguese, Italian and Russian.

English has established itself as the leader in international relations, negotiations and business communication, in global management, business, science and technology, especially in scientific and technical communication. Research institutes of the world increasingly publish the results of their studies in English, and do not supply them with translations into the respective national languages. It seems as though very soon engineers will communicate in English only and will not be able to discuss their professional tasks in their national languages.

English is actively taking over educational systems of various countries, including universities and schools. Universities offer more and more courses today exclusively in English. In Italy, the intention was expressed to conduct all university training in English. It met the indignation of Italian professors and dissatisfaction of students. Italian professors whose English did not meet the required

standards were replaced by the American ones. But the humanity subjects like art, design, fashion, folk crafts and others, which have made Italy famous all over the world, cannot be adequately translated into English due to the absence of the necessary terms.

A similar situation may be observed in many European countries. Holland is now busy establishing the Dutch University in Vietnam. Teaching will be delivered there in English (today, 99% (!) of the Vietnamese school children study English as a compulsory language, while only 1% (!) study other languages). Russian university in Egypt also delivered courses in English. Young well-educated Dutch more and more often speak English even at home! Many Frisians cease speaking either Frisian or Dutch, and strive to speak English. French schools which have always been studying German as the language of the nearest neighbor are now switching to English and Chinese. In Germany, this is perceived as a disaster.

For me, a Russian, this is also perceived as a disaster, and even a graver one: the Russian language is losing its position in a more dramatic way than any other language in the history of humanity. 50 million speakers have been lost over the last 25 years due to geopolitical changes, and this process has not stopped yet.

The issue of official and working languages of international agencies is getting more acute. *De jure*, the equality of the major languages (English, French, Spanish, Chinese, Russian and Arabic) is proclaimed in them, but *de-facto*, only two languages are being used as working ones, English and French. In reality, however, the work on official documents is more often done in English only. It is clear that English-speaking countries get significant dividends from this – political, cultural and … economic.

According to Winston Churchill, the wide spread of English will be a conquest much more long-term and valuable than the annexation of vast territories. This idea has been not only supported but actively promoted and even imposed by the influential political and economic figures of the Anglo-American world. As a result, English has become a source of income for the United Kingdom. According to the Latin Union, thanks to the dominant status of the English language, the UK saved annually up to 20 billion US Dollars on translations when the European Union documents were drafted.

Such is the state of things. On the one hand, we have to learn to live in conditions where English enables people to communicate (like at our meeting) and where people cannot do without it. But on the other hand, we have to provide protection to other major languages, especially those of great cultures and sciences.

If we all start thinking in English we may be able to become brilliant economists and more effective managers than we are today, but how will we live without our fine spiritual and intellectual national concepts which do not have an analog in English?

In a more distant prospect, 200 years from now, according to the estimates of some outstanding linguists who watch the global situation, there will be only 10–15 languages left. What languages will be left? English? Chinese? Might it be a subvocal and speechless communication of cyborgs who will replace us on the Earth as a result of technological transformation of our body and mind in the course of the 4th, 5th, 6th and, then, 10th industrial revolutions?

It is no wonder that a severe struggle is going on today in the world for the languages of education and instruction and for the language studied as the first foreign one. Undoubtedly, we have to learn many languages. No country should restrict the knowledge of its population by only one national language and/or one foreign language, which is most often English.

Unfortunately, there is a big English bias in Russia. We seldom study French, German, Portuguese, Italian or Spanish, to say nothing of the languages of our neighbors – Polish, Ukrainian, Kazakh and others. However, studying Chinese is getting popular, and this is a new global trend. I believe that Russia is facing the need to change its language policy, as well as the policy in education. This requires a huge amount of work, a profound revision of standards, laws, teachers' training programs and many other things.

In those countries with a high share of immigrants, especially in megacities, the problem of the native language is going to get more severe. To what extent should the host country support migrant languages? And should it? To what extent should it strive to teach migrants its national language as soon as possible?

Practically, all countries, though to a different extent, are worried by the problems of multilingualism. In my opinion, the task is to arrange our joint work so that we could start looking for general and individual answers to all of the above questions because the sustainability of our development depends on their resolution.

The idea of multilingualism has both supporters and influential opponents. For some, support of linguistic diversity in a broad sense in both the real world and in cyberspace is a valid and noble idea, while for others it is unreal and utopian, and for still others it is even harmful because it does not allow for implementing their political, economic and cultural goals.

As you know, the UN proclaimed 2019 the International Year of Indigenous Languages and instructed UNESCO to act as its leading agency responsible for the event. This opens up new opportunities for us to attract the attention of the public to multilingualism and linguistic diversity.

We have to use these opportunities to the full and offer the world such a vision of the value of the languages which could bring this problem to the forefront. We have to offer the world a human and noble language policy which will let people use their potential in the languages of their choice, so that their dignity is not derogated, and languages are not used for the purposes of domination, suppression and separation.

Language Policies for Multilingualism in:
A Common Reference Framework for
BRICS Languages

Prof. Dr. Gilvan Müller de Oliveira
Federal University of Santa Catarina
Florianópolis, Brazil
Capetown, 4 – 6 July, 2018

OUTLINE

* Considerations on BRICS languages and their opportunities;
* The creation of a Common Reference Framework for the BRICS Languages;
* The indication of a possible model: the Scientific Electronic Online Library (SCIELO)
* Final Considerations:

Five Countries:
- Brazil, Russia, India, China and South Africa

Four Official Languages:
- Chinese, English, Portuguese and Russian

BRICS

Foreign ministers from the four initial BRIC states (Brazil, Russia, India and China) met in New York in September 2006 on the sidelines of the General Debate of the UN General Assembly, initiating a series of high-level meetings.

A large-scale diplomatic meeting was held in Yekaterinburg, Russia, on June 16, 2009, where the BRICS structure was stabilized.

BRICS Official Languages

Chinese: 1.4 billion in 3 countries (40 million in diaspora)
English: 350 + 200-900 = 550 million in 53 countries
Portuguese: 220-250 million in 9 countries
Russian: 164 + 114 = 278 million in 7 (12) countries

**4 official languages
in 72 of the 195 countries of the world,
spoken by 2.478 million people**

India: federal languages are Hindi and English plus 21 official regional languages.

South Africa: 12 official languages, English is only the fourth most spoken language.

Both countries have given up their other official languages and are represented in the BRICS only in English

Map of Russian-Eurasian reaction against unipolar globalization.
Counterstrategy.

Most important lines of fracture of pro-atlantist-globalist space
Rays of close strategical partnership with countries of Third world
Crucial axes of alliances of eurasian geopolitics with "emerging empires" - Great Europe and free Japon
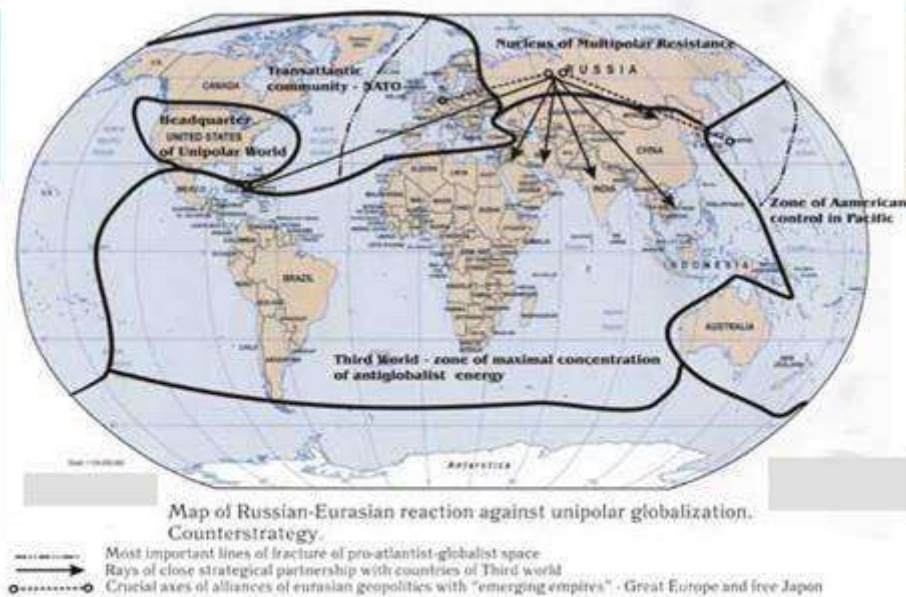
Geopolitics of Languages

CHINA

32% of Chinese do not speak Mandarin, but other varieties of the Chinese language (Han) or languages of other language families; only recently has China a policy of generalization of Mandarin within the country.

The promotion of Mandarin abroad is conducted through the **Confucius Institute**, established in 2004 and administered by Hanban - Department of the International Council of Chinese Language.

480 Confucius Institutes in 2014, more than a thousand by 2020.

Russia

The **Russian Language Puschkin State Institute** was founded in 1966 and had its current status established in 1998. It specializes in teaching Russian to Russian and international students and in training teachers to teach Russian as a foreign language. It has three main departments: Department of Philology, Department of teaching of Russian as a foreign language, Center for Continuing Education.

Brazilian Promotion of the Portuguese Language

http://redebrasilcultural.itamaraty.gov.br/

REDE BRASIL CULTURAL

The BRICS countries and their Languages

How could their official languages be an opportunity for BRICS and BRICS to be an opportunity for the promotion of these languages?

What is a Common Frame of Reference for Languages

is a guideline used to describe achievements of learners of foreign languages and to allow for all kinds of cooperation between countries with regard to their languages.

Its main aim is to provide a method of learning, teaching and assessing which applies to all languages of a a politically motivated cooperation.

A Common Frame of Reference for Languages is a complex management tool that can reach all three branches of language planning

Corpus Technologies
Status Technologies
Diffusion Technologies

The Common European Frame of Reference for Languages
CEFR

* A manager: the Council of Europe, within the European Union. It was formulated in partnership with the University of Cambridge (1989-96);
* Vertical axis around the European Integration process;
* Market integration: free mobility of production, capital, merchandise and people (labor force);
* Interlinguistic Cooperation;
* Construction of interinstitutional networks.

ACTFL
American Council of the Teaching of Foreign Languages
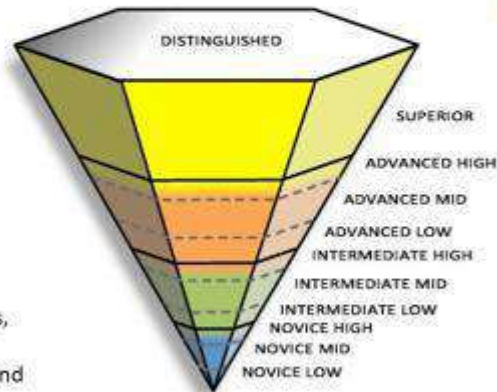
Created in 1967. Funded by:

Fulbright Fundation,
U.S Department for Education,
National Endowment for Humanities,
The Center Foundation,
U.S Department of State Language and
Cultural Exchanges Programms.

DISTINGUISHED
SUPERIOR
ADVANCED HIGH
ADVANCED MID
ADVANCED LOW
INTERMEDIATE HIGH
INTERMEDIATE MID
INTERMEDIATE LOW
NOVICE HIGH
NOVICE MID
NOVICE LOW

ACTFL

A Common Frame of Reference for Languages

a) Help to establish the language framework to be taught and the strategic reasons for teaching each language:

Languages for the Future
Which languages the UK needs most and why
https://www.britishcouncil.org/sites/default/files/languages-for-the-future-report.pdf

A Common Frame of Reference for Languages

b) Establishes that the management / planning of a language does not take place in isolation, but **in the context of politically motivated multilingualism**;

c) Tells which languages belongs to the **Partnership System** and organizes **Reciprocity**;

d) Establishes common criteria for creating a **Technological Convergence** in the preparation of language standards of all kinds;

A Common Frame of Reference for Languages

e) Because they work in multilingual contexts, they help to correct the Language/Linguistic gap between the languages included therein: it allows to observe and intervene in the so-called **Infra-Supported Languages**, one of the essential steps for the reduction of the **Digital Divide**, one of the **Objectives UNESCO's Millennium Development Goals**;

f) Advances from concrete linguistic experiences and concrete linguistic partnerships.

Challenges of the Languages Industries: Corpus Technology
Language encoding for people versus
Language Encoding for the Machine

PNL was adopted as a term by the community of researchers in artificial intelligence to refer to any component of language processing within artificial intelligence, with emphasis on access to a database through a human language and as an objective to enable Human Interaction - Machine

Speech / speech synthesizers
Electronic Translators
Spell Checkers
Summarizers / Information Extractors
Self-completers
Speech Writers / Automatic Readers

A common frame of reference organizes and guides the large linguistic market:

* defines the language usage rules (in at least two senses),
* indexes the criteria of proficiency and its social and labor functionalities,
* Defines accreditation strategies, training of teachers and provides criteria for the production of teaching materials.

Certificates of Measurement of Proficiency

Proficiency Tests / Certificates

* They are political-linguistic instruments of the first greatness, which demonstrate a contemporary form of appropriation of languages by the National States or Private Companies which, through them, **take command of the circulation of language in the "Market of Languages"** (Calvet, 2002) ("International Market of Languages"), both in the three fields of Linguistic Planning: Statute, Corpus, Teaching. (Oliveira, 2004, p.165)

ALTE

HOME   WHO WE ARE   MISSION   SIGS   EVENTS   SUPPORT   RESOURCES   JOIN ALTE   CONTACT

Welcome to ALTE,
the Association of Language Testers in Europe

ALTE is an association of language test providers who work together to promote the fair and accurate assessment of linguistic ability across Europe and beyond. ALTE organises courses and conferences on aspects of language assessment, and operates a quality auditing system of European language examinations.

ALTE was founded in 1989 by the University of Cambridge (UK) and the Universidad de Salamanca (Spain). Today, ALTE has 33 Full Members representing 25 European languages, as well as 58 Institutional Affiliates and over 500 Individual Affiliates from all around the world.

ALTE is a non-profit organisation, and has Participatory Status as an NGO with the Council of Europe.

CELPE-BRAS
Certificado de Proficiência em
Língua Portuguesa para Estrangeiros

22 Applicant Stations in Brazil
and 59 abroad

33 in America
15 in Europe
7 in Africa
4 in Asia

BRICS Common Frame of Reference for Languages

To strengthen joint promotion of Chinese, Russian, Portuguese and English from South Africa and India;

To be extended to the other languages of BRICS multilingualism;

To serve as a frame of reference and collaboration for more than a hundred languages that are outside of a common framework;

To increase the awareness of governments to the fundamental participation of the linguistic communities in the Knowledge Society, for which languages need to be prepared for a series of functions of the contemporaneity.

UNESCO CHAIR
LANGUAGE POLICIES FOR MULTILINGUALISM
2018-22

谢谢
Dankie!
Благодарю!
OBRIGADO!

GILVAN MÜLLER DE OLIVEIRA
gimioliz@gmail.com
http://e-ipol.org/

Focus of the Paper

- To analyse education technology policies of BRICS nations and implementation strategies
- To consider local specificities of social, ethnic and cultural nature along with national concerns
- To ensure effective implementation of policies protecting cultural ethos and languages

Education Technology Policies and Implementation Strategies

- Failure of universal education models
- MDGs not satisfactorily met
- Adaptation of digital technologies to education to overcome the above
- UNESCO policies and guidelines to integrate digital technologies in pedagogy (digital literacy, ICT-CFT, etc.)
- Relevance of policies with sensitivity to local social and economic needs

BRICS and Education Technologies

Common Features:

- Active implementation of policies since 1990s
- Focus on infrastructure, connectivity, capacity building, quality, safeguard measures, national and international collaborations, etc.
- Social and economic inequalities,
- Multilingual, multicultural and multiethnic

Specific Features:

- Traditional Vs. technology based models of education (India and China)
- Absence of coherent education technology policies (South Africa)
- Research output is not in the form of pedagogical materials (Russia)
- Concentration on diversity in digital content (Brazil)

Challenges

- Poor connectivity
- Paucity of well-trained teachers
- Infrastructure shortages
- Non-availability of users
- Users from diverse socio-economic backgrounds
- Non-availability localised content
- Absence of academia-industry linkage

Addressing Diversities

Disciplinary Discourses

- E-content material vary from discipline to discipline
- Use of AI, ML and virtual and augmented spaces, gamification, etc.

Cultural, Linguistic and Ethnic Diversities

- Each society inherits universal, individual and specific cultural traditions and patterns
- BRICS nations – multicultural, multiethnic and multilingual

Contd. ...

- Relevance of cultures and subcultures to learned behaviour patterns
- Dissemination of knowledge in multilingual and multicultural contexts
- Significance of online courses for multilingual and multicultural environment
- Localisation of e-content

Conclusion

- Formulating policies and implementation strategies in national and local contexts
- Ensuring protection and promotion of multilingual, multiethnic and multicultural nature of societies
- Formation of BRICS Education Area

THANK YOU

Information Literacy and Multilingualism: Language Barriers in the Indian workplace

Anuradha Kanniganti
National Institute of Oriental Languages and Civilisations,
France

IFAP:
Consolidating the Knowledge Society

"... to be an advocate **for all people on the wrong side of the information divide**, whether they be in developed or developing countries."

IFAP Priorities
Context of the Information Divide in Multilingual situations

1) INFORMATION FOR DEVELOPMENT (requires **2)**)

2) INFORMATION LITERACY   (requires **5)**)

3) INFORMATION PRESERVATION

4) INFORMATION ETHICS

5) INFORMATION ACCESSIBILITY   (linked to **6)**)

6) MULTILINGUALISM

The digital divide

Commonly cited factors:

. Lack of access facilities

. Language barriers in using the Internet

. Lack of local language information products

. Non-availability of relevant information

. Lack of awareness about the benefits of ICTs
. Lack of motivation to use information over the
Internet

The DII and IDI Ranking of BRICS Countries

DII = Digital Inclusion Index, IDI = ICT Development Index (Rana, 2011)
EFI = Ethnic Fractionalization Index, CDI = Cultural Diversity Index (Fearon)

Sl No	Country	BRICS Rank as per DII		BRICS Rank as per IDI		EFI / CDI
		DII	Rank	IDI Score	Rank	
1	Brazil	110	2	628.15	2	0.549 0.020
2	Russia	134	1	766.98	1	0.333 0.311
3	India	39	4	280.38	5	0.811 0.667
4	China	103	3	491.53	3	0.154 0.154
5	South Africa Joined in 2011	~	~	517.72	4	0.880 0.530

India: Knowledge Society?

- While a huge potential for transition to a Knowledge Society exists in India, it would have to be **preceded and accompanied by enabling policies** such as investment in scientific research, standardisation of working conditions, and the building up of physical and social infrastructure. (Majumder 2009)

- While the concept and consequence of the knowledge society in India has made its mark on the lives of the urban elite, it **has not yet had any impact on the lives of the people below the poverty line** (SinghaRoy 2014).

India – Digital Divide

*Shows extreme manifestation of the inequalities inherent in the 'new economy'

*High technology industries and entrepreneurship, high value knowledge-intensive fields (software, aircraft design, biotechnology …)
        – however less than 30 million work in organized sector
        (< 2 million in IT sector)

*Illiteracy, poverty and inequities in much of rural India, low value adding agricultural and informal sector
        - depriving the individual of the **capabilities to use ICTs and to benefit from information**

To be on the wrong side of the information divide

India:

Rural (70%)   (Brazil 14%, China 49%, Russia 26%)

Non-English speaking (95%)   (Brazil 98% Portuguese)

Non-literate (~ 25%)   (Brazil 7%, South Africa 6%)

Informal sector (80% of the workforce)   (Brazil 16%)

Non-skilled (98% !!)   (China 60%)

Initiatives: Overcoming the digital divide

India emerging as testing ground for new technologies and business models that aim to narrow the divide in technology usage and access between urban and rural people

"E-Government" and NGO initiatives to 'reach the unreached' within the ICT for development (ICTD) paradigm

- Survival and citizen action information
- Rural Information Kiosks, tele-centres …

Rural Information & Knowledge Centers
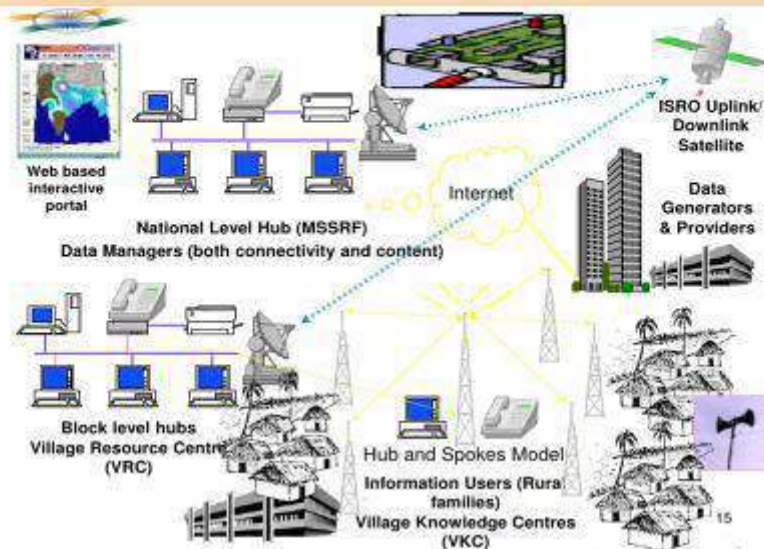
Informational ambitions ...

Locally based projects aimed at providing:

. enhanced access to information and communication
. improved access to governmental and quasigovernmental resources and services;
. opportunities to trade or bank online through kiosks;
. new opportunities to design, manufacture and market products through the Internet orintranet systems;
. increased and improved education through computers or about computers or both;
. superior medical advice, diagnostic information and information about local resources;
. opportunities to earn a better living by learning a new skill in the knowledge-based economy; and.improving agricultural productivity.

- **Problematics:**
    - **Focus on supply – or should it be about demand?**
        - **Content and language**

1. The digital divide: beyond access
Supply side focus of ICT-led models for development

*Is it just a technological access problem?
"Myth" that access in itself produces postive outcomes

→ Puts **focus on 'supply' side** of the debate

"Who benefits, how, and at whose expense"

Are those who have ICTs inherently advantaged, and the contrary?

Complexities of technology use in situated, socio-cultural contexts vs pre-designed structural, linguistic and cultural logics

Digital and Information Literacy challenge

*Can providing access to ICTs through rural kiosks alone bring about development and change?

*Requires **Capabilities** (on the part of individuals and society) to use ICTs and convert information into knowledge capital   [Digital & Information Literacy]

* Vast sections of the population do not possess these capabilities
        - Effect of socio-economic divides (literacy & education
        deficits, social exclusions ...) **Linguistic divides are among these**

Ex: **Kerala** with high HDI demonstrates greater IL capability
       Andhra Pradesh is far ahead in knowledge-based industries
but has more social inequities, shows lower IL capability

2. Content: Locale-specific and demand-driven

- « Perhaps the most important and difficult part of bridging the digital divide is concerned with **information or « content » ... or the services that are available and are relevant and useful to the people.** »

- ICT initiatives may work best in the context of development if they **arise out of local community experiences, interpretations and needs**, rather than global development priorities.
  - Applied by MSSRF Village Knowledge Centers

3. Information Access & language

A significant investment in ICT tools and platforms in the Indian languages has created **capacities to provide information in the languages**

However the language factor is only mentioned as a side issue in discussions of information policy in India (Deshpande & Dakhole, 2011)

- Studies highlight social liabilities such as class, caste, economic background, education, geographic location, etc – but **language is not highlighted as a source of inequal access**

Further: No systematic reflection has emerged that addresses the **informational needs of different sectors of activity, beyond the ICTD paradigm**
- **Ex: the vast working majority, the 'vernacular' workforce**

Vernacular content online?

- 234 million Indian-language internet users & 175 million English users (2016). By 2021, Indian languages users are expected to more than double to 536 million, while English users will increase to only 199 million. Nine out of 10 new internet users between 2016 and 2021 will use local languages (KPMG and Google, 2017)

    - "The future of the Indian internet will primarily be in Indian languages."

- 300 million smartphone users in 2017, to cross 440 million by 2022.

- **However:**

    - Communication, social media and entertainment account for two-thirds of the time spent; apps, news and blogs have the most Indian-language internet users across categories

Work, Information literacy & language

*The information 'haves' and 'have nots' come together in the Indian workplace

*The value addition of an information literate workforce is evident
- but may not be in keeping with workplace culture
- "Information control", information as power

*Language barriers to information flow depend on fact that
"Information is concentrated in certain languages"
- Practically all information of practical import ... has hitherto been in English

*Now it is a question of Information Access, before we can get to Information Literacy

ICTs and Workplace information literacy

- *(Abram, 2017)* "... **(S)earch, retrieve, and usage** (of information) are rarely all that's required to be a competent and successful employee. Success in the workplace requires the **integration of specific software and network environments**, plus **collaboration tools, learning tools, multiple content formats and more**.

- And it is incumbent on both the employer and the employee to keep **up to date with changes in the technical and content environment**, not just their profession, sector and industry. The need for continuous learning is ... a matter of competitive advantage and survival.

- **Formal sector context?**

Applicability of these concepts ..

- Multilingual

- Blue collar

- Informal sector

In the Indian workplace …

The literature on information literacy in the Indian workplace has largely focused on the **English-proficient white collar classes**

It bypasses the issue for workers with little or no knowledge of English

- the majority of the Indian labor force, functioning in 'vernacular' languages (twenty two constitutionally recognized languages cover 95% of the Indian population).

Factors militating against IL of the vast 'vernacular' workforce :
a) Language barrier - Informational and learning resources for work continue to be available predominantly in English, an 'information monopoly' of the English-literate.
b) Paucity of technical and vocational training (TVET)
c) Persistence of illiteracy (around 25%)

IL pathways & environments in vernacular

What pathways to information literacy of the non-English proficient labor force in India?

-the provision of Indian language **informational environments** in the workplace
- the **role of 'language intermediaries'** who perform information transmission, in the absence of **'informational autonomy'** of workers.

Case study:
The takeover of a local pharmaceutical company by a French multinational, which instituted a **new informational regime** in the local language following corporate norms.

PROJECT: Mapping of informational processes across Indian work sitations

- A variegated landscape
  - **Sector** (formal/informal), **Enterprise&Activity** (traditional/modern), **Size** (large, medium, small, micro), **Socio-linguistic environment** (multilingual urban/ 'monolingual' small town)
- Within an organisation: multiply defined strata
  - **Worker /team**: Education/training, language, function
  - **Enterprise**: Managerial culture (including 'language policy')
  - **Work function**: Language (communicational) content
- What information strategies, formats, mediations?
  - **General problematics applicable to other multilingual developing country contexts ?**

Finality: Policy attention to language in the economy and work

National languages are the natural languages of learning and work

Information policy should give primary importance to investing in languages

郭 德政　　　张 英杰

Suzhou，2015

Wuhan,Beijing,2016

wuhan，2017

Contents

- Introduction
- Development of information disclosure policies in China
- Literature review on the Chinese government information disclosure
- Practices and law content analysis on the Chinese government information disclosure
- Conclusion

Introduction

UNITED NATIONS
DEVELOPMENT PROGRAMME

Disclosure is a formal-sounding term for making information accessible to interested and affected parties

UNDP considers public access to information a key component of effective participation of all stakeholders, including ordinary people, in the human development process.

UNDP recognizes that there is a positive correlation between a high level of transparency through information sharing and public participation in UNDP-supported development activities.

Introduction

In 1978, China began the historical journey of reform and opening up. In the process of opening up, China is committed to making information available to the public.

China recognizes that a high level of information disclosure and sharing with the public is a positive effort to make progress in the long development history.

Introduction

Method/process
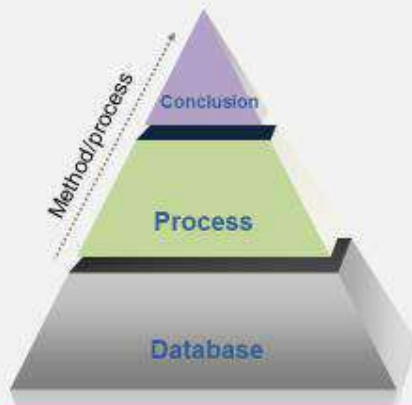
Conclusion — the text cluster analysis is used to find the main policy discussion

Process — Studies the policy framework, trends and hot topics

Database — Establish a government information disclosure policy database

- Focus on the government information disclosure policies evolution in China.
- Summarize the main policy characteristics, the focus and effect of the policies.

Development of information disclosure policies in China

POLICY

2001

6915 items

Development of information disclosure policies in China
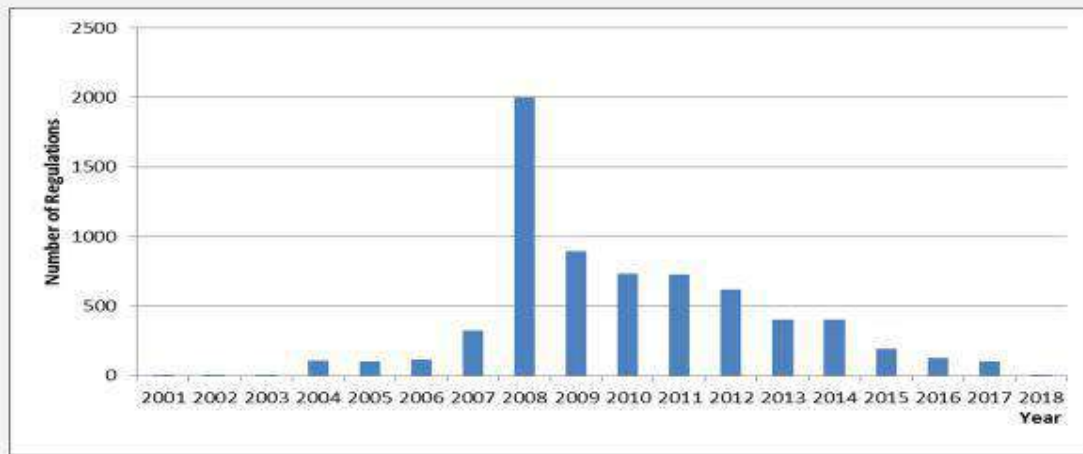
Development of information disclosure policies in China

the government information disclosure activities can be divided into three stages.

a. local government practices period	| before 2007 |	opening up the village affairs
b. the surging period	|from 2008 to 2017|	Regulations of the People's Republic of China on Openness of Government Information in 2008
c. the full open period	|from 2017 to now|	"Administrative Measures for Scientific Data" in 2018

Development of information disclosure policies in China
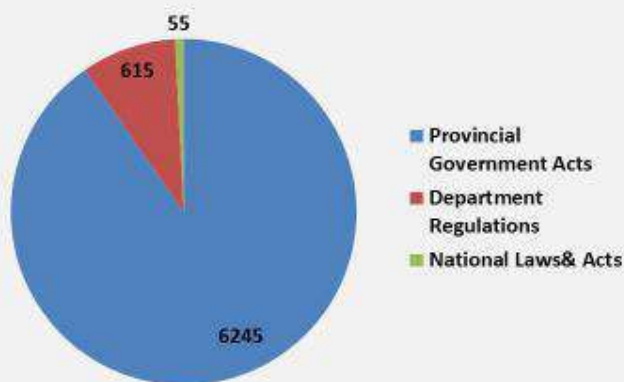
55
615
6245

Provincial Government Acts
Department Regulations
National Laws& Acts

Development of information disclosure policies in China
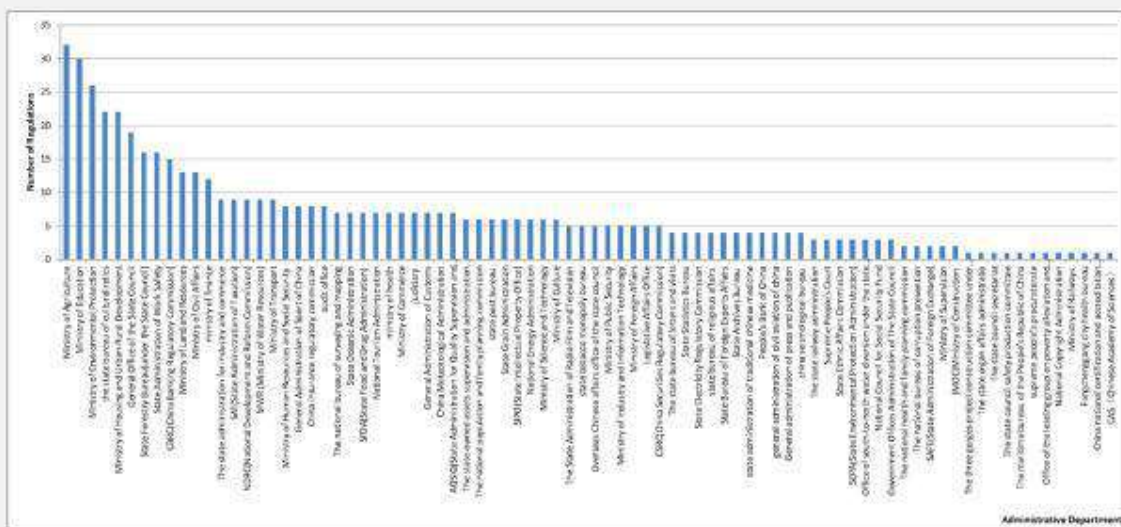
Development of information disclosure policies in China
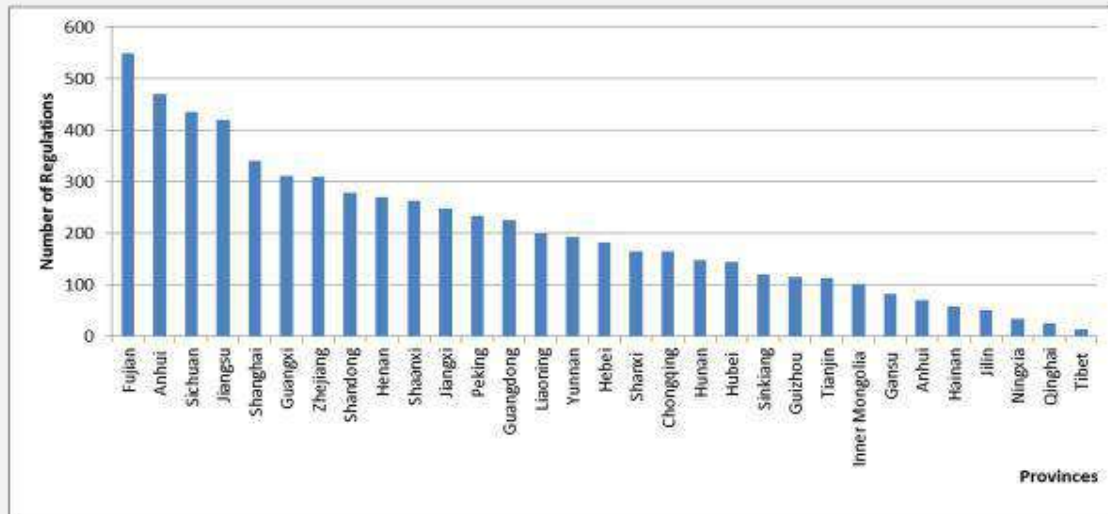
Development of information disclosure policies in China
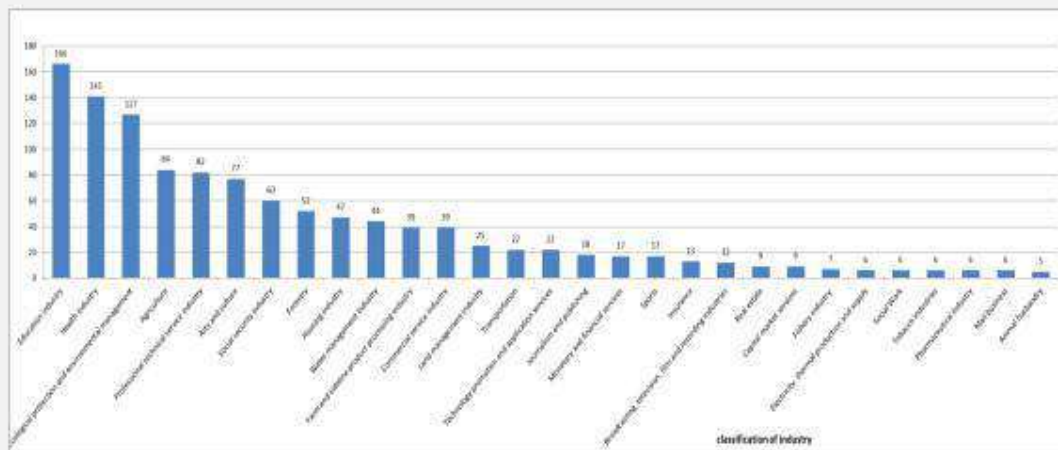
2017 National Industry Classification and Code (GB/T 4754-2017)

Development of information disclosure policies in China

中华人民共和国中央人民政府
www.gov.cn

"Administrative Measures for Scientific Data"

The Measures clarify the general principles, main responsibilities, data collection, exchange and preservation, sharing and utilization, and confidentiality and security of China's scientific data management, and put emphasis on specific management measures in five areas.

"who owns and who is responsible"

"who opens and who benefits"

Literature review on the Chinese government information disclosure

domain analysis

Literature review on the Chinese government information disclosure
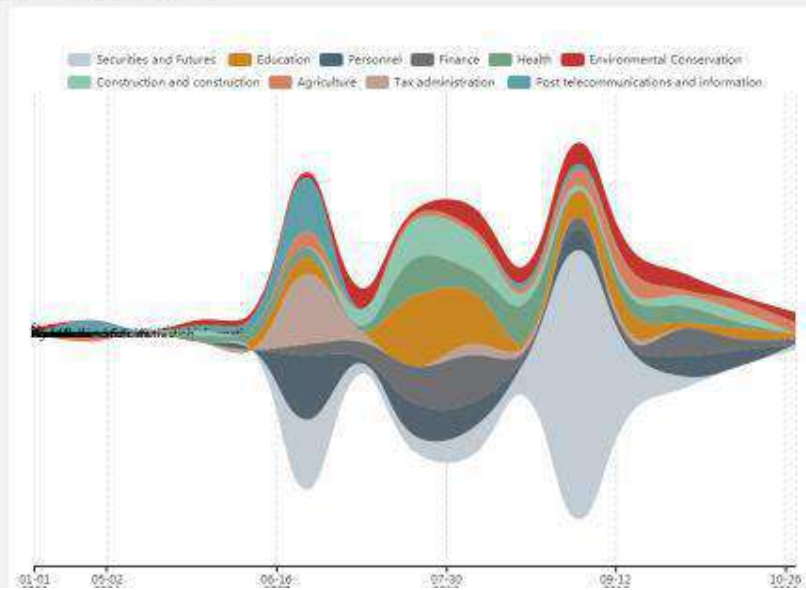
Literature review on the Chinese government information disclosure

- The legal system of open government information

- The information disclosure supervision relief system

- Public participation and implementation of the system

Practices and law content analysis on the Chinese government information disclosure

- to improve the system of laws, regulations and policies

- to Strengthen public awareness of government affairs

- to establish sound information disclosure platform

- to promote open and transparent supervision

Conclusion

According to the 41st Statistical Report on Internet Development in China of 2018, the speed of online service for government affairs in China has accelerated significantly, and the utilization rate of online service for netizens has been significantly improved, and government services have been developing intelligently and finely and have been sinking to the county level in 2017.

Conclusion

First of all, big data, artificial intelligence technology and government services continue to converge, services continue to move towards intelligence, precision, and science, and government service experience is reconstructed.

Second, service content has been continuously refined, Alipay and WeChat have opened government service portals and gradually improved. The service content covers the user's life in all aspects including car owner service, government affairs service, medical treatment, transportation trips, and recharging and payment.

Third, the county government affairs service speeds up, including the weather, industry and commerce, justice, public security and other areas. Weibo, public numbers, headlines and other rapid development.

ISTIC—Institute of science and technology information of china

1956   500

- International innovation strategic thinktank
- National engineering center of science and technology information
- National science and technology big data center

Thanks!

CONTACT US

Get In Touch With Us

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guodz@istic.ac.cn

Twitter:@edwarderdudu

Media and information literacy

1 | a complex concept proposed by UNESCO in 2007

2 | a composite set of knowledge, skills, attitudes, competencies and practices that allow effectively access, analyze, critically evaluate, interpret, use, create and disseminate information and media products with the use of existing means and tools on a creative, legal and ethical basis

3 | includes digital or technological literacy

4 | focuses on different and intersecting competencies to transform people's interaction with information and learning environments online and offline

Under the control of Black Boxes

- establish the nature, ways and formats of interactions with services and social communication

- sympathy = likes

- intimacy = comments / friends in common

- social value = reposts
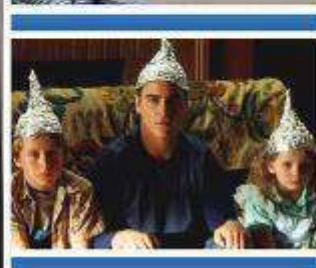
"No information technology ever had this depth of knowledge of its consumers —
or greater capacity to tweak their synapses to keep them engaged"

Andrew Sullivan, New York Magazine

Under the control of dopamine rush

- Information junkies? ("news is to the mind what sugar is to the body")
- Getting hooked by easily accessible, promptly available and immediate pleasures?

behavioral design, behavioral economics - 2017 Nobel Memorial Prize in Economic Sciences

Surveillance Capitalism

The Stalker Economy

Synergy and contextualisation of IFAP priority areas

Information Literacy

improving the awareness and
literacy levels on algorithms of
digital services and social media

Information for Development

increasing the control of
individuals over the collection,
storage, analysis and sharing of
their personal data and digital
footprint

Information Ethics

regulation on the limits of the use
of personal data and transparency
of the digital services and social
media algorithms
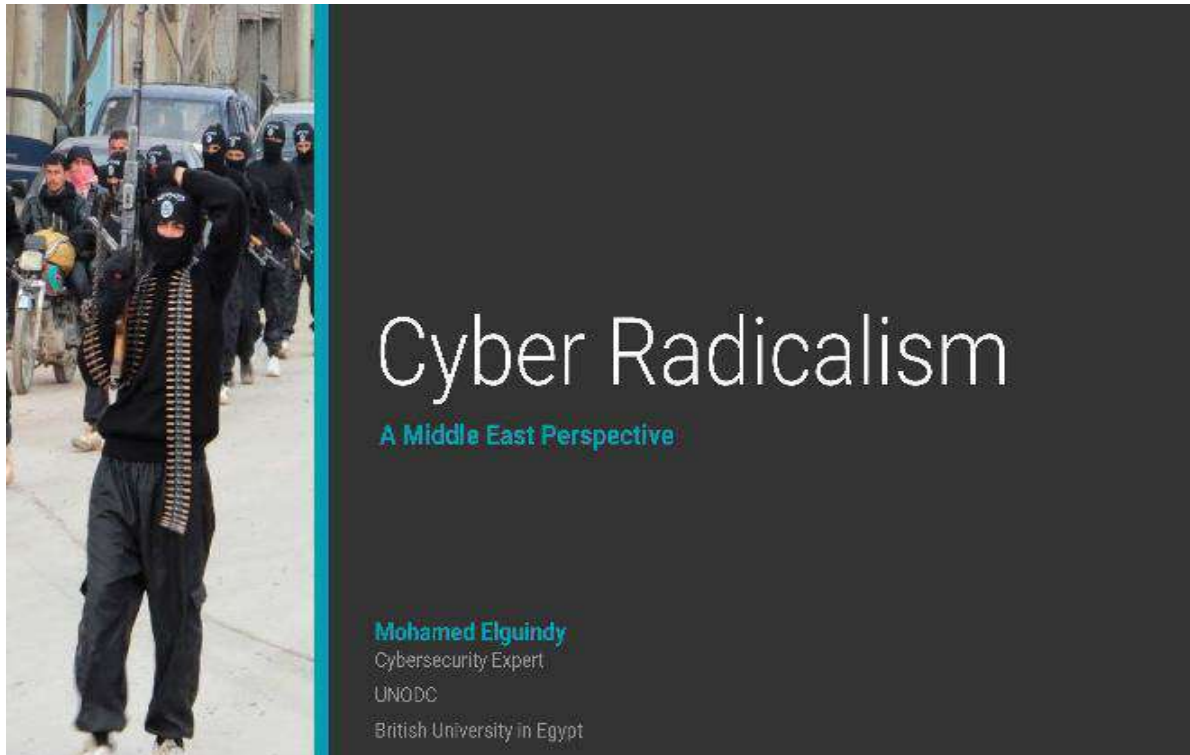
Long History of Terrorism
Exploiting the Psychological Effect

- Assassins in the 11th century
- Spreading fear among the public
- "We will kill you; whoever and wherever you are"

The 90s in Afghanistan

Terrorism and ICT

Bin Laden used satellite phones to contact fellow Islamic militants in MENA and Europe

Terrorism and ICT

Arab and Egyptian engineers created extremist communication networks

ABU ANAS AL LIBY
- Nazih Abdul Hamed Nabih al Ruqai'i
- Helped them in network infrastructure

HAMAS
- Used the same technology in 90s
- Armed Islamic Group of Algeria

Most of them at this time used
- Web sites, emails, newsgroups
- Electronic Bulletin Boards

Online Islamic Extremism

By the end of 1999, nearly all of the terrorist groups had websites.

20000 online users at this time!

Al-Gama'a Al-Islamiyya used the internet in 1996

The Rise of Al-Qaeda's Cyber Activities

The fall of Taliban

"every second al-Qaeda member carrying a laptop computer along with a Kalashnikov"
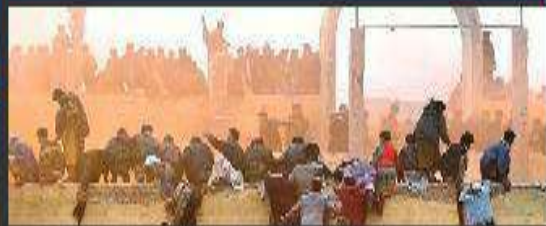
The Rise of Jihadi Media Empire

First video for Bin Laden talking about USS Cole attack in Yemen

Foundation of "Al-Sahab Media Foundation" (2001)

Weapons of mass attraction

"It is obvious that the **media war** in this century is one of the strongest methods; in fact, its ratio may reach 90% of the total preparation for the battles"

Bin laden to Mullah Omar

The Rise of Strategic Jihad

Radicalization Strategy and ICT

Jihad as an asymmetric warfare

Third generation Jihadists: Leadreless, decentralized, open-source, cyber and media.

دعــوة 2004

المقاومة الإسلامية العالمية

بقلم الفقير إلى رحمة الله
عمر عبدالحكيم
أبو مصعب السوري
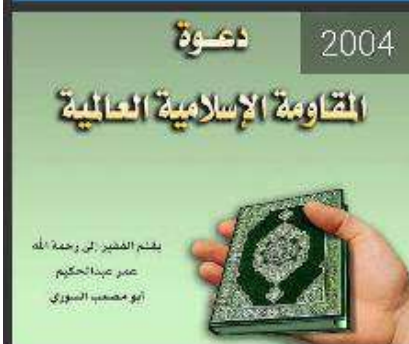
Bin Laden of the Internet

Anwar Al Awlaki

Anwar Al Awlaki
- Al-qaeda in Arabian Peninsula
- killed in airstrike 2011

Inspire Magazine
Published 2010
Awlaki and Samir Khan

Cyber Propaganda
- Open-source Jihad
- Manuals and training

Awlaki Booklet
- Supported cyber jihad
- Media and online finance

Al Awlaki's deadly legacy

LONE MUJAHID POCKETBOOK
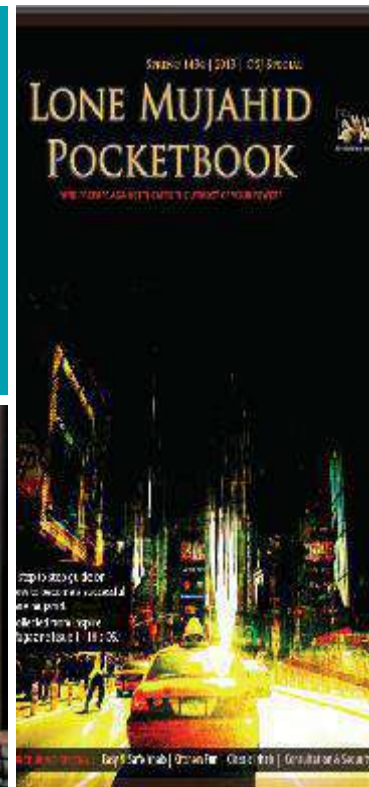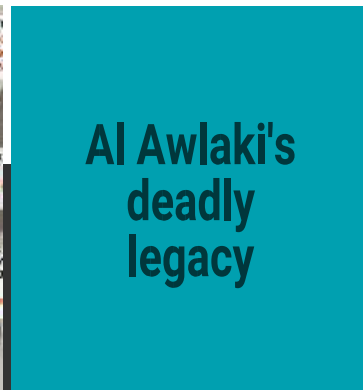
The Rise of the Caliphate (Khilafah)

When a fictional scenario became reality!
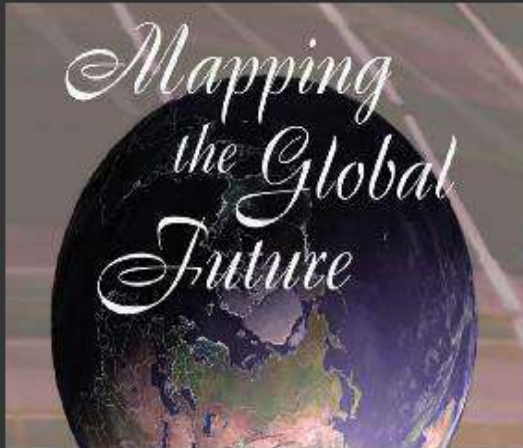
New Challenges to Governance

Halting Progress on Democratization
Identity Politics

Fictional Scenario: A New Caliphate

Pervasive Insecurity

Transmuting International Terrorism
Intensifying Internal Conflicts
Rising Powers: Tinder for Conflict?

In 2004, the National Intelligence Council published a report which discussed the global trends in 2020.

The Rise of Social Terrorist

From the so called "Arab Spring" to "Islamic Spring"

Terrorists hijacked the uprisings and exploited the social media explosion

The Rise of Social Terrorist

From the so called "Arab Spring" to "Islamic Spring"

In his letters in 2010, Atiya Abdulrahman discussed the idea of exploiting the so-called Arab Spring to re-establish the Caliphate

سلسلة الربيع الإسلامي

The Return of Khilafah

The Rise of ISIL on Social Media

Announcement of the Caliph

Take action!

2014

The call is spread on social media

THE ISLAMIC STATE
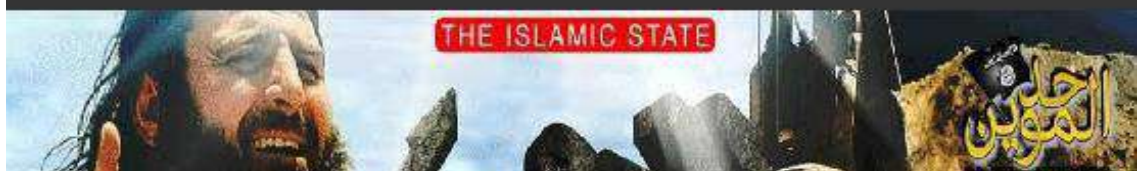
The Return of Khilafah

The Rise of ISIL on Social Media - TAKE ACTION

1 Pledge allegiance

2 Hijrah (Migrate to the Khilafah)

3 Wage Jihad at Home

4 Group or Lone-wolf

The Return of Khilafah

The Rise of ISIL on Social Media - TAKE ACTION

DABIQ — THE KHILAFAH
The Return of Khilafah

DABIQ — A CALL TO HIJRAH
Migrate to Khilafah
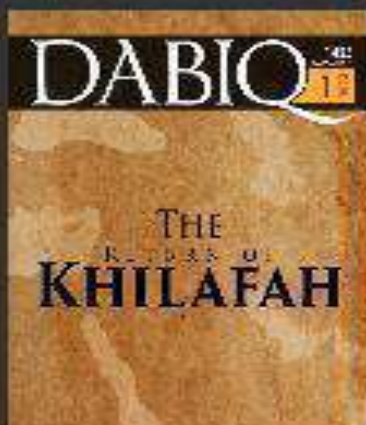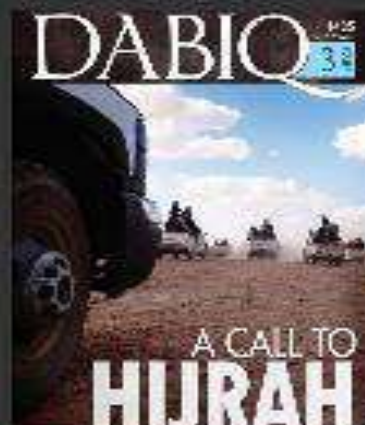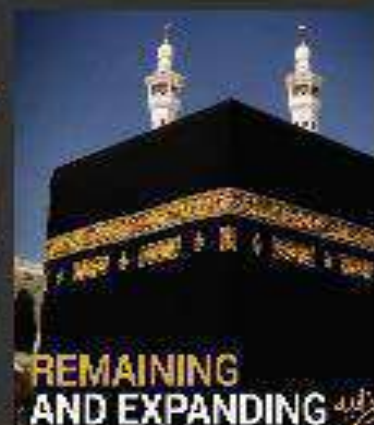
REMAINING AND EXPANDING
Expanding with every mean

Use of Social Media by Terrorists
Western Technology Amplifies Global Terrorism Power
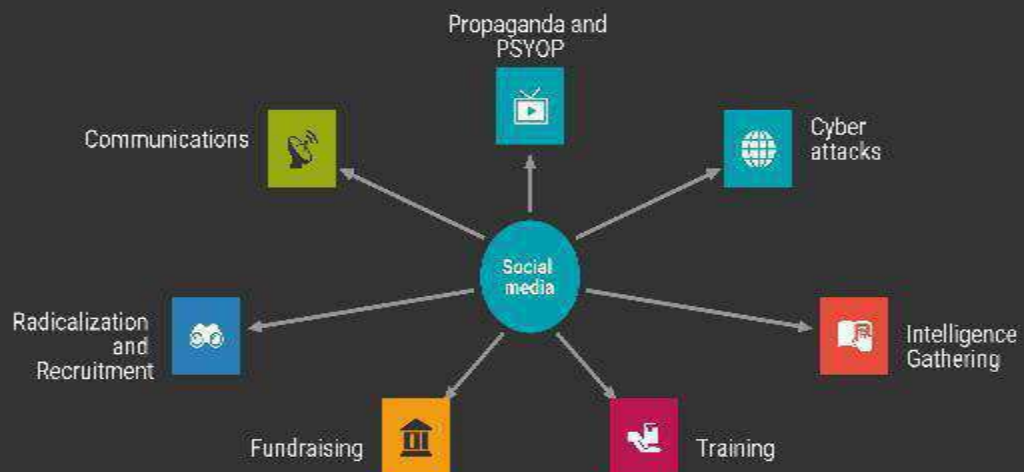
Propaganda and Psychological Operations
The Power of Social Media: Medieval Ideology over 21st Century's Technology

Remember the Assassins?

ISIL beheading videos

High Quality Production!

Recruitment and Radicalization

The Power of Social Media: When propaganda finds YOU.

Life is normal in Khilafah

Even children are safe

Hijacking Twitter hashtags

It's not about poverty, corruption or injustice

Radicalization case from Egypt

Middle class young man joined ISIL

Video Games

Using pop culture to radicalize youth: special mods (GTA, ARMA, Insurgency etc.)

ISIL Video Game MODs

Youth Radicalization

US did it before!

ISIL ideas inspired by America's Army Game

Encrypted Communications

Exploiting social communication platforms

They know how to find vulnerable youth!

Recruitment Guide

Once they find them, they have the plan to manipulate them!

دورة في فن التجنيد

جمع وترتيب

أبو عمرو القاعدي

The Art of Recruitment
To the Internet Mujahideen
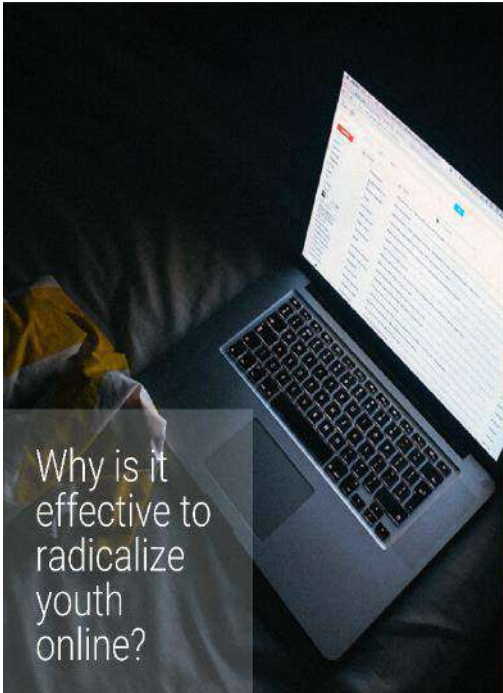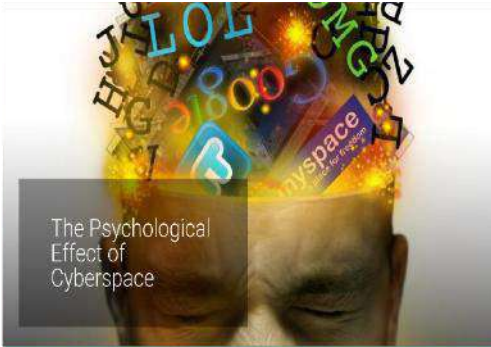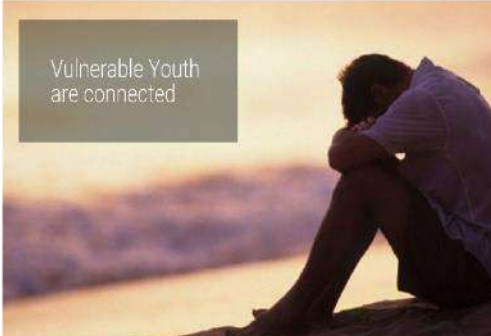
The Psychological Aspects of Social Media

Do youth behave like Pavlov Dogs?
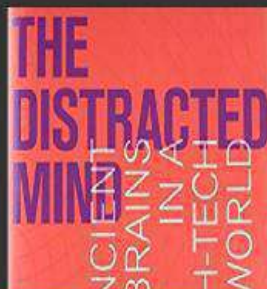
The Distracted Mind

- Adam Gazzaley and Larry D. Rosen
- World of interference
- Media Multitasking

Notifications

- Facebook itself is psychologically pleasing to our brain
- Rewards, stimulus and group bonding
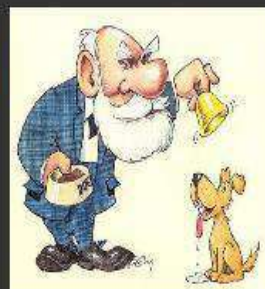
Ivan Pavlov

- Humans are as vulnerable to classic conditioning as Pavlov dogs
- Notifications effect, likes, followers etc

Thank You

"Education is the most powerful weapon which you can use to change the world."

Evgeny Kuzmin: New Information Environment

Ladies and gentlemen,

Whatever we discuss here we talk about the direct and indirect effects of information and communication in this digital age. We should realize that throughout its history humankind developed under the impact of information passed from man to man from group to group, from nation to nation and from generation to generation. We should recollect that people formed written culture at a certain stage to fix and pass on important and useful information. From then on, information was fixed on material carriers through symbols coding particular meanings and emotions and was received as brain decoded those symbols in reading.

We are certainly formed by our entire environment - by whatever we saw, heard and felt. We were also formed largely under the impact of information we obtained from written texts - mainly books, magazines and newspapers. We were formed by what we read.

It is perfectly clear that we live today in a principally new information environment, which is changing under our very eyes rapidly and cardinally. Its changes influence us in most diverse ways - overt, direct and tangible which we are aware of, and covert, indirect and intangible which we have not yet grown to realize in full.

What, now, are the differences between the new information environment from what existed 25 to 30 years ago? What are the differences between the era I will term here Internet Age and Digital Age, and the previous era, which I will call Paper Age.

Let us regard those changes from the point of creation, dissemination and circulation of information, its passing into public use, and its consumption.

Let us start with the creation of content. What was it like in the Paper Age? Who created the textual content which was later circulated far and wide for everyone to use?

As a rule, these were the most educated people – professionally competent, with excellent command of the language – that is, its lexical treasury and expressive means; people who could find precise words for profound, sublime and subtle ideas. Before texts appeared in the public environment, they were thoroughly selected in publishing houses. The text brought by authors were selected for quality and topicality, and either were accepted for further work or turned down. Next they were edited to improve their composition, language and style, and thoroughly checked by qualified people – reviewers, editors, proofreaders, and, last but not least, censors, who were almost all people of excellent education.

Authors and editors were responsible for the content and style of the text. Editors and publishers turned down texts devoid of content and even poor of content, and texts badly worded or even not beautiful enough, let alone texts provided by graphomaniacs.

Publicly available content was mainly good in the Paper Age. Its authors were professional people – writers, journalists, scholars, politicians and officials. They were rather few – at least, their number was finite.

Content was circulated by specially established structures – publishing and broadcasting companies, bookshops, and newspaper stalls. All these establishments were also rather few. At least, they could be counted.

Today, texts are circulated most of all by their authors and copyright holders. The functions of the writer, editor, proofreader, verifier, publisher and trader – and often also of the custodian – all belong to one person.

Today, practically every literate person with access to the Internet plays all these parts in every country of the world. These are parts we could not even think of in the Paper Age.

They are mostly played by people of no special education or no education at all, and we mostly do not know their real names. We do not know their real intentions and their mental health. They bear no responsibility at all for information they launch into the public unless it blatantly clashes with the law.

In the Paper Age, information was mostly circulated in a limited area – within one country or region, one culture and one language. The number of printed copies was also limited, as was the time when a particular content was circulated.

Now, information is circulated worldwide instead of being limited to a particular area or culture. It can be passed in an instant to innumerable users. One man`s message can shake the whole world and bring most unexpected results.

Only topical content was publicly circulated in the Paper Age. Newspapers carried information about current events, and people read today`s or yesterday`s newspapers, not ones of a month or a year ago. Newspaper content went out of circulation as information grew old, and finally concentrated in libraries and the largest archives. Now, all information, the latest and stale, is available to all in any time on the Internet, obsolete on a par with topical and recent. Such obsolete information might be refuted many times and be a blatant lie even the instant is was first pronounced – still it is circulated together with the latest essential news.

Whenever I open the Internet, I see several materials at once on the topic that interests me. They all have loud headings and I see that the heads most often do not reflect the actual content. But I can see it only after I have read the messages. Sometimes I can distinguish today`s news from what was written a month or even a year ago. However, all too often I understand it only later, after I have wasted lots of precious time on trash. Despite myself, I come from time to time under the impact of unreliable information and even sheer lies, though I think I am a more or less educated and critically minded person.

But then, information is created and circulated today not only by humans but by computers!

Communication has become instantaneous and all-pervading. We communicate in the social networks not only with people of the like mind but also with obscure persons we possibly would not even exchange a few words with in reality. They all send us messages to a majority of which we respond. We grow angry sometimes, and answer back. Most of such messages do not carry any useful information but are mere spam that makes the information chaos even worse, takes our time and unduly occupies our mind.

Today`s communication literally draws you in however anxious you might be to resist it. They say you are ousted into the margin unless you are in all this. More than that, Internet activity is in no way connected with real action. On the contrary, people most active in the social networks are often the most passive in reality – they spend up their energy in the virtual environment. The longer one remains in cyberspace the closer one is watched not only by telecommunication companies and special services but also by machines that form one`s ideas and conduct.

As we talk about the changing influence of the information environment, which includes the Internet, the media, the cinema, video games, social networks, etc., we cannot but mention the technology that breeds those changes. Extremely aggressive advertising and marketing campaigns made by giant corporations mention ever new and ever greater opportunities of such technology. Corporations say that it makes one stronger, freer, more creative, assured, protected and even prosperous; that technology helps one implement one`s potential, make friends, conquer loneliness, etc.; that it makes life rich and creative.

All this is true sometimes. We also see the evident use of technology in mining, industry, transport, healthcare, infrastructure development, and so on. But today, we talk not so much about it but about the development of built-in systems, artificial intelligence, computerized education, the Internet of things, enriched and virtual reality, analysis of big data and cloud computation, block chain, etc. – all that stimulates the transition to a new technological order which inspires optimism in many with hopes for a better future.

But then, what is the impact of technology and the entire new information environment on every particular person, on his or her everyday, occupational, social and political mentality, subconscious

and philosophy, mode of life, conduct, consumption, thinking, memory, physical and mental health, picture of the world, and ideas of history and current political, economic and cultural events?

What is the impact of overflowing information on social groups and societies organized on the grounds of shared professional interests, hobbies, and preferences, on social strata, companies, organizations, nations, the entire world and essential decision making?

The development of ICT makes the share of texts steadily shrink in the general information flow. Today we observe a cardinal shift in the history of civilization as written culture, book culture, text culture is ousted by audiovisual culture, and real culture by virtual culture. The information environment is dominated not by text, as was the case mere thirty or forty years ago, but by picture and sound-films, video footages, photos, music and computer games.

However, humanity has hitherto been developing on the basis of written culture, it formed written culture to preserve and circulate socially important information. A major part of such information, knowledge, values, meanings and experience is to be found not in visual images or oral speech but in written sources. All this can be found only by qualified reading – that is the ability to select texts, understand them, and seek answers to personal questions.

Despite all that, we see a global crisis of reading in the contemporary information society. Employed adults and children – all are losing interest in reading, though nothing but reading develops the dynamic intellect and creative imagination so effectively. Unlike the cinema and TV, reading makes everyone give personal interpretation to words and their combinations and form the visual idea of the material instead of consuming the offered visual images. Reading promotes the development of individuality, self-respect, broad-mindedness, tolerance (that is, acceptance of others) and adaptation to the environment. As we read texts, we learn more words, and ways to express our ideas than in oral communication. Readers are better in oral speech. Reading promotes emotional development, and forms empathy and compassion, without which proper communication and education are impossible.

Excess of information devalues it and robs the professional media of authority. Man gradually gives up the creation of meanings to degrade into a functional addition to communication flows. The boarder between the real and the virtual washes off, and simplified virtual imitations and simulacrums prosper. The truth and the lie existed in mutual contrast in the human mind of the Paper Age. Now, the whole world talks about the burgeoning "post-truth", with objective facts losing their weight in the public mind before the impact of emotions and personal convictions which prove the stronger in forming the public opinion.

A great many tools have been invented for the formation of so called post-reality. But then, what is post-truth and what is post-reality? Is there any difference between them and a pack of lies?

Almost the whole world has recognized by now the human right of self-expression. All talk about that right, but there is no ethic of self-expression.

The polluted information environment has its effect on us whether we like it or not. We are just becoming aware of the danger in contrast to physical environmental pollution, which is a long-recognized challenge to the world.

How shall we combine freedom of speech and expression with responsibility in communication behavior and with information security of the person, community and nations?

The contemporary information environment obliterates the ideas of the normal and the ideal in behavior, pronouncement and oral and written speech.

In the Internet people of one culture face ever more often terms, meanings, standards, models, clichés and stereotypes elaborated by another culture to borrow and operate them, all too often without a due critical approach and sometimes even mechanically. This brings not only mutual cultural enrichment but also cultural expansion and occasionally degradation. Open information environment has robbed many nations of sovereignty even now.

How to make cultures prosper in the global digital environment and at the same time avoid isolation while retaining identity?

The world is working to preserve personal data, but the use of almost all on-line services demands the provision of personal information to service providers of whose reliability you have no idea. You also remain ignorant on who might eventually use your information and to what purpose.

People young and not so young, who communicate in the social networks, often with total strangers, voluntarily give up privacy, mostly unaware what it might bring to. Private information – huge volumes of it – is stored somewhere, processed and used. Technology allows detect our whereabouts, travel, acquaintances, habits, preferences and prejudices, and the little specifics of behavior. Internet pastimes and video cameras make us objects of observation whether we like it or not. How does permanent observation influence the human nature?

As we know, the Internet and global media are the arena of mass consciousness manipulated on grand scale. The amount of information has grown many trillions times. It is common belief that there are many times more basic information resources than ever before, and the more diverse information is, and the greater its amount, the more pluralism is gained to the benefit of democracy, home-grown or imported. But then, the hundreds of ever-multiplying digital TV channels purchase information – texts and pictures from the two dozen families who own almost all leading media outlets. That is why the media feed the same content to people of all nations.

The ICT sphere is changing too rapidly for a profound and all-round analysis of its changes, let alone an adequate response to them. In preparation for this meeting we realized that studies mostly concern obsolescent reality. Attempts to describe and analyze the present-day situation and to forecast possible trends of development and its result base on outdated approaches and models.

Ladies and gentlemen,

This meeting is dedicated to discussing those and other trends and phenomena which became pronounced in the decade. We have to be discussing process less visible for now but which might have an impact on the social and cultural environment quite soon.

It is essential, at any rate, to gradually improve our ideas of current trends and processes in all their contradictory complexity. We should make this understanding more profound and extend it on the basic of analysis and generalization of knowledge we possess. All this will enable us to make recommendations helping us all to build society of justice and security. Better society than that we are enjoying now.

About ICIE

In partnership with the newly formed African Network for Information Ethics (ANIE), ICIE quickly established its place as the center for community in the global-wide practice of Information Ethics, offering a platform for an intercultural exchange of ideas and information regarding worldwide teaching and research.

About ICIE

- The ICIE community has supported and encouraged collaboration between colleagues teaching in the field for nearly two decades.

- It has organized and co-organized symposia since 2001 and publishes a book series in cooperation with W. Fink Verlag, Munich-Paderborn (Germany).

About ICIE

- In 2004, ICIE published its first edition of the International Review of Information Ethics (IRIE) and has continued to publish bi-annual editions since. In 2018, ICIE established a new website complete with community forum, where a community-led philosophy will redefine the goals and mission of ICIE for a new generation, reestablishing the definitions and parameters of the field of Information Ethics.

About ICIE

- There are 28 countries involved in ICIE through representation of localized information ethics communities, including South Africa, Uganda, Argentina, Brazil, Canada, Mexico, Perú, USA, China, India, Japan, Kazakhstan, Thailand, Australia, Austria, Denmark, Germany, Greece, Ireland, Norway, Slovakia, Spain, Sweden, Switzerland, The Netherlands United Kingdom, Israel, Jordan, and Turkey.

About ICIE

- These countries are represented by 8 official chapters and chapter heads, including the Africa Chapter, the Latin America Chapter, the North America Chapter, the European Chapter, the Asia Chapter, the Middle East chapter, and the India Chapter, and the Australian Chapter.

About ICIE

- ICIE has 353 total members, 117 of whom are actively involved as professors or representatives of institutions practicing IE, and an ICIE administration and advisory board of 17.

- IRIE has published 26 editions between 2004 and 2017 consisting of a total of 252 articles, with three editions in the works for 2018 Including a special edition on the History and Evolution of the Field of Information Ethics.

What is the Field of Information Ethics?

Information Ethics as Applied Ethics

The practice of Information Ethics encourages critical discourse on questions about:

- **Digital Ethics**: computer ethics, Alethics
- **Bioinformation Ethics**: biometrics
- **Media Ethics**: whistleblowing, responsible journalism
- **Library Ethics**: information access, intellectual freedom
- **Business Information Ethics**
- **Intercultural Information Ethics**: global digital citizenship, internet governance, internet inclusion

ICIE MISSION

ICIE seeks leadership and excellence in all aspects of the Information Ethics discipline, including research, teaching, advocacy, and practice. Supporting seven global-wide chapters, ICIE provides resources for, and encourages the growth of information literacies and digital cultures throughout the world.

Pursuant to its mission, ICIE actively seeks partnerships with relevant individuals, institutions, societies and communities in the information fields. It advocates for and supports the growth of healthy and informed information cultures in the digital age, providing a centralized forum for sharing and communication in the field.

ICIE Goals (2018) – First Goal

Affirm the current parameters of the field of Information Ethics (IE).

- Using a community-led philosophy, the ICIE Advisory Board will preside over a community forum discussion towards the reaffirmation of the parameters and prerogatives of the field of information ethics as the field stands in 2018.

- Acknowledging its historically defined origins and looking to its current iterations, the ICIE community will consider the evolution of the field, seeking to recognize its broader aspects but identifying core focal points as currently applicable.

- Thus, establishing a set of parameters for the field, ICIE will revisit the definition of the field annually, updating as necessary, aspects of the field once per year.

- These definitions will be disclosed on the ICIE website and connected to annual output. All themes and focal areas will be discussed and confirmed by the members of the ICIE Advisory Board.

ICIE Goals (2018) – Second Goal

Establish foundational partnerships with regional IE communities in BRICS nations.

- ICIE will reaffirm or establish foundational partnerships with existing Information Ethics communities from BRICS countries, forming partnerships where none exist, or strengthening currently existing partnerships within Brazilian, Russian, Chinese and Indian and South African IE communities.

- ICIE will affirm representatives from each BRICS country and establish said representatives under the corresponding ICIE regional Chapter Head. Chapter Heads, along with their ICIE BRICS representatives, will work together to establish ongoing regional goals and objectives for the BRICS countries of ICIE.

ICIE Goals (2018) – Third Goal

Publish a special edition of IRIE outlining the current parameters of the field of IE.

- Leading from community forum discussions outlining the parameters of the field of Information Ethics (IE), as established above, ICIE will publish, in accordance with the guidelines of its journal the International Review of Information Ethics (IRIE), a special edition on the origins and evolutions of the field of Information Ethics.

- The special edition of IRIE will seek to address the evolution of the field of Information Ethics and its current state, looking at possibilities for a taxonomy for the field.

- It will serve to formalize the ICIE forum community discussions into scholarly articles addressing the following concerns and aspects:

IRIE Call For Papers – Special Edition

- How do practitioners and academics define the field of IE in 2018?
- What are the main categories of IE: past, present and future?
- Is a taxonomy of the field possible or even desirable?
- How does the history of the field of IE inform its evolution?
- How do classical information theories inform the field of IE?
- What is the concept of information as understood among different cultures?
- How do historical approaches to the concept of information influence IE?
- How can IE practitioners utilize IE scholarship to establish grassroots community initiatives?
- How best can IE research be applied to help information cultures flourish around the world?

The ICIE Vision

ICIE Chapters

- The International Center for Information Ethics represents an international and intercultural community divided into regional chapters

- Each chapter represents national and localized community initiatives to the wider global community through the ICIE leadership.

- Chapter representatives liaison between their local chapters and the administration of ICIE, creating opportunities for community and collaboration between colleagues practicing and teaching in the wider field, while at the same time advocating for localized needs.

The ICIE Chapters

AUSTRALIA CHAPTER

AFRICA CHAPTER

EUROPE CHAPTER

MIDDLE EAST CHAPTER

INDIA CHAPTER

NORTH AMERICA CHAPTER

ASIA CHAPTER

LATIN AMERICA CHAPTER

ICIE Chapters - Spotlight

LATIN AMERICA & THE CARIBBEAN

Headed by Marco Schneider and Arthur Bezerra

The Latin American & Caribbean Chapter of ICIE is founded in the ongoing cooperation between ICIE and IBICT, the Instituto Brasileiro de Informação em Ciência e Tecnologia.

Marco Schneider directs the research group Perfil-i (Perspectivas Filosóficas em Informação) out of IBICT in partnership with Rafael Capurro.

Schneider and his fellow IBICT researchers have directed a number of projects out of the collaboration between IBICT and ICIE, resulting in several publications including Dilemas ético-epistemológicos da era da informação written by Schneider and Gustavo Saldana.

One of IBICTS contributions to the advocacy of information ethics in Latin America is the translation of important documents into Spanish and Portuguese. A key document available from IBICT is the translated and published book chapter, Citizenship in the Digital Age, in Ulepicc, written by Rafael Capurro for ICIE.

ibict

ICIE Community Forum Membership

- The administration of ICIE are honored to be able to offer an interactive forum for collaboration and networking.

- ICIE functions via a community-led philosophy, and is happy to receive input on its mission, philosophy, and goals.

- ICIE looks forward to collaboration and research on a variety of Information Ethics issues and continually works with its own community towards chapter building and project support.

ICIE Community Forum Membership

ICIE   Admin   Chapters   Partnerships   Sponsors   Institutions   Research   Contact Us

		Views	Posts	
	ICIE - The New Website The International Center for Information Eth...	24 Views	1 Posts	⋮
	Information Ethics Help update the ICIE vision. How has the fiel...	41 Views	3 Posts	⋮
	New Publications Post, discuss and promote your information...	12 Views	2 Posts	⋮
	Upcoming Conferences Promote, Organize, Register!	0 Views	0 Posts	⋮
	General Discussion Join collegues in conversation on any and all...	2 Views	1 Posts	⋮

In partnership with

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African Centre of Excellence
for Information Ethics

kias
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FOR ADVANCED STUDY

African Network for Information Ethics

ICIE Partnerships

The African Network for Information Ethics (ANIE) was established in partnership between ICIE, UNESCO, the government of South Africa, and a number of universities in 2007 under the Tshwane declaration. ICIE has supported ANIE's research in partnership with them for over ten years.

READ MORE

ICIE Partnerships

Supported by ICIE, the African Centre of Excellence for Information Ethics (ACEIE) was established in 2012 at the University of Pretoria in collaboration with the South African Department of Communications, UNESCO and various universities across Africa.

READ MORE

ICIE Partnerships

UNIVERSITY OF ALBERTA

The Interdisciplinary Studies Department of the University of Alberta, Edmonton, Canada has partnered with ICIE in the development of a curriculum for an Information Ethics course to be taught by Professor Geoffrey Rockwell.

READ MORE

Projects

- INTERNATIONAL ICIE SYMPOSIUM 2004: Localizing the Internet: Ethical Issues in Intercultural Perspective, October 4-6, 2004, Sponsored by VolkswagenStiftung. Venue: Center for Art and Media (ZKM), Karlsruhe, Germany. Resulting in the publication of *Localizing the Internet. Ethical Issues in Intercultural Perspective* by Rafael Capurro, Johannes Frühbauer, Thomas Hausmanninger (Eds.), Schriftenreihe des ICIE, Bd. 4, Munich 2007, being a selection of papers from the international symposium organized by the International Center for Information Ethics (ICIE) in October 2004. Proceedings published by the International Review of Information Ethics.

Projects

- <u>African Information Ethics Conference:</u> Ethical Challenges in the Information Age. Organized by the University of Pretoria, the University of Wisconsin-Milwaukee, USA, and the International Center for Information Ethics. Pretoria, South Africa, February 5-7, 2007.

- <u>UNESCO Workshop on Information Ethics and e-Government in sub-Sahara Africa</u>, co-sponsored by the Government of South Africa, in cooperation with the International Center for Information Ethics, the University of Wisconsin-Milwaukee, the University of Pittsburgh, and the University of Pretoria, February 23-26, 2009.

Sponsors

- The ICIE community-led philosophy advocates a self-governed community whose success is dependent on the collaborative wisdom and ongoing contributions of its membership, sponsors and supporters, both monetarily and otherwise.

- Sponsors of ICIE must reflect ICIE community values, including the value of responsible stewardship of knowledge and its dissemination. ICIE actively seeks, and partners with, sponsors that inform, engage and inspire.

- All ICIE sponsors are considered a valuable part of the ICIE community and share in its vision to advance ethical and responsible engagement with, and access to, information cultures.

- In return for their support, ICIE sponsors are welcome partners at all ICIE events, being advocated for at conferences, symposiums and through ICIE supported programs.

Sponsors

The Kule Institute for Advanced Study (KIAS) is a major endowed research institute based at the University of Alberta, in Edmonton, Alberta, Canada. KIAS has proposed a funded partnership with ICIE towards advancing research in Information Ethics.

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Sponsors

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QUIBIQ is a specialist company offering solutions to connect people, systems and processes in Germany, Austria and Switzerland using Microsoft technologies. QUIBIQ is a long time sponsor of ICIE and the international Journal of Information Ethics.

READ MORE

Become a part of the ICIE Community
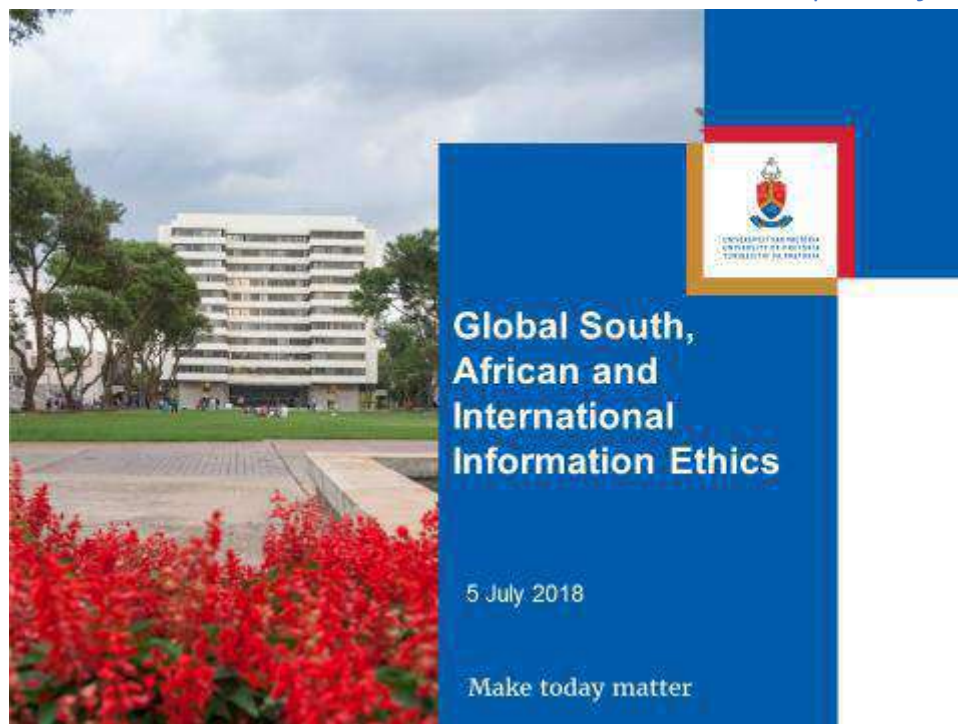
Overview

This presentation celebrates the flourishing African Tradition of research on Information Ethics and Digital Wellness. The presentation traces efforts that begun in 1999 to establish an International Centre for Information Ethics, and similar efforts from 2002 onwards to establish an African Network for Information Ethics. It will explore what makes the African tradition of IE unique and how it contributes to the international dialogue, specifically for North-South and South-South dialogues. Finally, it will emphasise the advantages of aligning the ACEIE and ICIE objectives with those of UNESCO.

- The objectives of the ICIE (International Centre for Information Ethics)
- The objectives of the ACEIE (African Centre of Excellence for Information Ethics)
- The ACEIE's Published books including the Digital Wellness programme
- The overall alignment with UNESCO's IFAP programme

ICIE current focal points

https://www.i-c-i-e.org/

1. Affirm the current parameters of the field of Information Ethics (IE)
2. Establish and re-affirm foundational partnerships with regional IE communities in BRICS nations
3. Publish a special edition of IRIE outlining the current parameters of the field of IE
4. Encourage North-South dialogues on Information Ethics
5. Sharing of resources

International Centre for Information Ethics

The ICIE is an academic community dedicated to the advancement of the field of information ethics. The ICIE community offers a platform for an intercultural exchange of ideas and information regarding worldwide teaching and research in the field.

ICIE seeks leadership and excellence in all aspects of the Information Ethics discipline, including research, teaching, advocacy, and practice. Supporting seven global-wide chapters, ICIE provides resources for, and encourages the growth of information literacies and digital cultures throughout the world.

Pursuant to its mission, ICIE actively seeks partnerships with relevant individuals, institutions, societies and communities in the information fields. It advocates for and supports the growth of healthy and informed information cultures in the digital age, providing a centralized forum for sharing and communication in the field.

ACEIE current focal points

www.up.ac.za/aceie

- Information Ethics curriculum at tertiary universities
- Digital Wellness training at schools and within communities
- Elaborating on research reflecting local values:
    - Transparency and freedom of expression
    - Cultural diversity
    - Social justice
    - Cognitive justice
    - Alignment with UNESCO IFAP objectives

The African Centre of Excellence for Information Ethics

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.

The African Network for Information Ethics

Over 25 Countries Globally
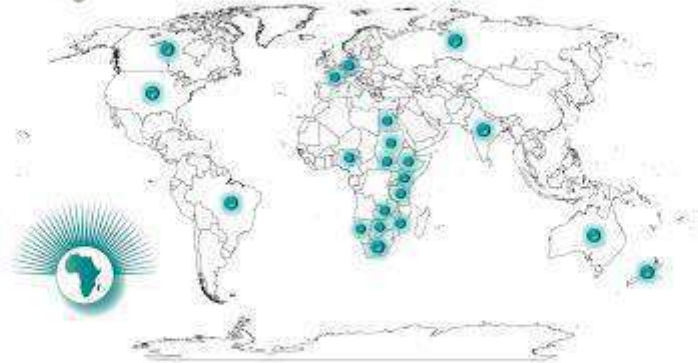
ACEIE and ANIE developed content

Africa Reader on Information Ethics
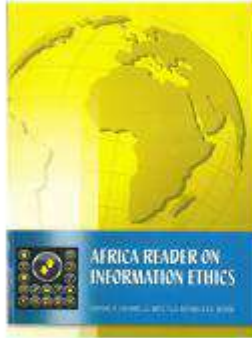
The Africa Reader on Information Ethics is based on papers presented at the First Africa Information Ethics conference that took place under the patronage of UNESCO, on 5–7 February in Pretoria, South Africa. It was co-organised by the University of Pretoria, the University of Wisconsin-Milwaukee and the International Centre for Information Ethics (ICIE), and was fully sponsored by the South African government. It was explicitly conceived as part of the implementation of Action Line C10 of the Geneva Plan of Action.

Information Ethics in Africa: Cross-cutting Themes

This book was compiled by internationally recognised researchers and academics. These acclaimed researchers contributed chapters to the book on topics that are both practical and theoretical in terms of Information Ethics in an African context. The contributions were peer reviewed by two independent researchers (as well as members of the editorial committee) and authors were given the opportunity to revise their contributions based on the suggestions of the reviewers. This book is primarily aimed at researchers, but can also be used at postgraduate level (and some chapters even at senior undergraduate level).

Concepts in Information Ethics

Concepts in Information Ethics
An introductory workbook
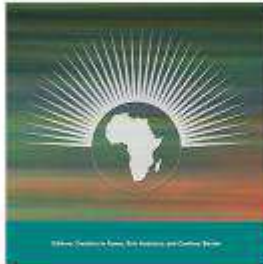
The aim of this workbook is to create a user-friendly reference for use in various contexts and on different levels. The editors have therefore compiled this workbook with simplified definitions/descriptions of some of the concepts used in discussions pertaining to Information Ethics. The aim of this workbook is to equip readers with some of the necessary vocabulary to effectively engage in such discussions. This workbook is in no way intended as an academic treatise that discusses the concepts in their comprehensive depth and breadth.

Curriculum to teach Information Ethics at Universities in Africa

Curriculum to teach
Information Ethics at universities
in Africa
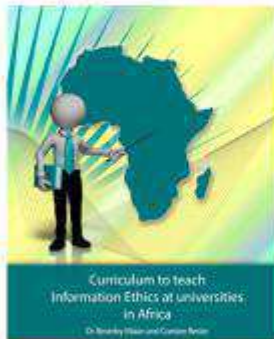
This curriculum framework model was designed and published as a single source of reference to assist participating colleagues. It includes the description of historic research processes, background information, and academic motivations that could contribute to academic objectivity and credibility of the curriculum design process.

Digital Wellness

Digital Wellness

Digital wellness refers to the notion of "being well in a digital society". Digital wellness is characterised by the ability of users to discern between the dangers and opportunities found in the cyberspace, act responsibly, and align their online behaviour with their offline values - to remain cyber safe.

Digital Wellnests

Just as children are educated on staying safe in the real world, they must be educated on staying safe in the online world and remaining digitally well. Currently there exists no formalised school curriculum to teach children to stay cyber safe in South Africa.

Cognitive Justice

Cognitive Justice

It recognises the right of different forms of knowledge to co-exist [...] this plurality needs to go beyond tolerance or liberalism to an active recognition of the need for diversity. It demands recognition of knowledges, not only as methods but as ways of life (Shiv Visvanathan, 2009).

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Cognitive Justice

It presupposes that knowledge is embedded in ecology of knowledges where each knowledge has its place, its claim to a cosmology, its sense as a form of life. In this sense knowledge is not something to be abstracted from a culture as a life form; it is connected to livelihood, a life cycle, a lifestyle; it determines life chances. (Shiv Visvanathan, 2009).

Cognitive Justice and Digital Wellness

Cognitive justice proposes not only mere tolerance but also requires active endeavours towards inter- and intracultural dialogues, the recognition of diversity.

The global and ubiquitous nature of Information and Communication Technologies (ICTs) also means that cognitive justice is realized through "open and flexible designs that do justice to different ways of knowing and being in the world".

ICIE, ACEIE and IFAP Aligned

Sharing of resources

The ICIE and ACEIE representatives agree to share their resources. The ACEIE closely collaborates with UNESCO's IFAP programme and envisions future collaboration with the BRICS representatives. These partnerships will be made available to the ICIE and if funds are available, ICIE representatives will be invited to events. Should any Information Ethics events be attended or hosted, or presentations made, the ACEIE, ICIE and aligned IFAP representatives will acknowledge each other to ensure broader visibility.

Alignment with UNESCO IFAP objectives

Information For All Programme

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.

It seeks to align its own activities with the mandate of IFAP:

1. Information for Development;
2. Information Accessibility
3. Information Literacy
4. Information Preservation
5. Information Ethics
6. Multilingualism as a cross-cutting theme

The Way Forward

- Building foundations for Information Ethics communities and Digital Wellness initiatives in previously uncharted regions, locales and nations around the world.
- Fostering research in Intercultural Information Ethics through the support of new chapter initiatives towards the goal of intercultural dialogue on differing Information ethics traditions.
- Building stronger ties between IFAP and regional ICIE chapter heads and their national representatives, allowing national representatives greater opportunity to participate in IFAP and ICIE regional and international activities.

The Way Forward

- An active exploration of the evolving issues, definitions and parameters of the field of information ethics, including new research in Media Ethics, Bioinformation Ethics, Digital Ethics, Business Ethics and Intercultural Information Ethics.

- The organization and implementation of regional and international ICIE conferences and symposia around the world towards the goal of hosting one conference per year beginning in 2020.

- Expanding the reach and frequency of teaching and advocacy of IFAP, Information Ethics and Digital Wellness seminars, presentations and talks to focal groups including school children, community members, industry, government, and beyond.

Questions

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Community Libraries as Pathways to SDGs & IFAP

Hellen Amunga

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Introduction

- The relationship between SDGs & Unesco's Information for All Program is symbiotic. At the center of both is the vital ingredient: Information.

- S. R. Ranganathan's Five Laws of Library Science (1931) and the United Nations Declaration on Human Rights, specifically Article 19, puts libraries at the center of SDGs & IFAP. The two emphasize the individual access to and use of information; and SDG 16:10 further emphasize access to information as key to sustainable development.

- A community's development is the sum total of individual development within the concerned community; & thus the individual's access to information to accomplish various purpose in life is vital for his/her development.

- Communities are dynamic; and are expected to be the partakers in global and stakeholder declarations, frameworks, legislation and programs (MDGs, SDGs, IFAP, Bills of Rights, et cetra) for meaningful, inclusive development

*Need for a paradigm shift by stakeholders in IFAP & SDGs to bring development closer to the vulnerable/poor/marginalized individuals/communities by having *frameworks* & *related country legislation* that, if implemented, would ensure development, adequate resourcing, and sustainability of community libraries to make them focal points to development.

Sustainable Development Goals (Global Goals)

UN's Sustainable Goals Report 2018

- A look at selected SDGs in the current evaluation report gives evidence that in this era of the so-called global village, Information & Knowledge Age, developmental disparities cut across all countries with the developing and least developed countries lagging behind in many aspects of each specific SDG.
- The main determinant factor is access to and use of information; & embedded in this is the general utilization of ICT in solving societal issues.

Goal 4: " Ensure inclusive & equitable quality education & promote life-long learning opportunities for all"

Population, poverty, gender, location of residence all influence reading proficiency and basic mathematics skills

Mann (1868) " Education, then, beyond all other devices of human origin, is the great equalizer of the conditions of men. ... It does better than to disarm the poor of their hostility towards the rich. It prevents them from being poor" Uwezo Report 2015.

*The annual Uwezo Reports give damning statistical evidence of illiteracy in schools in the East African countries. These corroborate the current UN global SDG report on inability of pupils to meaningfully read, write and solve basic mathematical problems at lower levels or at their own levels of schooling.

Uwezo Report... 1

Uwezo Report...2

Uwezo Report...3

Uwezo Report...4

Uwezo Report…5
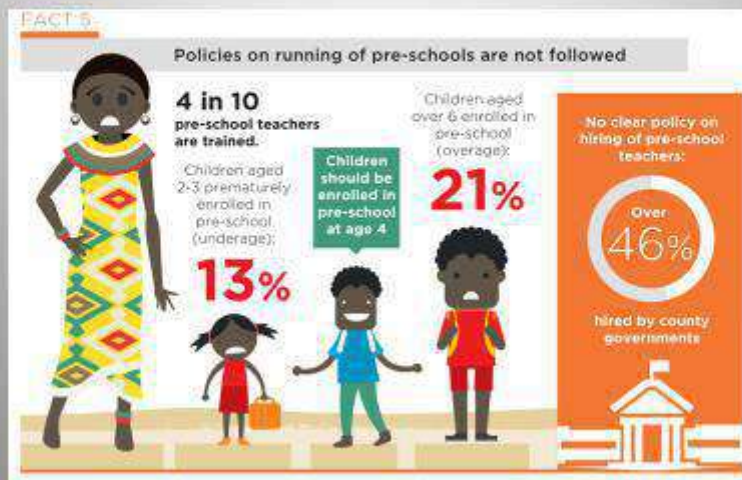
Additional facts on Kenya (From Maktaba Awards Reports)

- Very few schools in Kenya have school libraries
- Most school children flock to public & community libraries during the school holiday months of April, August & December only; to read notes and textbooks for purposes of passing examinations.
- Public libraries are concentrated in urban centers; & can not meet the space and information needs of target users
- Most community libraries are associated with inadequate staffing, resourcing, sustainability, *et cetra*.

* There are effort by a group of professionals under the stewardship of Knowledge Empowering Youth Trust (KEY) to have a school library policy in Kenya. It is awaiting parliamentary attention.

Goal 5: " Achieve gender equality & empower all women & girls"

Among other challenges, the following hamper achievement of this SDG:

- Heavy involvement in unpaid domestic work & care estimated that women are at 3 times involved in these more than men
- Female Genital Mutilation
- Early marriages
- Physical & sexual abuse/violence

*The Boy Child Debate in Kenya

SDG 11: " Make cities & human settlement inclusive, safe, resilient and sustainable"

" Actual number of people living in slums increased from 807 million to 883 million". Slums are associated with:

- High population density & related issues e.g. lack of or scramble for basic resources like water
- Poverty & its related issues: house space, ability to access information, health & quality education, *et cetra*
- Insecurity
- Lack of adequate social amenities like libraries
* Kibera slum in Nairobi

SDG 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"

There are many disparities between the rich and poor countries with the latter experiencing higher income inequality. This has made them experience high levels of violence; more cases of human trafficking; & are more prone to corruption. Existing legal frameworks and institutions like access to information & human rights promotion are being put in place; but implementation does not always follow suit
*Kenya: Blessed-cursed?

SDGs, IFAP Priority Areas & Community Libraries

- *Information Literacy*: can only be achieved with 'literate' populations; educational institutions & libraries/librarians are central to implementation in formal set-ups; also tapping into indigenous knowledge through informal channels. Blending modern & indigenous skills & knowledge Turkana (Kenya) Case study on health provision

- **Information for Development**: Define development based on immediate & long-term grassroots/community information needs; development; emancipation (economic, social, political, cultural & governance).

- *Information Preservation*: best practice should blend both indigenous & modern information & knowledge for and in preservation.

- *Information Ethics*: rural & urban communities, rich, middle class participate in & are all impacted by unethical human practices: fraud, radicalization, prostitution, trafficking, environmental degradation et cetra.

- *Information Accessibility*: what are people accessing? Googling versus authentic & organized information accessed through libraries; affordability of information, requisite facilities, Internet & space. Haves & Have-nots; digital divides). S. R. Ranganathan's Five Laws of Library Science & UDHR Article 19.

- *Multilingualism*: libraries as community experts - repackaging, translating, transcribing; centers of cultural diversity; resources, people, activities.

The above are included in SDG 16.10: Ensure public access to information & protect fundamental freedoms in accordance with national legislation & international agreements.

Brief Literature on BRICS & Libraries

- **Brazil:** There exist structures for development & regulation of public libraries at both federal and municipal levels; but among other issues, the focus is on books and not ICT; & the quantity and quality of libraries are concentrated in Southern Brazil – with most being located in city centers or near government buildings; and they do not therefore necessarily serve the undeserved groups (Pather & Gomez, 2010).

Brief Literature on Public/Community Libraries in BRICS Countries

Russia: Under the Soviet, libraries in Russia were not free to collect and disseminate any information they wished due to heavy government censorship. However, literacy was highly regarded, book trade flourished and it was an accepted ideal that no one should walk for more than 15 minutes to get to a library. After the Soviet rule, libraries were allowed free dissemination of information but faced serious challenges like drastic budgetary cuts, and closures that hampered achievement of wide and free access (Ellen Knutson, 2007).

Brief Literature on BRICS & Libraries

- **India**: The role of Unesco & government of India in founding the Delhi Public Library Pilot Project in 1951 was among key developments towards eradicating illiteracy in India. This followed the development of many community & mobile libraries in some states from 1937. Despite the continued expansion, the road is bumpy; & these libraries can not be compared to those in the developed countries (Zahid Ashraf Wani, 2008)

Brief Literature on BRICS & Libraries

China: There are comparatively good community libraries in the Yangtze River Delta, Pearl River Delta and other Eastern developed cities while most community libraries in other regions are less developed. There is a contradiction between management mechanisms & community cultural development. There is need to strengthen government roles, enforcement of policies & regulations (Qin Shuzen, 2003)

Brief Literature on BRICS & Libraries

South Africa: After apartheid, more effort was directed at expanding access and resourcing libraries. Generally, most libraries are concentrated in large metropolitan areas; & do not have computers and Internet for public use because the provincial governments do not see this as a budgetary priority(Pather & Gomez 2010).

The General Issues

- Failure to fully Implementation existing legislation & Policies guiding libraries
- Inadequate financing
- Inadequate information resources
- Challenges serving special groups
- Lack of Internet access/low bandwidth
- Inadequate facilities like computers
- Inadequate space against large user numbers
- Mismatch of services with local community needs

Best practice on libraries and community engagement

- IFLA, it its report on How libraries contribute to sustainable development and the SDGs highlight how different libraries across countries are making their contribution, challenges not withstanding.
- Read Global activities in Asia (case of Nepal)
- Worldreader activities across continents

Suggested way forward for BRICS

- Influence formulation of country and BRICS frameworks/policies favorable to collaboration on SDGs and IFAP issues
- Make libraries centers of access to information & requisite technologies
- Strong inter-library collaborations, exchange programs & resource sharing.
- Mapping of libraries/baseline surveys within member countries
- Benchmarking & adoption of best practice
- Training & Re-training library and other information professionals; exchange programs; peer-to-peer training; cascaded (IL, IE, marketing, technology & legal education).
- Learn from current and potential partners on serving the marginalized
- Strong partnerships among stakeholders (individuals, target community, schools, corporates, government)

CONCLUSION

Libraries exist to:

- Inform
- Educate
- Enlighten
- Be centers of cultural diversity
- Impart Information Literacy and Information Ethics/Digital Wellness Skills

* All fields of knowledge have a direct relationship to the library.

More References

1. How libraries contribute to Sustainable Development & the SDGs
2. Read Global Activities
3. Sustainable Development Goals to sustain our world
4. Sustainable Development Goals in Kenya
5. The Changing Role of Community Libraries: – Emerging Centres for Sustainable Development http://library.ifla.org/216/1/150-strestha-en.pdf

Thank You!

ANALYSIS OF THE MALAWI ELECTRONIC TRANSACTIONS AND CYBER SECURITY ACT OF 2016 IN THE CONTEXT OF INFORMATION ETHICS AND INFORMATION ACCESSIBILITY
by
Emmanuel Kondowe
Acting Executive Secretary, Malawi National Commission for UNESCO

STRUCTURE OF THE PRESENTATION

Aim

Introduction

Theoretical discourse on information society

Laws of cyberspace

- Law playing catch up
- Maximising the benefits for children

Information ethics

- Ethics

STRUCTURE OF PRESENTATION (cont'd)

- Information ethics
- Cyber crime

Malawi National ICT Policy

Malawi Electronic Transaction and Cyber Security Act (2016)

- Objectives
- Provisions on data processing and privacy
- Offences

Summary

1. AIM

To discuss the law of the cyber-space and its attendant issues of cyber-crime, information ethics and information accessibility with the intention of pointing out the content in the Malawi Electronic Transactions and Cyber Security Act that covers issues of cyber-crime, information ethics and information accessibility including child pornography.

2. INTRODUCTION

- According to the Herjavec Group (2017), in 2017 there were more than 1.2 billion websites worldwide. There were 3.8 billion Internet users a figure that was 51% of the world's population of 7 billion.

- Much of what the World Wide Web (WWW) is now being used for was not intended when it was first conceived.

- the WWW and Information Communication Technologies (ICTs) have assumed a very important role in commerce, industry, government, medicine, education, entertainment and society at large.

INTRODUCTION (Cont'd)

- ICT usage empowers children to assert their rights and express their opinions, and it provides multiple ways to connect and communicate with their families and friends.

- Like other technologies, ICTs have problematic implications, and some negative impacts on society.

3. THEORETICAL DISCOURSE ON INFORMATION SOCIETY

Information society

The society we live in today has carried the label of information society for a long time now precisely because of the great advances that have been made in the way our society gathers, processes, stores and makes information available to readers, viewers and listeners.

Some theories

i. One school- the information society is very different from societies which came before it. There has been a total break with the kind of societies that existed before.

THEORETICAL DISCOURSE ON INFORMATION SOCIETY (Cont'd)

(ii) there is a link between what is happening now and what has been happening since man inhabited the earth. There has been "an informatisation of established relationships" (Webster 2002:5). There has been a continuous process with no break with the past.

(iii) conceptual framework based on three stages of development namely information science discussions, discussions on the information theory and the quest to come up with social theories that roll knowledge, information and communication into one conceptual framework (Dearnley and Feather 2001).

THEORETICAL DISCOURSE ON INFORMATION SOCIETY (Cont'd)

What is evident from this brief discussion is that whether intentionally or unintentionally, the theories of information society cited above did not address themselves to the possibilities of future complications that would arise as the information society became more and more complex as it is today.

4. THE LAWS OF CYBERSPACE

4.1 The law playing catch up

- Historically, technological developments have at some point in time, during their implementation, always forced the revisiting of laws because reality has shown that technology is not neutral but contains ethical implications in its very design(Hasselbalch 2016).

- Among other issues, it is because laws have lagged behind technological developments that laws, regulations for direct and indirect control over access and use in the cyber world are now being developed with a sense of urgency (Hasselbalch 2016).

THE LAWS OF CYBERSPACE (Cont'd)

- Globally, the law faces huge challenges in regulating the Internet. According to Rowan (2017), in 2015 the figures for cybercrime in England and Wales showed an estimated 2.46 million cybercrime incidents and there were 2.11 million victims. However, only 716,346 attacks were reported to Action Fraud the United Kingdom's cybercrime reporting centre.

4.2 Maximising the benefits for children

(i) Benefits

- education and development (teaching and learning tools, access to general knowledge, sharing common interests)

(ii) Dangers

- Exposure to inappropriate content (sexual abuse, pornography)

Maximising the benefits for children (Cont'd)

- encounter with dangerous strangers (*rapists, kidnappers etc.*)

- Put computer systems at risk and disseminate their personal data without understanding the potential long-term privacy consequences

(iii) Minimising/eliminating dangers

- enacting legislation

- pursuing and prosecuting abusers

- raising awareness

- Protecting children who are victims of abuse or exploitation, and helping them to recover

5. INFORMATION ETHICS

5.1 Ethics

- Webster's Collegiate Dictionary defines ethics as "the discipline dealing with what is good and bad and with moral duty and obligation".
- In more simple words, it is the study of what is right to do in a given situation, and what ought to be done (Gunarto 2016).

5.2 Information ethics

Information ethics "has come to mean different things to different researchers working in a variety of disciplines, including computer ethics, business ethics, medical ethics, computer science, the philosophy of information, social epistemology and library and information science"(Floridi 2006:21).

Information ethics (cont'd)

Floridi (2016) argues that these many definitions have generated a confusion about the nature and scope of information ethics and he advances what he terms a unified approach under the following categories:

- *Information -as -a - resource Information -as -a - resource -* An individual's moral/ethical responsibility is a factor of the amount of information he or she is exposed to in the sense that the more information one is exposed to the more likely he is to exercise moral or ethical responsibility.

Information ethics (cont'd)

- *Information -as -a – product Ethics-* An individual is considered to be not only a consumer but also a producer of information. Information plays an important moral part as a product of the individual's evaluations and actions. In that process he makes ethical decisions on whether or not to produce certain information.

- *Information -as -a – target Ethics:* This has to do with the implication of an individual's actions such as hacking, piracy, intellectual property violations, freedom of expression among others on the information environment.

5.3 Cyber crime

- the pervasiveness of computers in modern life has given birth to cyber-crime and it is not possible to completely eliminate cyber-crime from the cyber space but quite possible to check it (Mohiuddin 2006).

- Technology is essential to help check cyber-crime but without a sufficient army of white hats (good guys) to go up against the growing army of black hats (bad guys), we will not be able to bring down the cybercrime rate (The Harjavec Group 2017:8).

- Moral reasons should not only limit access to information but should also focus on limiting invitations to users to submit all kinds of personal information in order to use a social networking site.

6. MALAWI NATIONAL ICT POLICY

The overall policy objective is to facilitate the creation of an enabling environment for efficient, effective and sustainable utilisation, exploitation and development of ICTs in all sectors of the economy including the rural and under-served communities in order to attain an information rich and knowledge-based economy.

7. MALAWI ELECTRONIC TRANSACTIONS AND CYBER SECURITY ACT OF 2016

In Malawi this is the relevant law on issues of information ethics and information accessibility in the context of "exploration" of cyber space

It is a relatively new law and as such has yet to be tested through the rigours of practical applicability.

7.1   Objectives

(a) to set up a responsive information and communication technology legal framework that shall facilitate competition, development of information and communication technology and the participation of Malawi in the information age and economy...

This shows that the Government of Malawi acknowledges that there is need to catch up with developments in ICTs and cyberspace from the legal point of view. This is also in line with the policy objective stated in the National ICT Policy.

Objectives (cont'd)

- Sub-section (a) (ii) is of direct relevance to information ethics. It addresses the need to pay special attention to the issue of protecting the rights of two special groups namely children and the under-privileged. The rest of the sub-objectives namely (i), (iii) and (iv) focus on issues of the economy.

(b) to ensure that information and communication technology users are protected from undesirable impacts of information and communication technology, including the spread of pornographic materials, cyber crime and digital fraud.

(c) to put in place mechanisms that safeguard information and communication technology users from fraud, breach of privacy, misuse of information and immoral behaviour brought by the use of information and communication technology

Objectives cont'd

Objectives (b) and (c) are directly applicable to issues of protecting users from vices such as the spread of pornographic materials, cyber-crime, digital fraud, breach of privacy, misuse of information and immoral behaviour arising from the use of ICTs.

7.2 Data processing and privacy

Sections 71 to 74 are provisions for data processing and privacy. Section 71 covers issues such as processing data fairly and legally; collecting data for specified, explicit and legitimate purposes and not further processing the data in any other way that would deviate from those purposes.

These sections mostly lay down the conditions under which a person's data maybe collected, stored and transmitted. The conditions are framed in such a way as to ensure that a data subject is protected from practically all dangers that might arise from the processing of his or her data.

The provisions also answer two of the questions to which Gunarto (2016) seeks answers. One of these questions seeks to draw attention to the need to identify who should be allowed to access the data and information from the data subject. The other question relates to how safeguards can be introduced to ensure that information is only accessed by the right person or organisations.

7.3 Offences

Some of the offences provided for are to do with:

- Child pornography
- Exposing children to pornographic materials and storing such material on a computer
- Public places and institutions that offer Internet services are required to use adequate pornography filtering software.

These provisions are in tandem with Article 19 of the Convention on the Rights of the Child and Article 16(1) of the African Charter on the Rights and Welfare of the child

Offences (cont'd)

Cyber harassment, offensive communication, cyber stalking, hacking, cracking and introduction of viruses, and the unlawful disabling of a computer system are all prohibited so are spamming, illegal trade and commerce, attempting, aiding and abetting crime.

The provisions are:

- meant to check the negative issues encountered in the use of cyberspace
- basically the same provisions you would find in similar laws in other countries as well as in international protocols and conventions to which Malawi is a party.

8. SUMMARY

1. Theorists of the information society seem to have missed the negative issues that have eventually emerged in a society rooted in ICTs.

2. Legislation being frantically put in place by governments across the world needs to be framed in such a way that both legal and ethical/moral issues are taken into consideration

3. Malawi has followed this international approach and currently has in place the relevant legislation. From the content point of view the legislation can be said to adequately capture issues relating to both proper exploitation and the inherent dangers of cyberspace

Towards Maintaining Freedom of Expression in our Connected World

Huda Abdalla

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Cape Town 3 – 6 July 2018

- Violations of freedom of Expression have become an acceptable phenomenon locally and internationally.
- Why has this happened?
- And how are we going to minimize the violations and make them unacceptable.

Contents

- **Connectivity and the Freedom of Expression**
- **Justifications for violations**
- **Right of Access to Information**
- **The role of the civil society**
- **The Association of Women Journalists as an example**
- **Conclusions**

Connectivity was a concern

- **FREEDOM OF CONNECTION**
- **FREEDOM OF EXPRESSION**

The Changing Legal and Regulatory Ecology Shaping the Internet

- William H. Dutton • Anna Dopatka • Michael Hills • Ginette Law • Victoria Nash
- Oxford Internet Institute – University of Oxford – 1 St Giles Oxford OX1 3JS – United Kingdom
- **A report prepared for UNESCO's Division for Freedom of Expression, Democracy and Peace.**
-

- **Mobile Telephony has carried the internet all over Africa and the underdeveloped communities.**

- **It enabled people to exchange relevant information in their own languages**

Connectivity in the near future

- **Example:**

  SpaceX's satellites for beaming internet access to earth are now in orbit. These are the first of 11,925 SpaceX Internet Satellites.

- **By 2026 any point on the earth can have affordable access to the internet.**

- We can conclude that connectivity would no longer hinder or threaten freedom of expression.
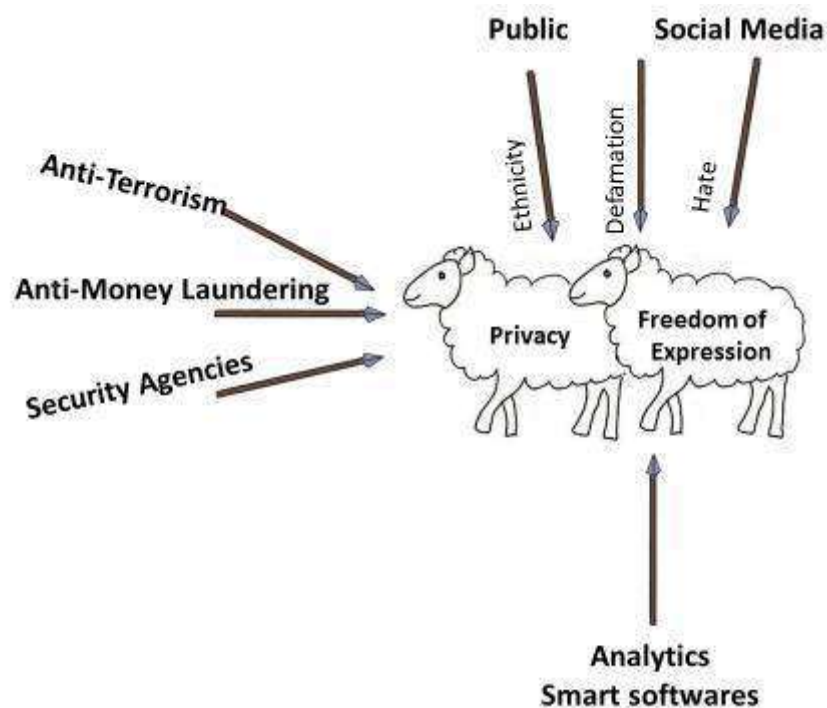
- So now and in the near future all people would be connected and can express themselves but violations are becoming acceptable.

The right of access to information

- Effective in reducing corruption, empowering public and enforcing accountability.
- The practice in underdeveloped countries has many problems.

In Sudan

- The law was first presented for adoption in 2007.
- Then later in 2014 it was passed by Parliament .
- An Authority has to be created to enact the law.
- That has yet to happen.

Awareness

To make people aware of their rights and the limitations to their freedom of expression through:

> Education
>
> Role of UNESCO IFAP and National Committees
>
> Organizations such as the Journalists Union

Examples of Societal Organizations from Sudan

- **The Network of Young Journalists whose aim is to support freedom of expression among journalists and in the society at large.**

- **A group of young journalists who created a daily newspaper which is free from the domination of the corporations**

The Association of Women Journalists

- **It promotes freedom of expression by spreading Awareness and Professionalism among its members.**

- **It supports its membership by providing legal, financial and moral support.**

The Way Forward

- We have to give more attention to The Right of Access to Information and to Transparency.

- We suggest that this meeting adopts a call for promoting the Right of Access to information.

Invest in People

- We have to expend more effort on awareness. As many of the grassroots and the marginalized become part of the information society they must be made aware of their rights and limits and the dangers of trespassing them

- Encourage and support organizations and groups created by local people and advocating freedom of expression.

Acknowledgements

- **The Organizers**
- **Rachel and her team.**
- **Dr Paul Hector, Cairo UNESCO Office**
- **Sudan UNESCO National Commission**

THANK YOU

National Efforts to Promote IFAP Priorities.

The Case of Russia

Cape Town, June 4-6, 2018

Anastasia Parshakova

Project Coordinator, Russian UNESCO IFAP Committee

Deputy Director, Interregional Library Cooperation Centre

Information
for All
Programme

UNESCO IFAP

Information
for All
Programme

Achievements

- Research and development activities
- Intergovernmental partnerships and public awareness raising
- International events on various aspects of building a global information society
- Elaboration and adoption of important international documents
- Publications on key information society challenges
- Assistance to UNESCO Member States in determining the frameworks of national information society policies

Living
Information

2

UNESCO IFAP

Priorities

- Information preservation
- Information literacy
- Information ethics
- Information for development
- Information accessibility
- Multilingualism in cyberspace

Living
Information

3

National IFAP Committees

Information
for All
Programme

Objectives

- Contributing to the integrating knowledge society policies adjusted to the needs and circumstances of respective countries
- Convening multistakeholder thematic discussions on IFAP priority areas (using IFAP reports as discussion starters)
- Facilitating high-level collaboration among government agencies to help develop national information policies
- Participating in the IFAP Working Groups

Living
Information

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National IFAP Committees

Information for All Programme

Objectives

- Securing funding support for IFAP projects;
- Establishing partnerships with civil society and private sector organizations
- Providing information and data for inclusion in the online Information Society Observatory;
- Maintaining relations and cooperation

National IFAP Committees

Information for All Programme
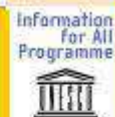
Russian IFAP Committee

- Established in 2000 as a cross-sectoral public consultative expert council under the Russian National Commission for UNESCO
- Working body: Interregional Library Cooperation Centre (Moscow, since 2006)
- Partners: government agencies, educational, research, cultural and communication institutions, public organizations, commercial companies

Russian IFAP Committee

Lines of action

- Regional, national and international meetings and workshops on all IFAP priorities in Russia and a number of CIS countries
- Publications and analytical reports
- Research studies
- Cooperation activities
- Establishing centres of excellence
- Specialized websites in Russian (www.ifapcom.ru) and English (www.ifapcom.ru/en).

7

Russian IFAP Committee

Lines of action

- Establishing a national network of centres of access to legal and socially significant information

- Contributing to:
  - national policies and strategies of reading promotion (National Programme for Reading Promotion and Development)
  - national library policy
  - National Programme for Russian Library Collections Preservation

8

Yakutsk conferences

Three **International Conferences on Linguistic and Cultural Diversity in Cyberspace** (2008, 2011, 2014)

- Over 50 countries represented

- **Outcomes**:
  - Lena Resolution
  - Yakutsk Call for Action: A Roadmap towards the World Summit on Multilingualism
  - Yakutsk Declaration on Linguistic and Cultural Diversity in Cyberspace

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Information

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Moscow conferences

- **International Conference on the Preservation of Digital Information in the Information Society** (2011)

  Final Document: Moscow Declaration on Digital Information Preservation

- **International Conference on Media and Information Literacy for Knowledge Societies** (2012)

  Final document: Moscow Declaration on Media and Information Literacy

Living
Information

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Ugra forums in Khanty-Mansiysk

Ugra Global Expert Meeting on Multilingualism in Cyberspace

(July 2015)

- 29 countries represented

- **Focus**: Developing and advancing policies to preserve and promote linguistic and cultural diversity in the context of improving access to multilingual cyberspace

Ugra forums in Khanty-Mansiysk

International Conference on Media and Information Literacy for Building Culture of Open Government
(June 2016)

- 50 countries represented
- **Focus**: Shift towards using MIL to solve the problems of building sustainable open governments and establishing feedback mechanisms for governments and the society.
- **Outcomes**: Khanty-Mansiysk Declaration on Media and Information Literacy for Building Culture of Open Government

Ugra forums in Khanty-Mansiysk

World Expert Meeting on Multilingualism in Cyberspace for Inclusive Sustainable Development (June 2017)

- 35 countries represented
- **Focus**: Studying the role, functions and importance of multilingualism and linguistic diversity in the digital environment for inclusive sustainable development
- **Outcomes**: Ugra Declaration on the Preservation of Languages and the Promotion of Linguistic Diversity in Cyberspace for Inclusive Sustainable Development

Living information

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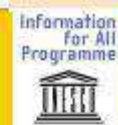
Ugra forums in Khanty-Mansiysk

Tangible and Intangible Impact of Information and Communication in the Digital Age

(June 2018)

- 40 countries represented
- **Focus**: balancing the pace of development in the field of information, communication and related technologies and the ability of academia and the society to comprehend the changing reality.
- **Outcomes**: Ugra Declaration on Information and Communication in the Digital Age *(under preparation)*

Living information

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Thank you!

Russian Committee for the UNESCO Information for All Programme (IFAP)

http://ifapcom.ru/eng

ifap@ifapcom.ru

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COOPERATION, MULTILINGUALISM, AND THE BRICS' EXPERIENCE

Eduardo R. Gomes

NUBRICS/Fluminense Federal University ,UFF

Niterói, Brazil

BRICS AS THE BEST EXAMPLE OF SOUTH/SOUTH COOPERATION

- A side outcome of BRICS advocay coalition/ platform demanding a more equitable world order

- Original [large] members demonstraded how unbalaced 21st century world order was

- Demands for change centered on reform of Western financial architeture: WB and IMF

- Unsuccessful requests opened the way for concrete actions the New Development Bank and the CRA

AND MORE: THE SOUTH SOUTH COOPERATION

o A unique experience: the backbone of BRICS

o Large variety of themes: from sister cities to public health care

o Low institutionalization, in various organizational formats

o Unhierachical, therefore, a win-win relation

o No conditionalities

NEW MODEL X PREDOMINANT NORTH/SOUTH COOPERATION, AFTER WWII

o (Different from benenefactors of the XIXth century)

o N/S pattern: donors and recipients countries, by and large seen as poor, underdeveloped

o World divided between East &West, including in terms of aid

o Needs decided in Socialist and Capitalist North

o Conditionalitiesm a must

THE BRICS EXPERIENCE OF COOPERATION STRUCTURED IN LEVELS OR TRACKS

- Although highly uninstitutionalized, BRICS functioning is understood through three different track levels

  - FIRST LEVEL – THE YEARLY SUMMIT & FOLLOWING COMMON DECLARATION

  - SECOND LEVEL – UPPER BUREAUCRATIC RINGS

  - THIRD LEVEL – CIVIL SOCIETY AND OTHER

THE BRICS EXPERIENCE OF COOPERATION EXAMPLES – TRACK TWO

- Midia, two different meetings of ministries and main media agencies 2015, 2016

- Illegal drugs trafficc – four "specialists"meetings since 2015

- Public health – Yearly at ministerial level since 2011 + various other meetings

- National safety – nine irregular meetings until 2016

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THE BRICS EXPERIENCE, 3
EXAMPLES – TRACK TWO

o Finances Ministries & Central Banks Presidents, yearly, since 2008

o Foreign Affairs, ministerial level, yearly and more, since 2006

o Competitiveness Forums, four, since 2009

o Academic Forum, yearly, since 2010

LESS IMPORTANT ONES

o Population Matters
o Industrial Matters (Consultancy)
o Costums Matters (Three, 2015/2016)
o Arbitrage (Workshop, 2016)
o Anticorruption Five meetings since 2015

o Civil Society, 2015, 2016
o Welfare, 2016
o Internet, 2010
o Judges exchange, 2010
o Youth 2015, 2016
o Tourism, 2016
o Railroad specialists, two in 2016

LESS IMPORTANT/FREQUENT ONES

- Migration,one, 2015

- National standardization, 2015

- Pacification, 2015

- Sister cities, Local govnmmnt, 2015, 2016

- Counterterrorrism, 2016

- Education, 2015 and 2016

- Work and jobs,three 2016

- THANK YOU!

- Eduardo R. Gomes
- Director
- BRICS Research Center,
- Fluminense Federal University,
- Niteroi, RJ, BRAZIL

- ergomes@id.uff.br

International Policy Dialogue on IFAP Priority Areas

In collaboration with BRICS representatives, UNESCO and IFAP structures, the ACEIE and the University of Pretoria

Cape Town, July 2018

ICT Transforming Education in Africa

The KFIT Rwanda Project – IFAP Elements

ICT for disability: The Rwanda Digital Talent Policy (DTP)

National Digital Talent Policy

Kigali, April 2017

Rational of ICT for disability

ICT ensures quality education opportunities for persons living with disabilities

- Assistive technology;
- Open Educational Resources (OER);
- Lifelong learning.

Rwandan context on disabilities

- Rwanda Vision 2020;
- Rwanda ICT in Education Master Plan 2015-2020;

Recognize the importance of providing quality education to ALL, including learners with disabilities.

ICT for disability: The Rwanda Digital Talent Policy (DTP)

- Rwanda Ministry of Information Technology and Communications requested UNESCO's review of the DTP.
- The European Agency for Special Needs and Inclusive Education:
  - ✓ Mainstreamed the support for learners living with disabilities
  - ✓ Supported other Ministries in the mainstreaming process

The Rwanda Digital Talent Policy (DTP)

Integrating the UNESCO Guidelines on the Inclusion of Learners with Disabilities in Open and Distance Learning into the DTP:

- Presented the UNESCO Guidelines to all stakeholders of the DTP, including Ministry of Youth and ICT and Ministry of Education.
- Identified entry points into the sectoral strategies and the DTP, to implement the provision of the UNESCO Guidelines.

ICT for disability: The Rwanda Digital Talent Policy (DTP) – UNESCO's actions

UNESCO's addition in the DTP:

- Mainstreamed inclusive ICT, and Universal Design for learners with disabilities.
- Emphasized that women, youth, persons living with disabilities / with special needs should have access to all DTP programmes.
- The accessibility of DTP programmes and specialist support should be ensured.

ICT for disability Implementation

Supports the National Council for Persons with Disabilities (NCPD) in transforming the DTP into an actionable implementation plan. Main lines of actions include:

- Raise awareness towards persons with disabilities and their rights.
- Enhance public-private partnership on infrastructure and connection support to allow persons with disabilities in remote areas are also connected.
- Increase use of pedagogical and inclusive ICT in formal education, non-formal education, and lifelong learning for expanding the reach of education to disadvantaged groups.
- Align the supply and demand of ICT skills in Rwanda to enhance employability.

Recommendations

- Best practices of policy instruments that mainstream the needs of people living with disabilities to be shared;
- Mutualize innovation in ICT and disabilities across countries to reduce cost;
- Research consortiums on ICT and disabilities for real solutions in leaving no one behind.

Thank you

State of Libya

Presidency of the Council of Ministers

General Information Authority

Establishment

The General Information Authority (GIA) is a Libyan governmental entity , subordinates the Presidency of the Council of Ministers, in accordance with the provisions of the Council of Ministers Resolution No. (7) for the year 2012 (The approval of Council of Ministers-divan's organizational structure and regulating its administrative body).

GIA is a recognized and financially independent authority, attending the implementation of the state policy in the informational field.

Establishment – Cont.

Established under Resolution No. (149) for the year 1993, and is considered in accordance with the provisions of Law No. (4) for the year 1990 (Authorized by law to develop and implement a national information strategy on the level of various state institutions. Furthermore, developing their processes and electronic services).

GIA carries out tasks entrusted to it, considering datum as focal point to enter the information age. Enhancing its performance in the field of information and e-services, to be able to respond efficiently to the successive developments in Information Technology.

Law No. 4 for the year 1990

Law No. 4 for the year 1990, concerning the National Information and Documentation System in accordance with the technical principles, methods and means, making it accessible to the public and private bodies.

The role of the General Information Authority

The main role of the General Information Authority (GIA) is to create a national information system (NIS), in coordination with the relevant authorities, and within the national information framework.

NIS includes a series of strategic projects that contribute to Libya's development, prosperity and stability.

Our Vision:

✓ Creating an information society, responds efficiently to the developments in the digital knowledge and surpassing the digital gap.

Our Message:

✓ Availability of information. Plus, localizing techniques and legislations dealing with these information, in order to contribute to policy-planning and decision-making support.

Values

✓ Coordination and integration.

✓ Continuous development and improvement.

✓ Teamwork.

✓ Attentiveness to the national human resources.

Strategic goals

- ✓ The use of international and local technologies, strategic studies and trials to develop the National Information System and the Electronic Administration. Furthermore, laying down policies that govern such systems. Plus, supporting decision-making, thus reaching sustainable development, stability and prosperity of citizens.

- ✓ Employing Information Technologies to provide information and electronic services to state institutions and individuals, promptly and effortlessly.

- ✓ Achieving overall development by harnessing Information Technology.

- ✓ Establishing and constructing national information database and archive.

- ✓ Rationalizing the optimal use of Information Technology and national capacity-building.

Mission

- ✓ Collection and preservation of data, information and documents, in accordance with scientific methods and means; and making them accessible to public and private entities.

- ✓ The establishment of National Information sources and databases in the fields of human resources, science and technology; and other fields that reflect Libya's experience and trials.

- ✓ Planning, managing and updating a reference database for the Unified Number File.

- ✓ Developing and regulating information and databases that support decision making, facilitate research and simplify planning in the fields of economy, social, scientific and others.

Mission – cont.

✓ Preparation of the National Information Guide.

✓ Regulate the flow of data and information between various information centers in Libya, and coordinate exchange of information with the world.

✓ Dissemination of information awareness in Libya and the advancement of IT literacy.

✓ Contribution to the development of National Electronic Administration in line with international regulations and standards.

Mission – cont.

✓ Setting national policies and regulations governing the use, handling and the consumption of information in various public and private sectors.

✓ Proposes legislations relating to the use and circulation of information nationally.

الهيئة العامة للمعلومات

Vision and action plan of the General Information Authority to support the National Information System

»

National Information System

The National Information System is a comprehensive framework of basic information required by decision-makers, planners, researchers. Aimed to establish information database for all economic and social sectors on the basis of decentralization. Furthermore, it is planned to be accessed via World Wide Web and uses the Internet technology to transfer, view and exchange data.

Participates in its establishment all institutions, public and private, producers and collectors of information, where their relationships are regulated by legislation and decisions.
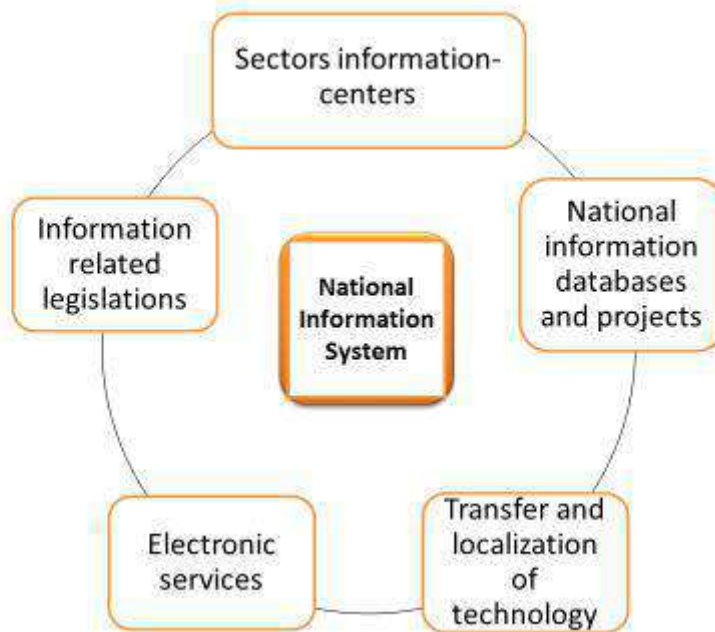
The beneficiaries of the National Information System

The system aims to present available data, exhibited at the national information system, without exception, according to regulations set forth by nature of information and relevant laws. These data shall serve all levels, ordinary users and decision makers, researchers and students.

National Information System

Beneficiaries	Decision-makers, planners, researchers and citizens.
Goal	Establishing decentralized information base for economic and social sectors.
Access to the system	System can be accessed via a link to the Internet and with the use of Internet Browsers technologies.
Participants	Authorities and bodies in public and private sectors that produce, collect and store information.
Regulating relations	Regulations and legislations concerned.

Current projects of the General Information Authority

❑Libyan Information Portal.

❑ National ID & e-Passport project.

❑ Libya Special Data Infrastructure (LSDI) GPC Geographic Planning Collaborative, Inc(GPC)

Libyan Information Portal

Libyan Information Portal

Libyan Information Portal

National ID & e-Passport project.

The Foundational asset that sites behind this project is:

❑ Establishing an accurate and comprehensive National Database, be the primary record for the individual.

❑ Any application that requires personal information about a citizen should retrieve it from this database (ID number, current address, date of birth, photo, fingerprint, etc ..).

❑The single record approach should improve security, enhance services to citizen, enable e-government applications, reduce identity fraud.

Libya Special Data Infrastructure (LSDI)

The objective of this project is:

❑ Reduce the cost of geographic data production by reducing producing the same data by different institutions.

❑Provide electronic connectivity to the Libyan government agencies to facilitate the exchange of data through electronic integrated infrastructure.

❑ Modeling spatial data and metadata in accordance with the standards and specifications required and in accordance with the specific legislation and policies.

Libya Special Data Infrastructure (LSDI)

❑Enable Libyan government agencies to deliver services more effectively by streamlining the exchange of geographic information and increase coordination among them.

❑Develop a road map a common strategy to move forward on the initiative (LSDI) to build the capacity necessary to implement and expand and strengthen the infrastructure of geographic information and related in all major relevant institutions in the Libyan government.

Current Plans

❑ e- Libya initiative

Current Plans

Current Plans

❑ e- Libya initiative

First Draft
Libyan Electronic Transactions& cyber security Law

Chapter	Title
One	General Provisions
Two	Electronic signature and electronic instrument in writing
Three	Electronic endorsement
Four	Electronic transactions
Five	Methods of electronic transactions protection
Six	Banking operations
Seven	Protection of private data
Eight	Crimes and penalties
Nine	Final provisions

Digital Wellness

Digital Wellness

الفئة العمرية المستهدفة من سن 8 - 12 عام من مجموعة مدارس مدينة طرابلس
مدرسي مادة الحاسوب و الأخصائيين الإجتماعيين
شريحة من أولياء الأمور.

الإحتفال بيوم الانترنت الأمن - SID

Digital Wellness

المكان قاعة نقابة المعلمين
طرابلس – بن عاشور
اليوم 6 – 2 - 2018
من الساعة 10 صباحا حتى الساعة 12 ظهرا.

Digital Wellness

Digital Wellness

Digital Wellness

Digital Wellness

Digital Wellness

الحلول المقترحة
- استعمال تقنية المعلومات والاتصالات لمساندة حساباتها على التماثل الاقتصادي للمرأة
- توفير كافة الخدمات التي يحتاجها المصنع من موقع واحد مثل التوصيل و التصوير التجاري ونقل الأموال و عرض المنتجات في المعارض المحلية
- توفير البيئة الملائمة لتعلم الحرف، والمساعدات المنزلية والمساعدة على تسويقها والترويج لها بعرض السوق المناسب وتركيز عليه

المستفيدين
- منتجات التواصل الاجتماعي

النشاط التنفيذية
- ضمان الجودة
- التوصيل
- الدفع الآلي (اون لاين)
- منصة واحدة (التسويق – التطوير – التوجيه – الخدمات)

الأهداف
- مساندة المرأة في زيادة الأعمال وتطوير مساهمة المرأة في الاقتصاد الليبي
- تحسين حلل المشكلات من خلال تطوير مفهوم الأعمال الحالية في البيئة الليبية (والعتاد business concept)
- نشر ثقافة ريادة الأعمال في الوسط النسوي الليبي
- تطوير الخدمات التقليدية الحرفية الليبية
- يساعد هذا المشروع وفرة والتموين للاقتصاد الرقمي المعمول بدفع المجتمعات المحلية
- المساعدة في القضاء على عوامل الفقر بتوفير مصادر رزق مؤسسة للنساء والأيمنات وبث البيوت وجدران الاستقلالية المالية
- مساعدة الشركات النسوية الناشئة لخلق توازن في فرص العمل بين الجنسين

مراحل تنفيذ المشروع
- بداية التركيز على مدينتي طرابلس و بنغازي و المهمة من إعداد الطبيبات الخاصة لريادي المشروع ليعذا و تعمل حاليا على مناطق الوسط ليها مناطق الجنوب، صحب التدخل الرسمي الطارئ

Digital Wellness

Libyan State
Presidency Of The Council Of Ministers
General Information Authority

Gumhurya Road Tripoli . Libya
Tel   +218 21 360 0093
Fax   +218 21 360 3146
Mob. +218 92 543 9166
E.mail elbibas@hotmail.com

Dr Abdurraouf A.elbibas
Chairman Of Management Committee
elbibas@gia.gov.ly

شكرا

Thank You

Cláudio Menezes: Accessing and Understanding contents in Portuguese by foreigners in scientific digital libraries: can this methodology be generalized to other languages?

A
INTERNATIONAL POLICY DIALOGUE ON IFAP PRIORITY AREAS
UNIVERSITY OF PRETORIA

ACCESSING AND UNDERSTANDING CONTENTS IN PORTUGUESE BY FOREIGNERS IN SCIENTIFIC DIGITAL LIBRARIES: CAN THIS METHODOLOGY BE GENERALIZED TO OTHER LANGUAGES?

PROF. CLÁUDIO MENEZES
UNIVERSITY OF BRASÍLIA, INSTITUT OF LETTERS
DEPARTMENT OF FOREIGN LANGUAGES AND TRANSLATION (LET)

CAPE TOWN, 4 JULY 2018

ROAD MAP

➤ 1. Introduction
➤ 2. Research synthesis
➤ 3. Description of the methodology
➤ 4. Extension of the methodology to other linguistic pairs
➤ 5. Final remarks
➤ 6. Bibliography

3
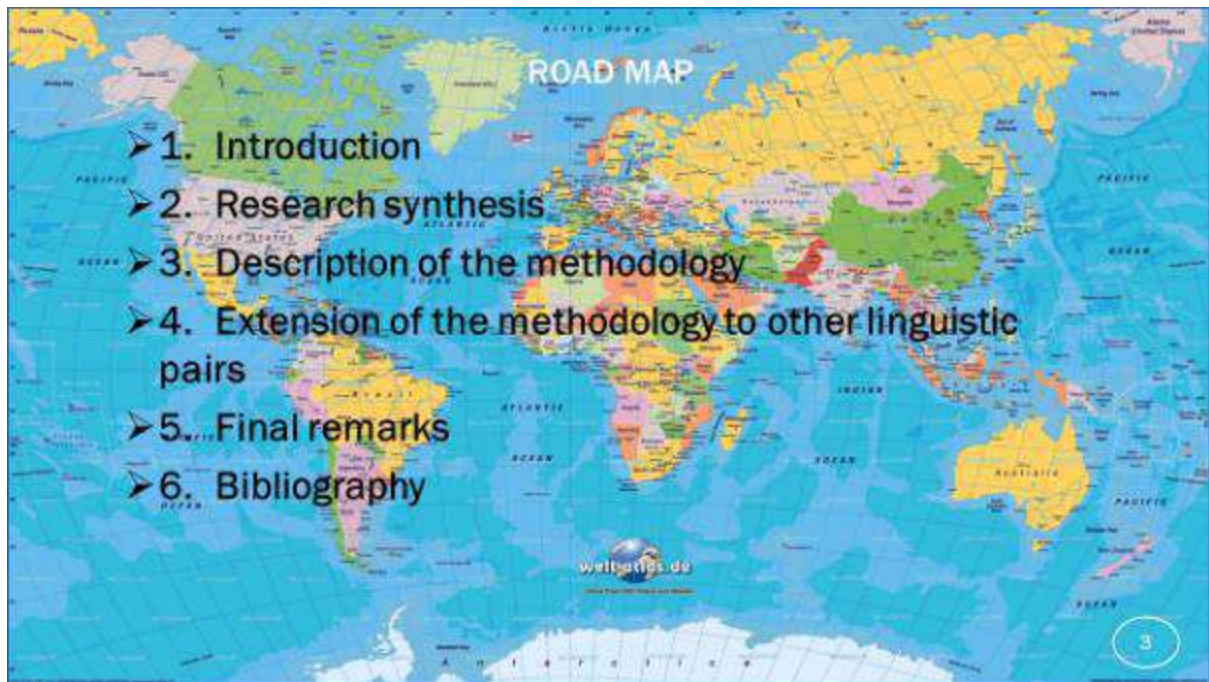
1. INTRODUCTION

➤ General considerations, specific issues
➤ Linguistic vitality policies
➤ Acces to information
➤ Comprehension of information

➤ Interdisciplinarity
➤ Information sciences
➤ Natural Language Processing (NLP)
➤ Applied Linguistics

4

FIND INFORMATION

UNDERSTAND ITS MEANING

Phân Ưu Nhận được tin buồn:**Giáo sư NGUYÊN THÀNH LONG**Cựu Hiệu Trưởng Trung Học Tổng Hợp Chưởng Binh Lễ An GiangCựu Chủ Tịch Hội Đồng Liên Tôn Việt Nam ...
Posted Oct 6, 2013, 2:06 PM by Quốc-Anh Vương

1. MULTILINGUALISM IN THE DIGITAL WORLD AND LINGUISTIC VITALITY

- Technological convergence: text, image, sound
- Protocols of communication
- Hypertext
  - restructuring of ideas, behaviors and concepts in society, implying a new dynamic as a result, mainly, of the growing need for the use of information "(LAZZARIN et al, 2012, 232)
- Globalisation
- New paradigm in contact between speakers of different languages
  - Languages in contact in the web
  - Multilingual website
  - Multi-language libraries
  - Language vitality, language policies

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1. OBJECTIVES: GENERAL AND SPECIFIC

To propose a methodology to make easier the access and the comprehension of the scientific content in digital libraries in Portuguese by foreigners.

- Identify some practices to improve the use of Portuguese scientific digital libraries (DL) for use by foreigners
- Propose the use of language technologies in scientific digital libraries to make it easier to quickly understand Portuguese scientific content by foreigners;
- Integrate the process thus studied into a practical methodology with computer tools developed for its use, to disseminate from physical and virtual reference environments and available for local or remote use by foreigners.
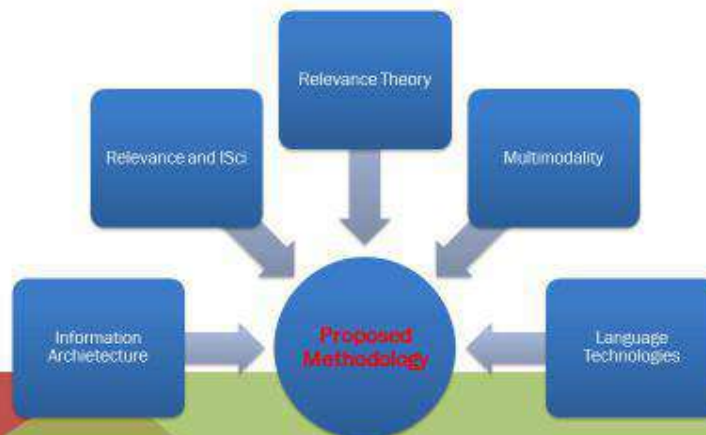
8

1. THEORETHICAL FRAMEWORK

1. Information Architecture and Sense Construction
2. Context
3. Relevance in Information Science
4. Relevance Theory
5. Relevance Theory and Translation
6. Multimodality
7. Language Technologies
8. Considerations on the internationalization of Digital Libraries

9

CONCEPTUAL MODEL OF RESEARCH

SOURCE: CONCEIVED BY THE AUTHOR

10

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2. SYNTHESIS OF THE RESEARCH

1. THEORETHICAL REVIEW
2. PRE-TEST (QUESTIONNARY 1)
3. TABULATION – QUESTIONNARY 1
4. ELABORATION - QUESTIONNARY 2
5. TEST (QUESTIONNARY 2)
6. TABULATION - QUESTIONNARY 2
7. RECOMMANDATIONS ON WEBSITES
8. SELECTION OF LANGUAGE TECHNOLOGIES
9. INTEGRATION OF THE METHODOLOGY COMPONENTS
10. TUTORIAL FOR USE OF THE COMPUTER TOOLS

11

3. DESCRIPTION OF THE METHODOLOGY

1. DISCUSSION ON THE USE OF WEBSITES
2. COLLECTION, TABULATION AND DATA INTERPRETATION
3. SOFTWARE TOOL (adaptation and integration of computer programs

12

3. DESCRIPTION OF THE METHODOLOGY

1. Context
2. Use and Internationalisation Websites
   1. International Websites
   2. Multilingual Websites
3. Technological Components
   1. Filter and Formats Compatibilizer (FCF)
   2. Automatic Summarization (SA)
   3. Machine Translation (MT)
   4. Automatic Sentence Alignement (Paragraphes) (ASA)

13

3.2. USE AND INTERNATIONALISATION OF WEBSITES

"An "international" site is one for an international audience, while a "multilingual" site uses multiple languages. An international site may or may not be multilingual, just as a multilingual site may or may not be international" (W3C).
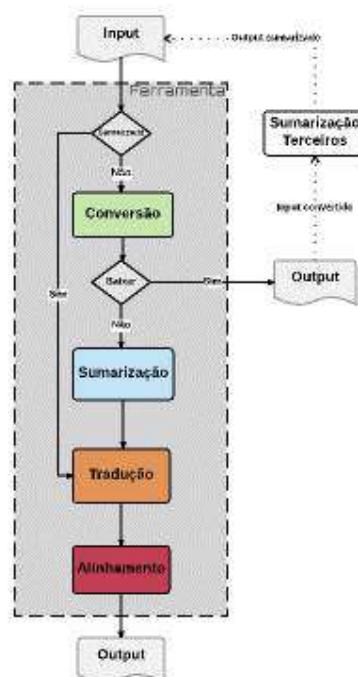
14

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3.3. SOFWARE TOOL COMPONENTS
HTTP://164.41.62.101/

1	• Filter and formatter
2	• Automatic Summarizer
3	• Machine Translator
4	• Automatic paragraph alignement module

FLUXOGRAM

3.3.1. FILTER AND FORMATTER

1. Stop sessions

   Cover Page, Catalographic Card, Jury, Acknowledgments, Abstract, Abstract in other languages, Summary, List of Figures and Tables, Bibliography.

2. File format

   Software tool allows the user freely select the page interval to be summarized

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3.3.2. AUTOMATIC SUMMARIZER

1. Objective: to produce a shorter text, representative of the original but which maintains its semantic density / semantic relevance center
2. Criteria (for the inclusion of a sentence in the summary): key word, title word, sentence position, length of sentence and others.
3. SA methods: TF-IDF (Term Frequency-Inverse Document Frequency); Method of grouping; Approaching the Theory of Graphs and others

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3.3.2. Automatic Summarization in Portuguese

Automatic summarization software for scientific corpora: SUMEX (SILVA, 2016) et GistSUMM (BALAGE FILHO et al., 2007; MENEZES; BAPTISTA, 2017) do not work in Python environment

Other automatic summarization softwares: TDF-IDF Summ, NeuralsSumm, ClassSumm, SuPoR, ExtraWeb, HTMLSUMM e GEO

Solution adopted: GENSIM, based on the TextRank model, a non-supervised method with ranking algorithms based on graphs and on phrases similarity (MIHALCEA, R, TARAU, P., 2004). GENSIM/TextRank issues a summary made up with more relevant sentences with information obtained exclusively within the input text.

3.3.2. Automatic Summarization in Portuguese

COMPRESSION RATE = SIZE OF SUMMARY : SIZE OF ORIGINAL TEXT (TEXTRANK PARAMETER)

SENTENCES IN THE GRAPH WITH THE HIGHEST SCORES WILL BE CHOSEN UP TO ACHIEVE THE COMPRESSION RATE SUPPLIED, AS A PARAMETER FOR THE ALGORITHM.

3.3.3. MACHINE TRANSLATION

Apertium machine translation engine and tools http://apertium.sourceforge.net/

ATS (Automatic Translation Server) http://www.automatictrans.es/index.php/productos/

FALATUDO http://www.falatudo.com.br/

Moses for mere mortals https://github.com/jladcr/Moses-for-Mere-Mortals

Office Translator http://www.digitalriver.com/dr/v2/ec_MAIN.Entry10?V1=641725&PN=2&SP=10023&xid=28102

Portdan - translation into Danish http://beta.visl.sdu.dk/visl/pt/translation.html

SYSTRAN Personal
http://www.digitalriver.com/dr/v2/ec_MAIN.Entry10?V1=641878&PN=2&SP=10023&xid=28102

SYSTRAN Professional Premium
http://www.digitalriver.com/dr/v2/ec_MAIN.Entry10?V1=641777&PN=2&SP=10023&xid=28102

SYSTRAN Professional Standard
http://www.digitalriver.com/dr/v2/ec_MAIN.Entry10?V1=641803&PN=2&SP=10023&xid=28102

TRADUCÍNDOTE http://www.traducindote.com/index.php

TraduzTudo Pro 1.2, TraduzTudo Light 1.2 http://www.lemon.com.br/produto.cfm?id=590

Universal Translator de Luxe http://www.languageforce.com/lfstore/utd2.asp

WebTranslator http://www.digitalriver.com/dr/v2/ec_MAIN.Entry10?V1=641957&PN=2&SP=10023&xid=28102

WinDi (Windows Dictionaries) (de,en,es,fr,it,nl,pt) http://www.windi7.com/index.html

Word Translator http://www.tranexp.com/

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3.3.3. MACHINE TRANSLATION

FREE SOFTWARE (A VERY ACTIVE COMMUNITY)

ENVIRONMENT PYTHON

WORK WITH SEVERAL LANGUAGES (EN, FR, SP, DE, JP and PT)

FUNCIONALITIES FOR NATURAL LANGUAGE PROCESSING (POS tagging, sentiment analysis, parsing, integration with WordNet)

→ TEXTBLOB

ACCESSIBLE AT https://github.com/sloria/Textblob

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3.3.4. AUTOMATIC SENTENCE ALIGNEMENT

PARALLEL TEXT WITH SENTENCES IN THE SOURCE AND TARGET LANGUAGE (PT ➜ FR)

AUTOMATIC ALIGNMENT SOFTWARE: BLUEALIGN (In PY), BILINGUAL SENTENCE ALIGNER (MICROSOFT), GMA, VANILLA, HUNALIGN, CTK, YOUALIGN, MLT PRE-ALIGNER, CHAMPOLLION (source forge)

ALGORITHM ADOPTED: GALE & CHURCH, AVAILABLE AT

https://github.com/vchahun/galechurch

PARALLEL TEXTS: EXAMPLE
(PT,FR)

A complexidade deste problema pode variar dependendo se os genes foram abstraídos considerando a sua orientação, gerando permutações com sinal ou não. ||| La complexité de ce problème peut varier selon que les gènes ont été abstraits compte tenu de leur orientation, générant des permutations avec ou sans signe. O problema de ordenação por reversões (usando permutações sem sinal) é um problema de otimização, onde o objetivo é minimizar o número de reversões para transformar um organismo em outro. ||| Le problème de la commande inverse (en utilisant des permutations non signées) est un problème d'optimisation, où l'objectif est de minimiser le nombre d'inversions pour transformer un organisme en un autre.

PARALLEL TEXTS: EXAMPLE
(PT,EN)

A União Europeia e países como África do Sul (11 línguas oficiais) e Índia (22 línguas oficiais) têm realizado programas de pesquisa nessa área.
|||
The European Union and countries such as South Africa (11 official languages) and India (22 official languages) have conducted research programs in this area.

Iniciativas como a Universal Networking Language (UNL) também são relevantes no campo da tradução automática.
|||
Initiatives such as the Universal Networking Language (UNL) are also relevant in the field of machine translation.

A partir dos anos 1980, houve uma grande retomada dos trabalhos de pesquisa e aplicações da TA.
|||
Since the 1980s, there has been a major resumption of TA research and applications.

Resultante desse novo impulso, surgiram sistemas de tradução comercial, tais como o Systran.
|||
Resulting from this new impetus, commercial translation systems have emerged, such as Systran.

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FINAL FORMAT

Figura 8 - Exemplo de Bi-Texto com Identificação da Biblioteca Central da UnB

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DIGITAL LIBRARIES AND REPOSITORIES OF THESIS FOR THE USE OF THE METHODOLOGY

TESTS ACHIEVED

1. CORPUS of DISSERTATIONS: M. SC. IN TRANSLATION STUDIES (using GISTSUMM)
2. RANDOM CHOICE OF PH. D. THESIS (using GENSIM)

SOURCES OF SCIENTIFIC LITERATURE IN PORTUGUESE

- ✓ BIBLIOTECA DIGITAL DE TESES E DISSERTAÇÕES – BDTD, http://www.bdtd.ibict.br
- ✓ Scientific Electronic Library On-Line, http://www.scielo.org
- ✓ Repositórios Internacionais e Nacionais de Literatura Científica em Português (e.g. RCAPP, https://www.rcaap.pt,
- ✓ OASIS, http://oasisbr.ibict.br/vufind, SIBI/USP, http://www.sibi.usp.br, INTERCOM, http://www.portalintercom.org.br/a-intercom)
- ✓ Portal de Periódicos da CAPES, http://www.periodicos.capes.gov.br
- ✓ Networked Digital Library of Thesis and Dissertations - NDTLD, http://www.ndltd.org/
- ✓ University of Macau Thesis Collection (UM E-Thesis Collection, http://libdigital.umac.mo/was5/um_theses/main.jsp

5. FINAL REMARKS

LINGUISTIC VITALITY

    UNESCO

    CPLP – PORTUGUESE LANGUAGE COMMUNITY OF COUNTRIES

FREE ACCES

    THE METHODOLOGY ALLOWS UNE EXTENSION OF THE FREE ACCESS CONCEPT

ACCES TO SCIENTIFIC LITERATURE

    1) USER INTERFACE TO DIGITAL LIBRARIES

    2) COMPREHENSION OF THE DIGITAL LIBRARIES CONTENT

FIELDS OF APPLICATION

    1) LINGUISTIC PAIR PT ➜ FR

    2) SCIENTIFIC CORPORA (ARTICLES, JOURNALS)

RESEARCH FIELDS

    AUTOMATIC SUMMARIZATION AND TRANSLATION, AUTOMATIC SENTENCE ALIGNMENT OF PARALLEL TEXTS

    TECHNOLOGICAL WATCH

    QUALITY CONTROL OF TEXTS (EVALUATION METRICS)

    INTERFACES (INTERNATIONALIZATION OF WEBSITES, MULTIMODAL INFORMATION ARCHITECTURE)

    USE OF THE METHODOLOGY TO OTHER LINGUISTIC PAIRS, INCLUDING SIGN LANGUAGES.

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MUITO OBRIGADO, БОЛЬШОЕ СПАСИБО, आपको बहुत धन्यवाद,
非常感谢, THANK YOU SO MUCHबहुत बहुत धन्यवाद,
非常感谢你, THANK YOU SO MUCH

An Internet Mediated PhD Programme for Empowering Women in Academia

Izzeldin Osman
Sudan University of Science and Technology
izzeldin@acm.org

- **Contents**:

  - The Problem
  - The Proposed Solution
  - The Results
  - The Way Forward
  - A 4-minutes video.

Academic Ranks

- Teaching Assistant(BSc) -----> Lecturer(MSc)----

→Assistant Professor(PhD)-----> Associate Professor

→(+..)--->Professor (Full Professor)(++...)

Women in Academia

- Teaching Assistants 54%
- Lecturers   **56%** women stay for long
                         years in this rank

- Assistant Professor **14%**
- Associate Professor
- Professor

- We have to bridge the GAP
- More women should overcome the PhD obstacle.

- Sudan: 30 public universities
- 			80 private colleges and universities
- Computer studies programs in all universities and colleges
- Acute shortage of teaching and research staff in the field
- PhD degree is a requirement for progress in academia
- **Scarcity of qualified PhD supervisors**
- **Education abroad : Unaffordable**
  More difficult for women

Objectives

- **Enable lecturers (women) in higher education institutions to obtain PhD in computer science and information technology.**
- **In the country**
- **Current research problems**
- **Qualified supervisors**
- **Affordable cost**

Methodology

- Sudan University of Science and Technology (SUST)
    -introduced the program now in its 8th year
    - administers the program and grants the degree
- Cisco WebEX : an internet based conferencing system used for the lectures, seminars and meetings with supervisors; provides desktop and mobile implementations.
- Examinations are conducted face to face in the traditional way at SUST

Students

- From all over the country
- And from neighboring countries
- Have Master degree in computer science or information technology
- She must come to the university at least once a year for exams, meeting supervisors, progress seminars etc

Numbers and Countries of Female PhD Students in the Program

	Year of Admission					Total
	2011	2012	2013	2014	2015	
Sudan	8	11	10	15	21	65
KSA		9	7	15	14	45
Bahrain			1			1
Jordan					1	1
Egypt		1				1
Chad						
Nigeria						
Total	8	21	18	30	36	113

Professors

- Professors are from universities all over the world.
- At the beginning of the programme, they give seminars explaining their areas of expertise and the possible research opportunities.
- Teach introductory courses in their own research areas.
- Each professor supervises 4-5 students.
- Scheduled meetings using the internet (WebEX) and at least one annual face to face meeting coordinated by SUST in Khartoum

Distribution of Participating Professors by Country

Intake Year	2011	2012	2013	2014	2015	Total
Australia	1	1	1	1	1	5
Canada					1	1
Czeck					1	1
Egypt		1		2	1	4
France				1	1	2
Germany				2		2
Italy			1		1	2
Japan	1					1
Jordon				1		1
Malaysia	1	2	1			4
Portugal				1		1
South Africa			1	1		2
Spain					2	2
Sudan	1	1	1	1		4
Sweden				1		1
Tunis			1			1
Turkey		1				1
UK			1	3	2	6
USA	1	2	2	1		6
Total	5	8	9	15	10	47

Distribution of the current research areas

Research Area	Supervisors	Research Area	Supervisors
Business Modeling	1	Intelligent Systems	2
Modeling of Cognitive Processes	1	Theory of Computing	1
Cloud Computing	1	Mobile Learning Technology	1
Communications	2	Mobile Networks	1
Data Mining	2	Natural Language Processing/ Computation and Text Mining	1
Information Systems	1	Network Security	2
Systems Engineering	1	Cyber Security	1
Data Warehousing	1	Performance Modeling	1
Digital Signal, Video, and Image Processing	2	Sensor Networks	2
e-Culture	1	Soft Computing	3
ICT for Development	1	Knowledge Management	1
Fuzzy Logic	1	Software Engineering	5
Geoinformatics	1	Speech Analysis &Recognition	3
Information Retrieval and Data Mining	1	Vehicular Ad hoc Networks	1

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Results

- **27 women graduated with PhD in Computer Science**
- **Saving the jobs of many women abroad**
- **Many women heads of departments and one Dean of College of Computer Science.**
- **Publications**
- **Visibility in local, regional and international conferences**

Problems

- **Weak internet in some rural areas**

- **The program was originally designed to take three years. Many students are working. It typically takes four years.**

- **Limited number of scholarships**

The Way Forward

- Funding participation of women in workshops and conferences.
- Conduct studies, involving supervisors , on improving the performance of the students.

- Scholarships for women from neighboring countries

- Cooperation with African and European universities to involve professors in availing post-doctorate research opportunities for the graduates of the program and other students from the region.

THANK YOU

1st National Conference on Ethics in Information
4-5/04/2018

ORGANIZERS

- Mozambique National Commission for UNESCO
- GABINFO – Mozambique Information Office
- National Council for Social Communication (CSCS)
- UNESCO – Maputo Office

PARTICIPANTS (70 = Representatives of Social Communication Institutions)

- MISA Mozambique – Media Institute for Southern Africa
- Journalists National Trade Union
- Academia
- Civil Society & Religious Groups
- Government Officials

1st National Conference on Ethics in Information
4-5/04/2018

OBJECTIVES

- Socialize national stakeholders on global challenges of ethics in information and development
- Discuss the issue of ethics in information in Mozambique (practices and major challenges)
- Create a multi-sectoral and multi-disciplinar platform to brainstorm on ethical problems and challenges in information (legal framework and public policies)
- Create interest, promote research and teaching on issues related to ethics and information
- Identify and propose major lines of action in view of major challenges
- Creation of National IFAP/Ethics Committee

1st National Conference on Ethics in Information
4-5/04/2018

MAJOR TOPICS / PRESENTERS

1. The Information Society and Ethical Challenges – Prof. Eduardo Sitoe – UEM
2. Ethical Challenges in the Information Society in Mozambique: experiences, practices – Dr. Tomas Vieira Mario
3. Challenges Towards the Information Society, Ethical Challenges in the Digital Ecosystem – Prof. Celestino Joanguete – UEM – Communication and Arts School
4. National Policy on Information Society – Eng. Augusto Nunes - INTIC
5. **The IFAP Programme** Dr. Paulino Ricardo – Prog. Officer for C & I - NatCom

1st National Conference on Ethics in Information
4-5/04/2018

POLITICAL AND STAKEHOLDER

- H. E. Minister of Education and Human Development & President of Moz NatCom
- (overview of major challenges in the communication and information sector, Approval of the information Society Policy – Council of Ministers). Reiterated Government's commitment towards
- Director of GABINFO – Ms Emilia Moiane
- President of MISA Mozambique – Dr. Tomas Vieira Mario
- UNESCO Office Director – Moussa Elkadhum-Djaffar
- Secretary General of National Journalists Trade Union
- Secretary General of Mozambique NatCom for UNESCO

Recommendations & way Forward

RECOMMENDATIONS:

1. Review of most relevant legislation - aspects of ethics in the digital context (some legislation exists but it is disperse)
2. Introduction of digital literacy in school curricula (for the students to master ICT's and use it as research tools + share relevant and socially useful info)
3. Strengthening of supervision systems through the creation of a regulatory body for the media
4. Continue working towards the creation of the IFAP Committee with a strong involvement of the Government and relevant stakeholders
5. Promote the professionalization of the main actors in I & C
6. Speed up the process of **"accreditation"** for the main actors in the I & C sector

Recommendations & way Forward

WAY FORWARD

- Presentation of the conference results to H. E. Minister of Education and Human Development & President of the NatCom
- Drafting of a work plan for the creation of the IFAP Committee

- TASK FORCE CREATED (same that worked for National Conference on Ethics & Information)
- PROJECT PROPOSAL DRAFTED – UNESCO - KFIT
- TARGET – IFAP Committee by November 2018

IFAP Roles & Tasks

- Establishment of body for stakeholders through which specialists will be mobilized to consolidate existing knowledge as a basis for formulating policy recommendations and their implementation;

- National platform to pursue the goals of IFAP aligning local situations and capitalizing the possibilities given by the international platforms

- Spreading information and knowledge on information society issues; publicizing its activities, those of IFAP and UNESCO

- developing action plan, benchmarks of success, focusing on the needs of the country

Funding

- Budgeted basically by the allocations from the government
- Partners, foundations, or other interested institutions (contributions or donations to support projects in the IFAP Priority areas, activities, grants, scholarships or other related with the IFAP mandate)
- Voluntary sponsorship (private sector - joint projects)

Digital Dilemmas:
Whither Ethics in Online Journalism?

vasuki belavadi

Deputy Director, E-Learning Centre
Faculty Fellow, UNESCO Chair on Community Media
University of Hyderabad

July 05, 2018

Characteristics of digital technologies

- Digital
- Interactivity
- Hypertextual
- Virtual
- Networked
- Simulated

- Open architecture
- Decentralisation
- Flexibility

Characteristics: Boon or bane?

- High degree of interactivity
- Temporal structure: Immediate & synchronous
- Storage & replicability: Huge amounts of data require very little space
- Reach: Global
- Mobility: Digital devices

Increase in convergence

Scholars have argued that new media technologies have **democratized information flow**

Changing dynamics of news production

EARLIER

- Institutionalized
- Recruited reporters
- Flow-mostly one way-24 hours
- Traditional methods in news collection & story telling
- Reporters had little knowledge of/ interaction with readers
- Dependent entirely on subscribers & advertisements
- Conglomerates
- Readers' Editor/ Ombudsman
- Press/ Media Councils

TODAY

- Shift to web & web only
- Paid content
- Users become content generators— **produsers**
- Convergence led to multi-tasking
- Multiple digital devices used for information collection
- Breaking news phenomenon
- Freelancing has grown
- Online advertising is rapidly growing
- Interacting with reader
- Ineffective laws

Challenges

- Increasing pressure--Live blogging & tweeting
- Timeliness beats relevance—speed is primary
- Emergence of data journalism
- Increasing use of algorithms
- Hundreds of online sources—dispersed audiences

- Fewer millennials reading news— changing definition of news
- Rise of entrepreneurial journalism
- Increasing dependence on social media platforms for distribution
- Increase in advertorials—**PAID FOR** content
- Click-bait journalism
- Fake news
- Plagiarism!

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Media Ethics

1990s

- Seek truth and report fully
  - Inform yourself continuously; educate the reader
  - Be fair, honest and courageous
  - Give voice to the voiceless
  - Hold the powerful accountable

- Act independently
  - Disseminate competing perspectives
  - Remain free of associations

- Minimize harm
  - Be compassionate for those affected by your actions
  - Treat sources, subjects with respect

Source: *The New Ethics of Journalism: Principles for the 21ˢᵗ century, The Poynter Institute, 2014*

Digital Media Ethics

Today

- Be transparent
  - Establish how reporting was done
  - Clearly articulate your approach
  - Acknowledge mistakes & correct them quickly
  - Encourage people to discard faulty information they may have consumed

- Engage with the community as an end
  - Create robust mechanisms of all members of your community to communicate
  - Allow community members to self-inform
  - Where possible, convert journalism into a healthy dialogue

Source: *The New Ethics of Journalism: Principles for the 21ˢᵗ century, The Poynter Institute, 2014*

Conceptualising Digital Media Ethics (DME)

- Need for an inter-disciplinary approach
- Draws from Information & Computing Ethics (ICE)
- Requires the insights, methods, and findings of:
  - ✓ computer scientists,
  - ✓ ICT designers,
  - ✓ experts in artificial intelligence,
  - ✓ political-economy experts,
  - ✓ Big Data analysts,
  - ✓ mixed research methods to understand impacts of these technologies

Promoting Digital Media Ethics (DME)

- Governments must insist on self-regulatory mechanisms—mandatory declaration of ethical guidelines
- Frame adequate laws that dynamically adopt to changes
- Have institutional mechanisms in place to correct violation of DME
- Insist and actively encourage course on Ethics in all journalism schools & in **digital media outlets (DMOs)**
- Provide links to fact checkers
- Include Media and Information Literacy (MIL) at the school level itself
- Promote MIL among unschooled populations
- Ask/encourage big DMOs to invest in MIL

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Questions?

Thank you

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Daniel Sikazwe: The Iatrogenic Effects of Academic Analysis of Media
Language and Discourse

Digital Learning in BRICS countries

International Policy Dialogue on IFAP Priority Areas in the BRICS countries

Susanna Ackermann

July 2018

Digital Learning as a terminology

http://www.scielo.br/scielo.php?pid=S0100-15742013000200009&script=sci_arttext&tlng=en

Brazil

Shut down or restart?
The way forward for computing in UK schools
January 2012

THE ROYAL SOCIETY

Technology is a tool
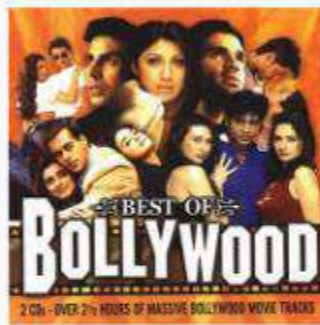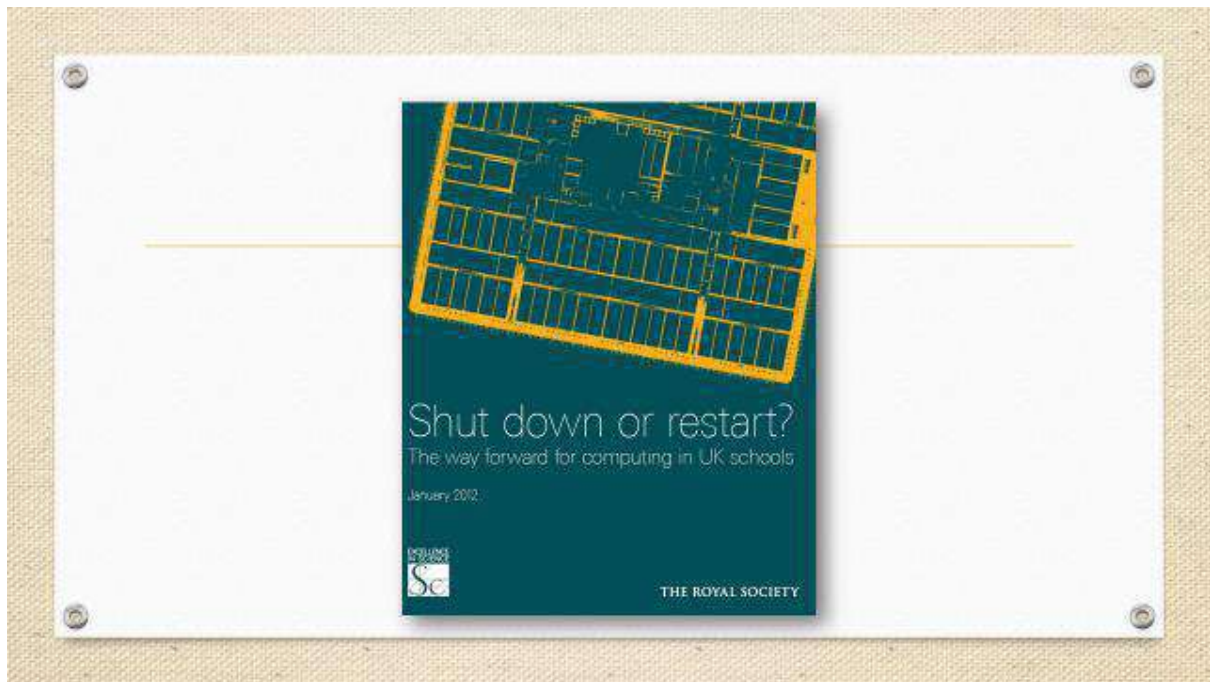
What do you want to learn?

"In a fast-changing, interconnected world, education must change to prepare learners for success in life. The modern global economy doesn't pay you for what you know because the Internet knows everything. The world economy pays you for what you can do with that."

Andreas Schleicher, Organisation for Economic Development and Opportunity (OECD)

Moving forward

- Digital skills
- Virtual learning
  - Virtual environment
  - Virtual Reality
- Mobile learning
- Augmented reality
- Mixed reality
- Artificial intelligence

Thank you!

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Sustainable Development, Equitability and Multiculturalism:
Can A Balance among the Three Possible?

Professor R Siva Prasad

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Professor J. Prabhakar Rao

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University of Hyderabad

India

Introduction

- Concept of sustainable development is not new
- Indigenous Vs. Scientific knowledge
  - Governance and justice
  - Respect for laws of nature and its creations
  - Management of resources
  - Rights over territories and resoures
- Partnership and participatory approaches
- Western concept of development
  - Effects of colonialism
  - Usurpation of resources

Aim of the Paper

- To look into BRICS policies for evolving more suitable sustainable development programmes to attain equitability in multicultural societies
- To establish gaps in tackling equitability in the context of multiculturality
- To emphasise relevance of local socio-cultural factors for effective equitable sustainable development

Need for Sustainable Development

- Understanding of cultures, natural resources and environment
- Hurdles (regional and local conflicts, competition for resources) for sustainable development
- Development – multilineal not unilineal
- Impact of current development
- Implications of policies and programmes of governments
- Movement from unsustainable to sustainable development

BRICS and Sustainable Development Policies

- Diversity an essential feature
- Role of institutional mechanisms
- Economic liberalisation and sustainable development
- Short and long term strategies (e.g., consequences of green revolution)
- Organic farming and its relevance
- MDGs and sustainable development
- SDGs – India and Brazil

Recommendations

- Detailed study needed
  - To identify the lacunae among the policies and their implementation
  - To find out solutions for effectively attaining the SDGs
  - To undertake these studies from comparative perspective based on social structures and multicultural contexts
- Reorientation of policies and programmes in line with the local context

THANK YOU

Zvenyika Eckson Mugari: Can the South speak on the Internet?
Charting an Itinerary for an IFAP in Zimbabwe

OUR JOURNEY TO COGNITIVE JUSTICE

1 SOCIAL JUSTICE

2 POST-TRUTH POLITICS

3 COGNITIVE JUSTICE
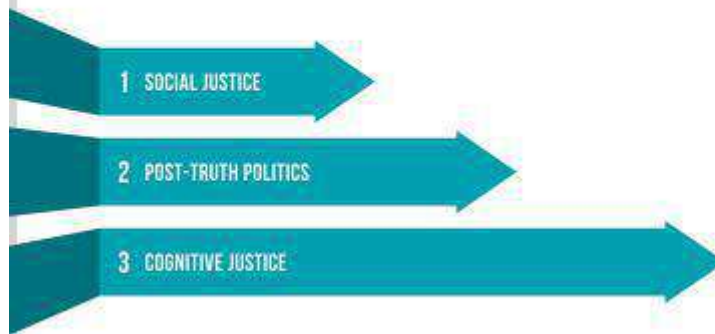
THE IMPACT OF TECHNOLOGY ON HUMAN INTERACTION, INTELLECT AND SECURITY OF A COUNTRY

SOCIAL JUSTICE

- Fair and equitable access to and use of information.
- Recognises one's right to quality information and one's ability to contribute to the knowledge society.

POST TRUTH POLITICS

- Cherry-picking of facts
- Appeals to emotion
- Refusal to acknowledge factual arguments

COGNITIVE JUSTICE

- Not just tolerance but also active endeavours towards inter- and intracultural dialogues and recognition of diversity
- Realised through "open and flexible designs that do justice to different ways of knowing and being".

POST TRUTH

COGNITIVE JUSTICE

PASSION LED US HERE

- RECOGNIZES THE RIGHT OF DIFFERENT FORMS OF KNOWLEDGE TO CO-EXIST
- PLURALITY - AN ACTIVE RECOGNITION OF THE NEED FOR DIVERSITY
- IT DEMANDS RECOGNITION OF KNOWLEDGES AS WAYS OF LIFE.
- ESTABLISH AN INTERNATIONAL DIALOGUE TO ALLOW FOR THE EXPANSION OF ONE'S HORIZONS.
- SUBJUGATED EXPRESSIONS FROM THE "GLOBAL SOUTH" AND PREVIOUSLY COLONIZED COUNTRIES ARE GIVEN THE PLATFORM TO EXPRESS THEIR UNIQUE POINTS OF VIEW ON MATTERS OF DEVELOPMENT, POLITICS AND ETHICS

FAKE NEWS FOR POLITICALLY IDEOLOGY

"RACE BAIT"

"LAND GRABS"

CAMBRIDGE ANALYTICA

GEORGE ORWELL

"IN TIMES OF UNIVERSAL DECEIT, TELLING THE TRUTH WILL BE A REVOLUTIONARY ACT"

WHEN OUR LEADERS ARE IN DENIAL ABOUT BASIC FACTS, OR MANIPULATE FACTS TO A TRUTH THAT SUITS THEM, IT CAN HAVE FAR REACHING AND WORLD SHATTERING CONSEQUENCES.

IF WE ARE TO MANAGE INFORMATION RESPONSIBLY, WE NEED TO RAISE THE STANDARDS OF SOCIETY THROUGH EDUCATION, COMMUNICATION AND EMPOWERMENT, AS ALIGNED WITH THE SIX OBJECTIVES OF IFAP.

LET'S PROMOTE INFORMATION FOR ALL, NOT MIS/DISINFORMATION FOR ALL

Digital Library as a gateway to information accessibility in Eritrea

"A Conference paper on International Policy Dialogue on IFAP Priority Areas in the BRICS countries, 4 to 6 July 2018, in Cape Town, South Africa"

Kiflom Michael Kahsay
President of LIAE and Director of Rora-DL,
July 2018

Background Information

- Eritrea has a land area of 124,000 square kms
- population of 6,233,682
- Predominantly an agricultural (80%) Society
- Poor Network infrastructure

Eritrea's telecommunication infrastructure

- The Eritrean Telecommunication Service (EriTel) during the war for independence.
- There were only 14,000 connecting telephone lines during independence (1991)
- Eritrea still remains one of the poor countries of the world which did not make use of the broadband

EriTel Internet Services

- Internet service was first introduced in December 2000 and EriTel started providing its customers the following types of Internet services:
- Dial-up
- Wireless
- Leased Line
- ADSL

FIBERBROADBAND is coming soon~~~
Eritreans will be connected more & faster
EriTel

Cont…

- By the year 2011, the total number of customers of all these services rose to 719 (Eritel, 2013).
- There are five Internet Service Providers (ISPs)
- Eritrea is noted for its lowest mobile penetration in Africa.
- The percentage of Eritreans who own mobile phones is 6% of the total population (Madote, 2013).
- On top of that the households with computers, internet access and in general individuals that use internet were below 2% (ITU, 2012)

Cont…

- Current bandwidth is 63Mbps/21Mbps
- The country is in 2G system
- International Telecommunication Union (ITU), claim that Eritrea has one of the highest broadband prices with 720% of its GNI 204 USD.

Cont…

- In 2012, only under 2% of Eritrean population were online and Eritrea was with the lowest mobile penetration rate in the world at just 5% (ATIP, 2013).

What is the Way out?

- In 2012 a committee was formed
- The committee thoroughly analyzed and discussed the existed technology in the society
- It reached into consensus that most youngsters own smart mobile phones; however, they are using them for watching movies, clips and pornography contents.
- At household level, families own LED TV with USB port or DVD players that could be attached to the TV. All these gadgets can be repurposed for educational reasons.
- Accordingly, the committee favoured the establishment of a Digital Library (DL)

Rora's mandate?

- Downloading open source materials
- Grow its collections and as well
- design a website that could provide open access to the public.

Why digital Library in Eritrea?

- Eritrea is among the least developing countries and cannot afford to build traditional libraries
- The production, purchasing, printing and publishing of physical books had been costly
- On an average of five years the country spends 49 million USD for publishing books in Basic Education
- The existing internet infrastructure
- Large number of the Eritrean society is owning smart phones and tablets
- The prices of digital technologies go down

Rora as a gateway to information access

- Rora is in Tigre, one of the Eritrean local languages, meaning "high plateau".
- It was established in 2008.
- To make its collections available to users, Rora prepares brochures, Catalogues and conducts seminars.
- In 2016 and 2017, it gave seminars across all high schools and colleges in Eritrea with the exception of one Zone "Debubawi Keyeh Bahri".

Cont…

- Rora installed its website on 33 sites that include schools, colleges, ministries and institutions.
- Distributed catalogues, advertised on the National TV and radio programmes to boost the awareness.
- Rora follows two approaches in delivering its content to its users.
  1. The first approach is through a website that works on a wireless network in a specific premises.

  2. The second one is simply through, usb flash, external hard disks and other devices.

Rora's mission from Information accessibility perspective

Rora mission is ensuring the six dimensions of information accessibility of IFAP:

- availability,
- accessibility and affordability of information,
- open source software,
- open content,
- metadata interoperability and
- addressing the special needs of people with disabilities (UNESCO, 2017).

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a. Information availability:

- In Eritrea there are four types of libraries namely, academic (Schools and Colleges), Public Libraries, Community Libraries and Special Libraries (e.g

  ministries such as Ministry of Justice).
- Digital library is an important platform
- Cognizant of that, Rora designed its website

Where's That Info ?

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Cont..

- Today, most libraries in Eritrea in particular high schools, do not own computers
- Pentium 4, from 10-22 for an average of 500 students per school
- Rora designed a feasible project plan Setting up a small network of computers, selected one computer as a server.
- Parallel to that it established a wireless network with an Outdoor-Router directional or omni-directional antenna of 2.4 gHz range and 300mbs speed that could at least cover 300m of the library premises.

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Cont…

- So far, Rora installed its digital library in 3 Zones, (Maekel, Anseba and Semenawi Keyeh Bahri). There is a plan to extend to the rest 3 Zones in 2019.
- In Semenawi Keyeh Bahri 11 schools, 1 College and 3 special libraries installed the website.
- Similarly, in Anseba, 8 high schools, 1 College, 1 public library and 3 special libraries already installed the website and getting services from the digital library.
- In Maekel 22 high schools, 7 Ministries, 1 public library, 1 rehabilitation centre and a number of small institutions are already using it.

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Functionality of the DL

- Digital library in a school or college were made to be run by two teams: *functional team* who are in charge of the digital resources and *technical team* who are in charge of the technical aspects of the digital library.

- Teachers and instructors from every department were informed to select the supplementary or reference materials to be uploaded in the DL website;

b. Accessibility and affordability of information:

- Digital libraries unlike tradition libraries can provide 24/7 service

- There is high demand from parents, schools, students, individuals

- However, the unstable electric power still disrupts the continuous availability of the information

- However, in several remote areas such as Gelalo and Mogeraeb it was possible to establish digital libraries in 2017 with the support of small generators and solar panels.

- Using tablets is a very cost effective in Eritrea since, physical books are very expensive and not many can afford them.

info-point
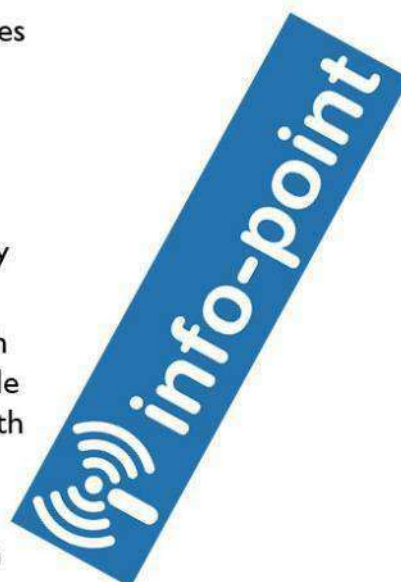
Cont…

- Rora purchased Lenovo tablets with roughly $100 per unit intension is to ensure 'equity' and narrow the digital gap.
- Hence, it planned to setup a tablet corner
- Such project was implemented in all 8 Colleges, Boarding School , Public Library, Community Library, Rehabilitation Centre
- Currently, the idea of this tablet corner evolved into 'self-contained DL',
- E-books can be accessed on the school premises for free using tablets, smart phones or laptops.
- The content can be directly uploaded into these devices from the computer or accessed online from the DL website of the school.
- Book Fair and Reading Day Festival on Expo Ground in Asmara

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c.Open source software:

- Rora designed its own website instead of using open sources. Formerly, it tried Greenstone and later Koha
- Computer engineering students from Eritrea Institute of Technology were not familiar with these programmes. They got courses on Java, Phyton and Php
- Rora uses Wamp-server to make the website accessible through a browser. The website is compatible with all kinds of browsers preferably with Mozilla and Chrome.
- It has an attractive interface, easy to browse, structurally well-organized for users and responsive to variety of display used for accessing.
- The website is designed in such a way to keep statistic
- vlc-player is also installed for accessing the multimedia content.

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d. Open content:

- Rora has thousands of e-texts from Gutenberg project; YouTube, magazines, offline websites such as Wikipedia, Khan academy, digitized Eritrean textbooks, National Exams, handouts and educational android applications.
- Rora is to allow fast and easy access to users for learning, continuous education and research.
- Rora's website is built with Php and it is dynamic. Its is an academic website with collections of text, audio, video and image formats.
- In addition it provides links for Offline Archives such as Khan academy, Wikipedia and eGranary known as 'internet in a box'


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Cont…

- It also accommodates magazines and school radio programs which provides a platform of creativity and knowledge production to the schools.
- The website also has features for uploading documents and chat platform which both of them pass through rights management.
- Rora's main function is serving as a hub of information. As a subscriber, to journals such as Jstor, London Review of Books, New Left Review and others, it selects articles what it considers
- It also accommodates contributions from its members

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e.Metadata interoperability:

- Rora released two types of websites.
- The first website was designed with Joomla, it has an attractive interface with traditional library shelf platform to make it acceptable on the psyche of users.
- Its search engine was mainly based on the basic Dublin Core. Additional feature of alphabetical searching capability was also integrated into the system.
- Its front-back interface designed for content management system is also simple.
- However, the website has some drawbacks. There is no systematic categorization of the contents and when downloading
- Moreover, it is not responsive on display for the device used

Metadata Mapping
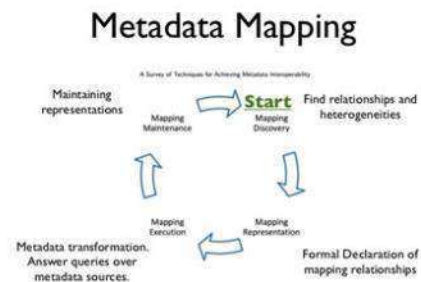
Cont…

- Rora designed the second website with Php and the interface is quite easy for professionals but a bit complex for practitioners.
- It owns smart search engine and the collections are systematically organized by academic level which makes it simple for users.
- The website is empowered with extra features such as chat platform for discussion and knowledge creation and a possibility for uploading suggested documents to the webmaster.
- On the top of that its content management system is controlled by a software and that makes it more secure.

Cont…

- Both these websites function with mysql database.
- However, their metadata or their database fields do not much and that makes is difficult for metadata interoperability between these two different websites.
- To address this problem Rora designed a special software that could map the fields and make data import and export between these systems easy.
- This software can now be used for migrating data with their metadata possible from one digital library to another and avoid the duplication of data entry among the digital libraries.

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f. Addressing the special needs

- The National ICT policy envisions that all citizens regardless of their ethnicity, gender or geographic location will have an equal access to information
- It further states "Eritrea is committed to a sector-wide capacity development that is vitally linked to appropriate and efficient applications of ICT, in order to narrow the "Digital divide".
- Rora was mainly established as a gateway to narrow the digital divide and ensure information accessibility.
- Rora's tablet project emanates out of this vision

ASSISTIVE TECHNOLOGY TO SUPPORT STUDENTS WITH SPECIAL NEEDS

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Cont…

- he development of digital libraries using tablets in disadvantaged areas in Eritrea is also taking shape with the launch of a national platform for digital resources under the guardianship of Rora.
- Taking this into account, two Eritrean organizations from Diaspora: The **Eritrean Relief Association (ERA) UK**, and **Eri-Tablet USA**,
- So far, close to **500 e-reader tablets (Lenovo)**
- The beneficiaries are students from both genders who can't afford to buy tablets or smart phones, student from rural areas, boarding schools, prisoners in rehabilitation centres and sight impaired (blind) students.
- Rora Digital Library has a collection of Audio Files equivalent to 92 GB

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Cont…

- The documents have been sorted into different categories as Biographies, Debates, Interviews, Lecture, Literature, Speeches and Songs.
- Rora has developed a service for people with special needs. Those amenities include services for visually impaired citizens as they require aid through audio processes.
- The files are sent to USB disks and other gadgets like Tablets, Mobile phones, Laptops and MP3 Players which makes it easier for them to use.

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Rora's challenges

- Integration of the digital library into the formal curriculum and further in the day to day teaching and learning process is the hard

- Rora is far from satisfying it users' needs. Almost 98% of its collections are academic and collected from the internet. All these collections are in an English language

- To make matters worse, all the publications of vernacular language are on 'Geez' scripts which are a common family language of concern for both countries Eritrea and Ethiopia.

- RDC's collections are dominantly from Ethiopian colonialism written in Geez script and largely manuscripts which contain historical value for both Eritrea and Ethiopia.

Cont…

- However, since the issue of hand recognition for this typography is not yet settled, their historical information will remain unlocked as **a 'Holy Grail' far from accessibility of the public**.

- **As a consequence, citizens of both countries will not only be denial their access to information but also doomed to repeat history.**

- This script cannot be recognized when OCR-ed although some attempts had been done from Ethiopian side, however the technology is not yet mature for use.

- Another critical factor that affects information accessibility is the absence of National Repository

- It has worked for the last ten years with zeal, passion and commitment of its staff.
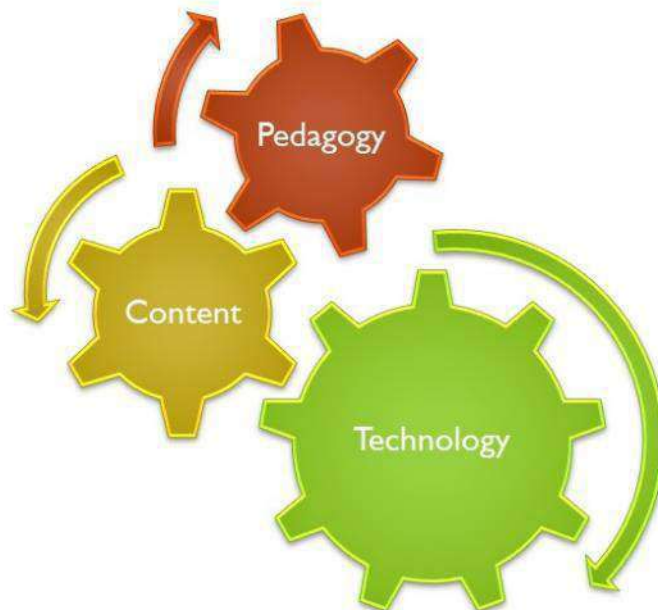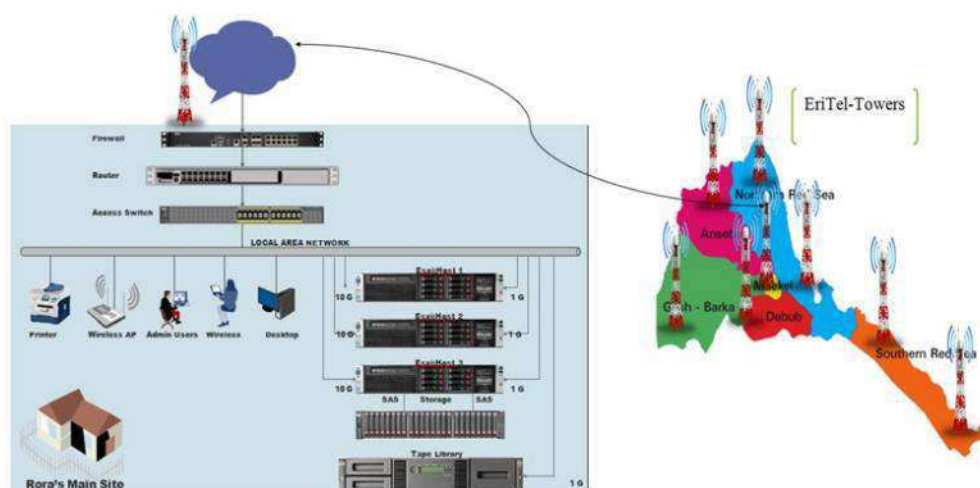
Rora's strategic future plan

A. Integration

B. Increase collection:

- Rora's collections have reached around 30TB
- So far, Rora is able to make around 2.5TB appraised selection
- There is a huge task awaiting it such as making the Historical Archives of RDC available and accessible to users and academicians.
- Currently, Rora took an initiative at preparing draft manuals and standards for digitizing texts, images, audio and videos.
- As a second step it is planning to prepare a manual and standard for the collection of electronic records (reports, policies, proclamations etc.) produced at all government offices which will hugely contribute to the collections and boost Rora's information accessibility mission.

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C. Outreach

Rora - Future IT/Network Infrastructure in Eritrea

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Thank you!

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