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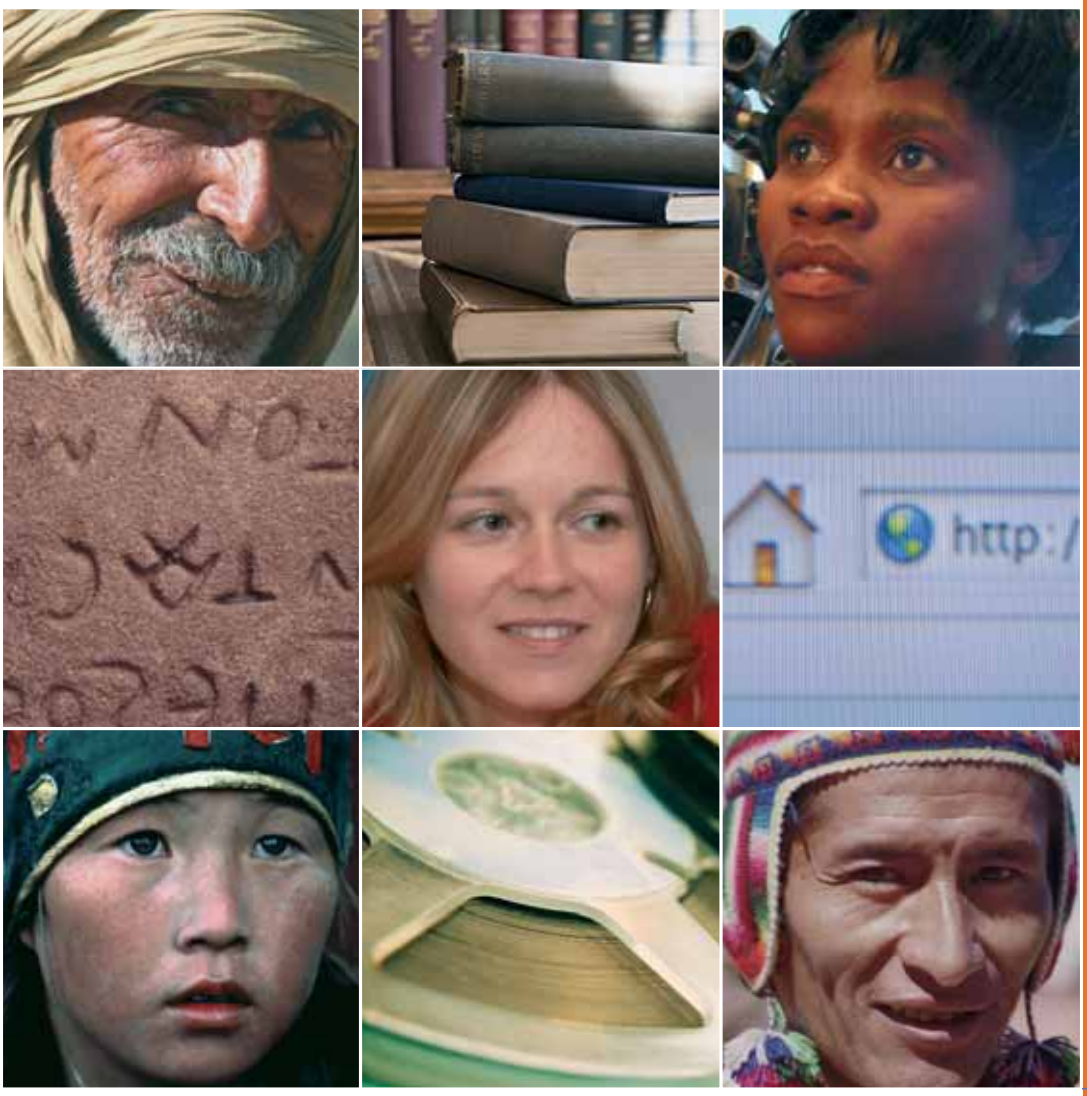
Information for All Programme

IFAP

Report
2006/2007



Living Information

Information for All Programme

IFAP

Report 2006/2007

Living Information

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Living Information brings together two important concepts – access to information and the use of information. Information that is "living" suggests that people have access to information and can use it, including information that previously might have been inaccessible in libraries, archives and museums. Living Information also refers to information that helps people enhance their "lives", e.g. through education, health etc.

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Abbreviations

AIJC	Asian Institute of Journalism and Communication
ACRL/ALA	Association of College Research Libraries, American Library Association
APIN	Asia Pacific Information Network
ASPNET	Associated Schools Project Network
ATIN	Access to Information Network
AtoM	Access to Memory
BECE	Basic Education Certificate Examination
CULTNAT	Center for documentation of cultural and natural heritage
FIT	Funds-In-Trust
FOWODE	Forum for Women in Democracy
HIVOS	Humanist Institute for Cooperation with Developing Countries
IFTA	International Federation of Television Archives
IAMRC	International Association For Media And Communication Research
IASA	International Association of Sound and Audiovisual Archives
IASL	International Association of School Libraries
ICA	International Council on Archives
ICT	Information and Communication Technologies
ICSSD	International Committee for Social Science Information and Documentation
IFAP	Information for All Programme
IFIP	International Federation for Information Processing
IFLA	International Federation of Library Associations and Institutions
IGO	Intergovernmental Organizations
IL-LL	Information Literacy – Lifelong Learning
IOC	International Oceanographic Council
ISOC	Internet Society
IPDC	International Programme for the Development of Communication
MINERVA	Ministerial Network for Valorising Activities in digitisation
OSARIS	Open Source Archival Resource Information System
PNC	Presidential National Commission on the Information Society and Development
SEAPAVAA	South-East Asia Pacific Audiovisual Archive Association
TAN	Transparency And Accountability Network
UNACOM	UNESCO National Commission
UNDP	United Nations Development Programme
UNIFEM	United Nations Development Fund for Women
YWLP	Young Women's Leaders Project
WARA	West African Research Association
WARC	West African Research Center
WSIS	World Summit on the Information Society

Role and Purpose of the Information for All Programme

The Information for All Programme (IFAP) is UNESCO's response to the challenges and opportunities of the Information Society. The last decade has witnessed technological developments at a scale and speed unprecedented in the history of humankind. The challenge the world faces is now to ensure equitable access for all people to these new opportunities. Information is central to development. Information is essential for survival and sustainability. Information is the pathway to success and peace.

Indeed, Information helps to tackle some of the world's most critical issues – poverty, health, quality education, disaster prevention, governance and care for the environment. Information contributes directly to economic growth. HIV/AIDS is now recognised as a problem deriving primarily from a lack of information. Teachers and students require access to quality learning resources. Early warning systems can help reduce the loss of life from natural disasters. Publicly accessible information on political decisions is essential for good governance. Information about the effects of pollutants can help societies create more sustainable futures.

The Information for All Programme seeks to address these crucial issues by narrowing the gap between the information rich and the information poor. It provides a framework for international cooperation and partnerships and supports the development of common strategies, methods and tools for building an Information Society for all, or in other words, for building inclusive and pluralist Knowledge Societies.

Laurence Zwimpfer

Chairperson,
Intergovernmental Council
for the Information for All
Programme,
Representative of
New Zealand

From the Chairperson

In his concluding comments to the 34th Session of the General Conference, the President of the General Conference George N. Anastassopoulos expressed some disappointment that after three weeks of discussions, the Conference was concluding without a single clear message for Member States and the World. It was not because there are no global problems to address, nor because there is no role for UNESCO. In fact the opposite is true. We are overwhelmed with the huge number of global issues demanding the attention of Member States and UNESCO. Each biennium, even more issues seem to get added to the list. In the last biennium we saw climate change added to the global agenda, but too late to be adequately reflected even in our Medium-Term Strategy.

Our Information for All Programme appears to have suffered a similar fate. In 2001, when entering the new century, we boldly launched an exciting new programme with a unique focus on harnessing the emerging new information and communication technologies (ICTs) to ensure everyone has access to information that is relevant to them and the skills and literacy to not only make use of this information but also create their own information. It was an admirable goal on which we could all easily agree.

But six years on, what have we got to show for our efforts? This biennial reports focuses on achievements during the last two years. While we can draw up quite long lists of activities, it is much more difficult to provide a schedule of concrete results. Do more people have access to information in 2008 than they did in 2001? The 2006 external Evaluation of the Information for All Programme reached such a conclusion, but also pointed to some fundamental weaknesses in the programme's design. The goals were too broad and unrealistic given the available resources; success factors were not clearly defined. So even if the programme has been hugely successful, we have no way of assessing this.

At the same time IFAP was launched, wheels were also turning in other parts of the United Nations system for a world consultation on the emerging information society. This culminated in the World Summit on the Information Society (WSIS), held in two parts – in Geneva in 2003 and Tunis in 2005. UNESCO played an influential role in these two Summits, successfully turning the world's attention towards "knowledge societies", with much greater focus on the people (capability) and content issues.

IFAP was criticised in the Evaluation for not taking a more active role in the WSIS process. But wait! What is IFAP? It has been defined as an intergovernmental "programme", governed by a 26 Member-State Council. But it is a programme without resources, governed by a Council that only meets every two years and supported by a "part-time" Secretariat. These are hardly the ingredients for a dynamic and successful programme, especially in a technological environment that changes so rapidly.

This brings into question whether IFAP should even be called a programme. Unlike other UNESCO intergovernmental programmes, such as the World Heritage Committee or the International Oceanographic Council (IOC) or even the International Programme for the Development of Communication (IPDC), which have clearly defined outcomes, budget and dedicated support staff, IFAP cannot be separated from the activities of the Communication and Information Sector and the regular programme and budget. So we do need to think much more clearly about IFAP, the programme, and IFAP, the Council.

In charting our course for the next six years, I believe we need to start by dropping the word "programme" from IFAP. We would then refer to Information for All as a high-level goal, like Education for All. Information for All defines the outcome we will strive to achieve, and this should be debated along with other UNESCO priorities every biennium to determine the scope of programmes, activities and resources to be allocated.

This then raises the question about the role of the Intergovernmental Council, or even if there is a need for a Council. The Evaluators suggested a strengthened "advisory" role, with even stronger multi-stakeholder engagement, including representatives from both civil society and the private sector. This presents some difficulties for UNESCO, which is constituted as an inter-governmental organization. Even though we have been successful in engaging representatives from other international organizations, especially those associated with libraries and archives, we have only had limited success in engaging with the diversity of players who participated in the WSIS process. We have made efforts to discharge our advisory function within UNESCO, with some success at the informal level. However, when it has involved input into UNESCO's formal strategic planning processes, including the preparation of the Medium-Term Strategy and the biennial Programme and Budget, we discovered that there is no agreed process for expert Intergovernmental Councils to provide inputs. This at least could, and should, be changed.

One of the potential strengths of IFAP identified by the Evaluators is the structure of National IFAP Committees. This suggests a possible role for the Council. Over 50 National Committees exist but many appear to exist in name only and have not yet been mobilised. This is a challenge the Council members could take on, starting in their own countries and then supporting other countries in their regions. The Bureau of the Council could play an active role in defining an agenda for National Committees; this could be updated every 6 months. In turn, the Secretariat could provide support to National Committees with background papers and reference materials.

Which still begs the question – what should be the focus for Information for All? An idea floated was to narrow the focus to "the library", and especially the knowledge society library (Library 2.0). Libraries embody all the key priorities

identified for Information for All, including information literacy, information preservation and information ethics. They also provide something concrete to promote, whether this be a rural village library with a single Internet connection or the grand vision of a World Digital Library, launched at the 2007 General Conference. Only 1/6th of the world's population currently has access to a library and new models are required if we are to reach the other 5/6th within a reasonable timeframe. In some developing countries, the library as an institution is still viewed as being limited to academics, outside the reach of ordinary people. This could be a good reason to focus more on what libraries do.

Ideally, what we would like to promote is the functionality of a library, irrespective of whether this be in a building called a library, a school, a community multimedia centre, or any other information access point open to the public. In fact, any place where people can go to get access to information and where an information professional can help them find the information they require would qualify. A common characteristic of the knowledge society library (Library 2.0) would be its digital capabilities – an Internet connection (preferably broadband), digitally literate librarians, the capability to digitize and preserve information as well as facilities for training users to not only access information but also create and share information.

We hope the Council when it meets in April 2008 will be able to endorse an exciting new direction and focus for Information for All during the next six years.

Community Access – A New Common Focus for IFAP and IPDC?

Outcomes of the IFAP-IPDC Joint Thematic Debate
"Giving voice to local communities: from communities to radio blog"

UNESCO Headquarters, 22 March 2006

The notion of "development" has changed. Increasingly, the term "empowerment" captures the essence of what it should be, and "development" more and more takes on the meaning of giving people power to create an enabling environment, where they have the right to access the necessary infrastructure and financial resources, to build their capacity and to realize their goals and disseminate their knowledge without any political, social, cultural or economic barriers. Thus, according to this new conception of "development", access to information and knowledge is a basic and crucial driver to achieve it. Because of this, particular attention must be given to the needs of local communities living in remote areas and of marginalized groups (poor people, women, and people with disabilities).

Therefore, the key questions are: How to create an enabling environment for local communities to access and produce information? What are the prerequisites for these enabling communities? What impact does the evolution from traditional to new media have on these prerequisites? And finally, how do the new forms of community access (podcasting, blogs) influence these prerequisites?

To try to answer these questions, a thematic debate was held at UNESCO Headquarters in Paris on 22 March 2006, within the framework of the joint debate of the Intergovernmental Councils for the Information for All Program (IFAP) and the International Program for the Development of Communication (IPDC). This gathering, named "Giving Voice to Local Communities: From Community Radio to Blogs", had as principal purpose to discuss with experts the best practices allowing local communities to use both traditional and new media to access and produce information and knowledge relevant to their development. It was also intended to help IFAP and IPDC in formulating strategies and policies to increase community access to information and knowledge and reap the benefits from converging technologies

The debate, attended by more than 150 participants including representatives of Member States, experts, NGOs and UNESCO staff, was rich in ideas on policies, technology and parameters to take into account to increase community access to information. Several experts introduced the debate through various angles: community radio and related policies, new forms of community access, freedom of expression –freedom of information and communication in local languages

The discussion had two main outcomes. First, participants considered the elements necessary to create an enabling environment to access and produce information and knowledge. From that deliberation, it was possible to outline three main keys to the creation of an enabling environment for community access:

- Media freedom, under which governments are responsible to promote and maintain an equitable balance of opinions among broadcasters. In fact, governments should be able to give licenses to broadcasters having different opinions and to support pluralism in broadcasting;

- Inclusiveness, under which all individuals should be able to access. Therefore "infostructures" based on community participation such as community radio should be encouraged;
- Respect of cultural and linguistic diversity, which provides local communities with the opportunity to participate actively in social, economic and political changes and get involved in the development process.

The second discussion, related to the influence of new media on community access, led to statements that podcasting and blogs offer opportunities to stimulate individual expression, creativity and critical thinking by providing access to a variety of information from around the world. Consequently, impacts on everyday life resulting from fostering access to practical information and knowledge can make life better. This conclusion moved the debate from access to effective use of ICT to produce and disseminate information.

From UNESCO's Assistant Director-General for Communication and Information

Abdul Waheed Khan

Assistant Director-General for Communication and Information, UNESCO

"Building Knowledge Societies - Information for All"

It is today widely recognized that information plays a critical role in the global economy and that the competitiveness of a country depends on its ability to create, share, preserve and utilize information and knowledge.

Lack of access to information and knowledge, particularly to technical know-how increasingly accentuates marginalization. These gaps that go beyond mere access to ICT refer to the divides in the building blocks of knowledge societies, namely knowledge creation, knowledge preservation, knowledge acquisition and knowledge sharing.

Providing equitable, appropriate and affordable access to information for all is, therefore, a fundamental requirement for building knowledge societies. This was also the key result of the World Summit on the Information Society that has provided a framework for international action in this area.

UNESCO's Information for All Programme (IFAP) is the only intergovernmental programme exclusively dedicated to promoting universal access to information and knowledge for development, as a "cornerstone for UNESCO and the multilateral system in addressing the issues of the 21st century arising from the emerging information and communication technology" as its recent evaluation puts it.

Whilst recognizing the relevance of IFAP, the evaluators also made some interesting proposals for increasing the effectiveness and efficiency of its governing structures.

And they formulated interesting questions: What are the challenges people face in getting access to the information they need? What are the specific contributions that the Programme itself and its intergovernmental Council can make to development? Where do we concentrate our efforts to achieve our objectives? What measurable actions should be taken and by whom? What is the most efficient way of aligning UNESCO resources and collaborating with other organizations? How are we going to monitor and report progress?

These are some of the issues, for which the new IFAP Strategic Plan that we are presently preparing will certainly offer clarification.

My personal conviction is that IFAP's role is to contribute to the achievement of the Millennium Development Goals (MDGs) both by addressing normative issues related to access to information and by implementing concrete operations at the national and local levels.

Focusing on concrete operational activities, whilst continuing its function as a laboratory of ideas and a standard-setter is also a crucial part of UNESCO's contribution to the United Nations Reform process. Member States asked for a more focused action of UN agencies, funds and bodies in "delivering as one" at the national level while supporting internationally agreed development goals, including the MDGs.

IFAP provides a good means to strengthen this connection. To focus on the linkage between the international goals and local initiatives means that IFAP has to translate the global vision to make it meaningful to the beneficiaries –individuals or communities who are users of information. For this reason, IFAP has to help Member States in policy development, capacity-building, and monitoring of trends and developments – all of these actions are part of UNESCO's core functions as standard-setter, capacity-builder and clearing house.

Another of UNESCO's core functions is foresight. IFAP has a great potential to stimulate and raise awareness of the importance of future-oriented thinking in the area of access to information among governments, the media, civil society, the private sector and the public at large as well as within UNESCO itself.

Finally, IFAP can support UNESCO's function as a catalyst for international cooperation. The collaboration forged with civil society, the private sector, non-governmental organizations and professional organizations working in the area of information and communication must remain a key element of IFAP's strategy. This multi-stakeholder approach is at the heart of the implementation of the WSIS Plan of Action and UNESCO was one of the first to explain that knowledge societies are not simply driven by technological forces but also by societal choices informed by democratic debate and consultation with all stakeholders.

I believe that the articles and projects included here in the IFAP Report 2006-2007 reflect the breadth and variety of activities undertaken by IFAP over the last two years. The Report provides an overview of IFAP's work within its current three priority areas, namely information literacy, information preservation and information ethics. It includes expert views, a summary of projects funded by IFAP, descriptions of publications in the IFAP series, results of thematic debates, as well as profiles of IFAP National Committees.

UNESCO, within its mandate to promote the free flow of ideas by word and image and to maintain, increase and diffuse knowledge, has more than 60 years of experience in the preservation and use of knowledge. UNESCO must continue to foster "Information for All" and the potential that access to information provides for building Knowledge Societies.

With IFAP Towards Knowledge Societies

Outcomes of the IFAP Open Thematic Debate on the Recommendations of the World Report "Towards Knowledge Societies"

UNESCO Headquarters, 22 September 2006

The question of linkage between global goals and local developments was tentatively addressed by the Bureau of IFAP Council at the open thematic debate on the World Report "Towards Knowledge Societies". The debate, held at UNESCO Headquarters in Paris on 22 September 2006, was attended by more than 20 participants, including the Bureau's official representatives of Member States, representatives from NGOs, and UNESCO staff.

During the debate, IFAP took a further step in addressing six out of the ten Recommendations mentioned in the report, namely:

- Invest more in quality education for all to ensure equal opportunity
- Increase places of community access to ICTs
- Widen contents available for universal access to knowledge
- Develop collaboratories: towards better scientific knowledge sharing
- Making linguistic diversity a priority: the challenges of multilingualism
- Measure knowledge: towards knowledge society indicators?

A special focus was put on the links of these Recommendations to IFAP's three priority areas – information literacy; preservation of information; and ethical, legal and societal implications of ICTs – and on how these Recommendations can be implemented by IFAP.

In short presentations, the eight Bureau members from all world regions provided examples of developments concerning their countries and regions that respond to the Recommendations. The Bureau members supported by UNESCO's Secretariat identified priorities for the development of UNESCO's biennial Programme and its Medium-Term Strategy. The debate raised awareness among the Governments on the Recommendations of the World Report and highlighted potential actions to be taken by IFAP to respond to them.

Information Literacy

UNESCO, IFLA and Information Literacy

Jesus Lau

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Mexico

When we need to start a new task or enhance what we currently do, we require examples and models to evaluate what others have done before to help us in adopting, adapting or creating a solution. We may also need training to enhance our skills. Along these lines, to meet its information literacy IFAP priority, UNESCO has devoted support to create basic reference tools for those interested in or currently working in the information literacy (IL) field. UNESCO has sponsored the Information Literacy Section of the International Federation of Library Associations and Institutions (IFLA) to create the tools educators, librarians and the general public need to start or enhance information literacy tasks, such as full institutional programmes, workshop/courses, librarians' continuing education programmes, and conferences on the subject, among others.

The joint efforts of UNESCO and IFLA have resulted in the creation of the *Information Literacy Guidelines for Lifelong Learning*. This free monograph offers guidance for those interested in creating IL institutional programmes. It can be downloaded on the IFLA website at www.ifla.org/VII/s42/pub/IL-Guidelines2006.pdf. The guidelines have been translated into Russian, Korean, Spanish, and Bahasa Melayu, and other language translations are on their way. The guidelines are a useful document that was drafted in synoptic style with down-to-earth recommendations based on international practices and subject-related literature.

A second funded effort is the International Information Literacy Resources Directory. This project aims to be a reference tool for identifying information literacy tools and outcomes that could be relevant to the international community so that the best practices can be used as model for organizations, institutions or individuals working on an IL programme. Six Standing Committee members of the Information Literacy Section of IFLA volunteered to work on the project that also includes a team of country contacts from around the world. The repertory consists of a web database, where anyone can register their IL products, or download records without need of registration. The directory is freely available at www.infolitglobal.info.

Another UNESCO funded project is the compilation of the International Information Literacy State-of-the-Art Report, carried out by the Information Literacy Section of IFLA. The report aims to give an account of information skills development around the globe. The second draft of this report is available at www.infolit.global.info. The study identifies information literacy trends around the world in five broad subject areas: resources for user education; publications devoted to the subject; organizations, such as associations, and other professional groups; training programs for IL facilitators; and communication events, such a conferences, and meetings. The second draft covers large areas of the globe: Australia, French-speaking countries, Latin America, Nordic Countries, Russian Federation, Singapore, Spain, Sub-Saharan Africa, United Kingdom and Ireland, United States and Canada. More countries and regions are to be added. The reports have been written by an international team of volunteers. This monograph is an excellent tool for learning

about what the different regions are doing in regard to information literacy, and it certainly enables anyone to have an international IL scope.

An additional UNESCO funded project is the creation of an International Information Literacy Logo under the leadership of the Information Literacy Section of IFLA. The call is underway, inviting the education, library, and information international communities to propose an across-borders and across-language international logo to identify information literacy work. The logo will facilitate communication between those who carry out information literacy projects and their communities, and society in general. It will be promoted as an international symbol of information literacy around the world. Available free of charge, it will be ready by the end of 2008. UNESCO and IFLA will launch a call inviting associations, institutions, and individuals to participate in the contest.

UNESCO has also supported information literacy training, financing workshops in Asia, Eastern Europe, Sub-Saharan Africa and the Caribbean. The last one was held in Gaborone, Botswana, where nearly 30 librarians and educators from different countries met to learn how to create an information literacy program, using the IFLA IL Guidelines. The workshop manual, programme, slides, exercises and complementary materials will be available in Information Literacy Resources Directory.

In conclusion, UNESCO has supported projects that help professionals who are starting or enhancing an information literacy task. The main funded outcomes are: an international resources directory, an international state-of-the-art report, and a near-future international logo with a promotional toolkit, and the organization of some regional workshops, using the IFLA information literacy guidelines. All the resources are freely available to anyone who may need to adopt, adapt or create his or her information literacy project. ■

IFAP Projects

The list of IFAP projects is available for online consultation and search at **http://www.unesco.org/webworld/en/database-ifap**. This online database provides access to over 500 projects submitted to IFAP, whether they are funded or not. It contains basic information on projects, up-to-date information on their implementation, statistical data as well as some concrete stories demonstrating how access to information and knowledge can change people's lives.

A series of regional Training-The-Trainers workshops in information literacy

Global scale-up project funded by IFAP

Region of Implementation	International
Funding	US$ 80,000
Project Partners	■ International Alliance for Information Literacy (IAIL) and its regional and country members ■ International Association of School Libraries (IASL) ■ The European Network of School Libraries and Information Literacy (ENSIL) ■ National Forum for Information Literacy (NFIL) ■ Association of College Research Libraries, American Library Association (ACRL/ALA) ■ University of Tallinn, Estonia ■ University of Hacettepe, Turkey ■ Pontical Universidad Catolica Peru (PUCP), Peru ■ Institute of Science and Technical Information of China (ISTIC), China ■ Universiti Teknologia Mara, Malaysia ■ International Federation of Library Associations and Institutions (IFLA) ■ University of the West Indies, Mona Campus, Jamaica ■ Charles Sturt University, Australia ■ National Library of Andalucia and Ministry of Culture of Andalucia, Spain ■ National Education Council/Ministry, United Arab Emirates ■ Bibliotheca Alexandrina, Egypt ■ University of Gabarone, South Africa
Goal	To increase opportunities that will broaden the network of secondary schools' participation in information literacy programs in the northern region of Ghana

UNESCO is strongly advocating the building of knowledge societies where the power of information and communication helps people access the knowledge they need to improve their daily lives and achieve their full potential. In this context, information literacy has become crucially important as a mean to empower people in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals.

In September 2007, the Bureau of the Intergovernmental Council for the Information for All Programme (IFAP) decided to fund a global scale-up project on information literacy and agreed on a series of regional Training-The-Trainers workshops in information literacy. The project foresees to organize a series of seven to 12 Training-The-Trainers workshops in information literacy, to be held from 2008 to 2009 in several institutions of higher education covering all regions of the world. The central purpose of the proposed workshop series is to allow "information literacy expert presenters" to instruct 25-50 "trainer-participants" at each workshop in the best available pedagogies for teaching information literacy. Upon completion of the training, the "graduated" trainer-participants would then be expected, in turn, to offer their educational expertise to train all sectors of society in the countries in their respective regions, explaining why and how applying good information literacy practices can help individuals to cope more efficiently and effectively with their personal, family and community challenges – whether social, economic or political.

A key motive in funding this project is to sustain and accelerate the momentum led by UNESCO and IFAP in the last few years, and joined by other international and national organizations, such as the International Federation of Library Associations and Institutions (IFLA), the National Forum on Information Literacy (NFIL) and the National Commission on Library and Information Science (NCLIS), to spread understanding of the information literacy paradigm much more widely and foster the development of information literate people, not only in the education and library sectors but in all sectors of societies. The experts on information literacy acknowledged that although there had been in the 1995-2007 period quite a number of international, regional, sub-regional and country-based expert meetings to interchange experiences, practices and ideas, there remained a critical need to greatly increase the pool of qualified information literacy instructors to provide training to all citizens in all countries.

In the proposal, the special target groups that would be given information literacy training ultimately by the trainees successfully completing the workshops are women; pre-school children and youth, including those out-of-school; unemployed and under-employed youths and adults; migrant and refugee populations; disabled persons; senior citizens; minorities living in majority cultures; and many other disadvantaged groups.

Many host institutions stepped forward to volunteer to host the workshops, and help promote and advertise them. They were asked to take the lead in (1) identifying, recruiting and selecting the workshop trainer-participants, (2) identify expert presenters who would provide the expert training, and (3) handle the necessary administrative and logistical details. A coordinator at each institution was selected to provide a focal point for planning, implementing and managing the workshop. As of this writing, the host institutions are in the process of planning and implementing their workshops. ■

Recruiting and Training Library Cadets (RTLC) Programme for a sustainable Bahamas

Contractor	The Bahamas Library Service, Nassau, Bahamas
Region of Implementation	Caribbean Islands
Funding	US$ 25,000
Project Partners	■ Director of the College of the Bahamas Library ■ Principals ■ Teacher-librarians ■ Bahamas public and community library administrators
Goal	To increase the cadre of library and information professionals and library technicians in the Bahamas

The Bahamas is an archipelago of 700 hundred islands and cays stretching over an area of hundred thousand square miles. It has a rich and colourful history dating from the arrival of Amerindians to the abolition of the transatlantic slave trade over two hundred years ago. The present day economy is considered stable and sustained by the number one industry, tourism, followed by banking, fishing and agriculture. The Bahamian people are as diverse as the flora and fauna of the sea and are known for their friendliness and peaceful nature.

The rapid socio-economic growth and technological developments of the 21st century have significantly impacted not only the way information is organized but its methods of access and retrieval especially in the public libraries in the Bahamas. The introduction of computers and the Internet in libraries has arguably led to an increase in users. However, the perennial shortage of librarians and information specialists makes it challenging to effectively and efficiently meet the informational needs and demands of a diverse user group. Subsequently, a strategy had to be put in place to ensure that librarianship in The Bahamas survives. An opportunity came in 2005 when UNESCO's Information for All Programme (IFAP) announced its call for projects from countries around the world. "Recruiting and Training Library Cadets (RTLC) for a sustainable Bahamas" programme was submitted. Fortunately, UNESCO approved and funded this project, hence the birth of the first library cadet pilot programme in the region.

Bahamas Library Service (BLS), the Administrative body of public and com-

munity libraries in the country conducted a vigorous exercise to recruit young people in various public and private schools not only in New Providence where the largest population of The Bahamas resides but in all islands of the country. At the end of the first year fifty (50) students were enrolled in the programme. The project's main aim is to equip primary and high school students with literacy skills that would not only enable them to locate information but to analyse and evaluate it effectively and at the same time promote and develop libraries in local communities.

Recruiting exercises were conducted mainly by public librarians, teacher librarians and the project trainers supported by UNESCO, through the annual summer reading programmes, public libraries partnerships with corporate organizations and book exhibits and book drives.

In addition to book drives and other activities, it was observed that word of mouth was one of the most effective ways to introduce the RTLC programme to fellow students who in turn will spread the programme and its message to others. During the official launch of the library cadet programme in Nassau, Bahamas in March 2006, Ms Ivy Campbell a teacher librarian said "I endorse the library cadet programme one hundred percent. It is a great thing to see young people involved in a worthwhile pursuit that will have a lasting impact on their lives". She further added that "it was a joy to see children sitting here so well-behaved with the desire to help in libraries and the information industry."

Mr Alton Grizzle, UNESCO Office, Kingston described the cadet programme

Ms Dorcas Bowler, RTLC project co-ordinator, Ms Leta Strachan Literacy teacher and Primary and secondary students at the official launch of library cadet programme, South Beach Library, Nassau, Bahamas, March 2006
© UNESCO Office, Kingston

as "unique, the first in the Caribbean with much possibilities".

In addition, Unique Smith, a sixteen-year-old library cadet, shared her exhilarating experience of the programme: "I often hear students say, when I grow up, I want to become a teacher, I wish to become a doctor, a lawyer, an accountant, a policeman, but I have hardly ever heard them say I want to become a librarian. Why is this so? Because we are used to thinking in the same old way, that the library is for old, boring people, but some of us are not aware of the opportunities that we have at the library. Let us use our school libraries more and tell our friends to do the same. Let them know that the library is not just a place of books but it has many computers, some video games and toys…"

She also mentioned that the cadets look forward to harnessing more computer skills, participating in the essay competition "Why we need Community Libraries", and doing community service at public libraries where they would job shadow librarians and library technicians.

Unique added that she was extremely grateful to UNESCO and IFAP for the opportunity to participate in such a dynamic programme and hope that consideration will be given to a scholarship

for outstanding library cadets to pursue studies in the field of information science.

"I thoroughly enjoy and benefit greatly from the cadet programme and I can't wait for the next library club meet". This is how Dawn McKenzie, library cadet expressed her appreciation.

Training of Library Cadets at the Lab, Wulff Road Library, Nassau, Bahamas

The library club monthly meeting usually consists of fun activities reinforcing information literacy skills, basic library practice, computing skills and Internet searches. Storytelling, composing library songs and book reviews are also included to stimulate interests in visiting libraries and enjoying literary works by local and international authors.

It is anticipated that the library cadet programme will evolve even further to create a greater dialogue with neighbouring countries in the region and globally. In addition, we envision the establishments of communication networks, radio programmes and exchange programmes for cadets to experience various cultures and share enriching learning experiences throughout the world. ■

Promoting Alternative and Transformative Leadership for Young Leaders in Uganda

Forum for Women in Democracy (FOWODE) is a non-governmental women's organization operating in Uganda with its head office in Kampala. For the last four years FOWODE has been implementing a Young Leadership Project (YLP), funded by the UNESCO's Information for All Programme. Every year, FOWODE mentors 30 young women and men from different parts of the country to work together and reflect on leadership concerns in Uganda. They explore issues of gender equality, governance and ICT and learn alternative ways of providing leadership in the country. Today, FOWODE has mentored 120 young leaders. The project contributes towards shaping, nurturing of visions, aspirations and values of young leaders in Uganda to take up leadership at various levels.

As part of the Young Leadership Programme, basic computer use, on-line research, hands-on training in Information Communication Technology and utilizing the library were practiced to provide access to information, a powerful tool for leaders. Exposure to ICT created more space to explore and research issues of transformative leadership and enabled information- sharing, thus strengthening the young leader's ambitions of engaging in leadership that promotes pro-poor values and gender equality. For Rashida, one of the trainees, working on a computer was a new adventure in her life, "I had never touched a computer in my life, I had always heard that computers work like robots and that they process exams and payments for workers. When I joined the FOWODE camp, we were introduced to computers, and this was an exciting discovery. I was able to look for information

Design and Implementation of Practice-oriented Terminology Training for Two Groups of Information Professionals: ICT Trainers and Language Trainers in Language Communities of Africa

(IFAP Project 306, Code 461RAF5001)

Contractor	Forum for Women in Democracy (FOWODE)
Region of Implementation	Uganda, Africa
Funding	US$ 24,805
Project Partners	■ The Ford Foundation ■ International Humanist Institute for Cooperation with Developing Countries (HIVOS) ■ United Nations Development Programme (UNDP) ■ United Nations Development Fund for Women (UNIFEM)
Goal	To create a democratic space that seeks to transform young women into change agents and leaders with a vision of an alternative world where there is gender equality and justice for all.

FOWODE Young Leaders attending the leadership training camp

and communicate with my friends easily. I attribute all this to FOWODE".

The training inspires young leaders to explore and discover their potential to engage in any leadership position at any level; and it is inclined to a leadership that promotes gender equality, social justice and social transformation in society.

Joan Girama's training at FOWODE provided a stepping-stone for her entry into politics. She is a youth representative, a Deputy Speaker, in Paidha Town Council in Nebbi district in Northern Uganda. She attributes her ambition to join politics to FOWODE. "When I completed senior six exams, my father told me that I was not going to continue schooling because he had many problems. Thank God FOWODE came to my rescue when it took me for the young leadership mentoring programme for six weeks. This was my turning point in life. After the training, I gathered some young people with whom I shared information on what I learned in the camp. This raised my popularity among youth. When I stood for Local Council elections they all supported me and I won. In the council, I was elected Deputy Speaker. My appreciation goes to FOWODE for instilling leadership skills in me. I will work towards promoting the values of transformative leadership in the council, fight for gender equality and social justice".

Denis, a university student, notes that "After the training, I was a changed person. In 2007, with all the skills I had gained from the camp I competed to represent the evening students in the University Guild Council and I was elected unopposed due to the leadership skills I exhibited to the student body. I was later appointed Minister of Information and Communication on the guild cabinet and Speaker of the Lions Club, Gulu University. I feel proud to be a member of this mentoring programme that shaped me into what I am".

The mentoring programme has also empowered young women and girls to manage their own affairs while promoting social justice, gender equality and pro-poor values in communities and institu-

Young woman leaders take off sometime to share with the underprivileged persons in the community

tions where they operate. Immaculate notes: "During the camp training, I gained a new perspective in analyzing issues; I can ably challenge people on issues of gender equality, social justice, politics and development. I am inspired to work hard to make a difference in people's lives as a young leader".

In order to expose the young leaders to leadership issues within the region, an educational road trip was organized to create space for young leaders to learn and share knowledge and experiences of other youth in the region. They were exposed to issues surrounding poverty, social injustices and information communication technology. The importance of creativity for alleviating poverty was underscored during the trip.

"Since the Nairobi trip, I have developed my art and design career as a side business. My art pieces are marketable and I get all these from computer graphics", said Helena, a young woman trainee.

Transformative leadership is strongly needed in Uganda. FOWODE looks forward to further support from IFAP to mentor more young leaders so as to further build on the cadre of young leaders whose consciousness is awakened and who are promoting alternative and transformative leadership in Uganda. ■

Resources

"Understanding information literacy: A primer"

Through this publication, the author, Forest Woody Horton Jr., explains in an easy-to-understand and non-technical fashion what "information literacy" means. The publication targets a very diverse audience, from governments' ministry officials and civil society administrators at all levels (national, provincial and local) to human resources and personnel managers, in both for-profit or not-for profit enterprises. Professional societies, business associations, mass media, commercial enterprises, international, regional and national intergovernmental organizations (IGOs) are also an important public for this publication.

If you only remember one paragraph from this publication, here is the one we hope it will be: "Over the course of your life, the more you learn and thereby come to know, but especially the sooner you master and adopt proficient learning skills, habits and attitudes-finding out how, from where, from whom and when to search for and retrieve the information that you need to know, but have not yet learned –the more information literate you thereby become. Your competency in applying and utilizing those skills, habits and attitudes will enable you to make sounder and timelier decisions to cope with your personal and family health and welfare, educational, job-related, citizenship and other challenges".

"Towards information literacy indicators"

This paper provides a basic conceptual framework for measuring information literacy and is designed to serve as a reference to facilitate the elaboration of information literacy indicators.

In promoting the concept of knowledge societies, in particular universal access to information and knowledge, UNESCO has now to be able to provide some guidance to Member States about how they might measure their own progress towards knowledge societies. In line with the Plan of Action of the World Summit on the Information Society, international comparisons are also helpful in understanding what is possible and what policies and investments might be needed to become a knowledge society. An initial investigation revealed numerous existing measures of information infrastructure but no measure of information literacy.

UNESCO is also a significant global player in terms of "measurement" with its own Institute for Statistics (UIS) that was established in 1999 to meet the growing needs of Member States and the international community for a wider range of policy-relevant, timely, and reliable statistics in the fields of education, science, culture and communication. This is why UNESCO through IFAP decided to engage in the development of an international framework for measuring information literacy through which achievements at both international and national levels can be demonstrated and further efforts can be focused.

Information Preservation

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Longevity and cost: the paradigm of digital preservation

Over the past 15 years, modern ICTs have substantially changed practically all parts of daily life, including education, science, and culture, the fields of UNESCO's responsibility within the United Nations family. One of the most significant aspects of this development is digital access to information, which has – at least potentially – reached democratic dimensions never experienced before in the history of mankind.

During the 1990s, emphasis was put on the development of the internet and of access tools to electronic information, while preservation of digital information received minor attendance. Politicians, decision makers and the public at large have not sufficiently been made aware that digital information also requires a shift of paradigm in information preservation.

Ever since the invention of script, the relative robustness of analogue documents has made us complacent about the survival of information:

- clay tablets of Mesopotamia, papyrus manuscripts from ancient Egypt, and medieval parchments have survived for millennia;
- manuscripts and books on acid free paper have survived for centuries;
- even audiovisual documents, more vulnerable than texts, generally survive at least for decades.

Longevity of digital information, however, cannot live up to such expectations: Generally, its life expectancy can only be measured in years, not so much because of physical or chemical instability of its carriers, but because of obsolescence of hard and soft ware, which renders those documents unreadable after short time.

Long-term preservation of digital information requires an ongoing logistical and financial input. Electronic documents cannot be shelved like books; they must actively be kept alive by migrating them from one preservation platform to the next. This change in logistics makes preservation of digital information more expensive than what we are used to spending for classical repositories like libraries and archives.

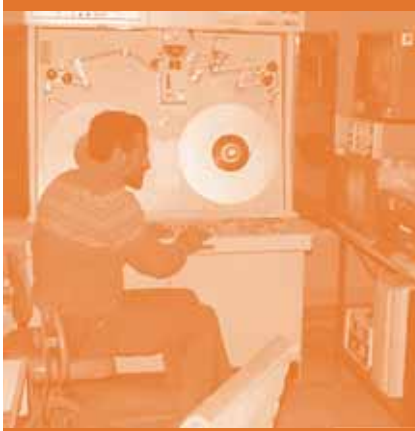
Today, digital preservation costs are around 5 Dollars/Gigabyte/year. UNESCO is challenged to cooperate with specialists, NGOs, and the private sector to bring these costs down. The target to be envisaged at the end of this mid-term period should be 1 Dollar/Gigabyte/year.

The amount of digitised as well as born-digital information is growing exponentially. This requires governments and decision-makers to adequately meet the challenges of digital long-term preservation. Only full understanding and support of the digital preservation paradigm will ensure that dissemination of information and knowledge from one generation to the next – the basis of cultural and intellectual progress – will continue uninterrupted into the digital age.

IFAP, therefore, has adopted Information Preservation as one of its three priority areas. ■

IFAP Projects

The list of IFAP projects is available for online consultation and search at **http://www.unesco.org/webworld/en/database-ifap**. This online database provides access to over 500 projects submitted to IFAP, whether they are funded or not. It contains basic information on projects, up-to-date information on their implementation, statistical data as well as some concrete stories demonstrating how access to information and knowledge can change people's lives.



Establishment of Open Source Archival Repository and Preservation System

Global scale-up project funded by IFAP

Region of Implementation	International
Funding	US$ 80,000
Project Partners	▪ Memory of the World Sub-Committee on Technology (SCoT) ▪ International Association of Sound and Audiovisual Archives (IASA)
Goal	To establish an open source archival repository and preservation system based on affordable tools, technology and trained preservation personnel.

An important component to successfully storing digital data in greater amounts is software for the management of the digital preservation process. In contrast to hardware components and storage media, commercial software has maintained a high price level. To date, software developers have not reacted adequately to the market demands – a market that, since the 1990s, has grown well beyond the formerly exclusive clientele to a broad spectrum of cultural heritage institutions, including even private individuals. Due to the lack of affordable commercial solutions, many of the necessary software tools are being developed as cooperative open source software projects, though these are still, to some extent, fragmentary. Consequently, IFAP requested the Memory of the World Sub-Committee on Technology (SCoT) to commission a study in order to survey Open Source Repository and Preservation Software, to analyse existing gaps and to make recommendations for the development and packaging of an Open Source Digital Preservation System.

The outcome is an online document entitled Recommendations on the Implementation of an Open Source Digital Archival and Preservation System and on Related Software Development. A fundamental finding of the report is that a simple, sustainable system that provides strategies to manage all the identified functions for digital preservation is needed. It also finds that for simple discrete digital objects this is nearly possible. The document recommends that UNESCO supports the aggregation and development of an open source archival system, building on and drawing together existing open source programs. Thus, the main goal

of IFAP and the Sub-Committee on Technology is to get various open source groups involved in the establishment of an archival repository and preservation system based on affordable tools, technology and trained preservation personnel.

This would allow a better articulation for the development of the project. The intention is to test the outcomes of the project in two different regions, chosen to demonstrate effectiveness in areas with less funding and fewer technical possibilities. Fortunately, great interest has been expressed by different parties already active in the field: Canada, Belgium and International Association of Sound and Audiovisual Archives (IASA) among others. The strategy is to obtain funding for an experimental kit that would lead to a cheap, effective, machine-readable and easily migratable system. This would cover a five-year cycle: tapes and computer systems last about five years and have to be replaced or migrated. However, software prices are still high, so they need to be lowered and made affordable for smaller and under-funded archives.

The results of pilot projects will be assessed based on four elements –software development, software updates/ upgrades, training and hardware– that need to be developed in order to ensure a holistic approach to digital preservation and cover all aspects of digital repositories. However, the budget needed to implement the project is quite high, an estimated US$225,000. There is consequently a need to involve the private sector as well as other stakeholders to collaborate with UNESCO and SCoT in developing these tools. Further exploration of funding sources is currently being conducted. ■

Digital Library of the Sahel Project – Documents without an Audience are Documents without Value

Contractor	Kent State University
Region of Implementation	West Africa
Funding	US$ 35000
Project Partners	■ West Africa Research Association (WARA) ■ Australian Development Scholarship Centre Library ■ Vietnam Development Information Center
Goal	To promote and sustain collaborative research in digitization, preservation and production of knowledge through the establishment of a Learning Community among scholars and institutions in the United States and West Africa

The main objective of the Digital Library of the Sahel Project, funded by UNESCO's Information for All Programme (IFAP), is the promotion of knowledge dissemination among broad groups of stakeholders, including those in West Africa as well as communities in North America and Europe. To this end, Kent State University worked in partnership with the West African Research Association (WARA) to implement two workshops on the topics of digitization and knowledge production and management, and to produce two DVDs and a series of web-based tools for communication.

Following a meeting held at Kent State University in April 2007, which addressed substantive issues of content in current and future projects of digitization, participants decided that the Learning Community approach would be a vital strategy for enhancing communications and information sharing among scholars and institutions in the United States and West Africa. Additionally, training in digitization through document scanning, the use of Wikis, and the use of blogs as opportunities for scholarly exchange was planned for the July workshop.

The July workshop was held at West African Research Center (WARC) on 16 and 17 July. The main themes of the workshop, which included participants from several major cultural institutions in West Africa, were the importance of multidisciplinary collaboration in designing and using web tools for furthering studies of West Africa, and the role of emerging technologies in digital information management and intellectual production. If there was one certainty that emerged

from the workshop, it was the one expressed in the title of this report, "Documents without an audience are documents without value."

During the July meeting, there were many references to the richness of materials in the Sahel that are in dire need of preservation, as well as discussions on the range of resources that should be used for their preservation, duplication, and dissemination as well as local use. For example, scholars and NGOs in Timbuktu are working together to use state-of-the-art equipment At the same time they are backing up their duplication efforts by training local scribes, which also serves to strengthen local resources. The participant from Ghana emphasized the need for public education to raise awareness of what is available for scholarly exploitation. In Burkina Faso, there is a concern about the digitization of old TV footage. Scholars in Niger would like to expand collaboration in the sub-region, exploring the document resources in such places as Sokoto, Nigeria, and Pir, Senegal, which are ancient centers of learning that maintained a correspondence through the exchange of documents.

Over the last ten years, there has been an explosion of knowledge across the Sahel with the re-emergence of tens of thousands of manuscripts, some dating back to the 11th century, in the Timbuktu area. Many participants linked this re-emergence of historical texts to local and national democratization movements, which have liberalized the academic relationship to non-governmental organizations, and made traditional scholars more willing to share their resources. These manuscripts treat all manner of scholarly subjects including history, law, diplomacy, astronomy, mathematics, and philosophy; it is estimated that roughly 70% are if a secular nature.

A major topic of discussion concerned the historical conditions that led to the use of the Arabic language for record keeping and intellectual production, and the use of Arabic characters to write African languages –Ajami. While there is a concentration of such manuscripts in Timbuktu –the intellectual center of the region– other centers in Northern Nigeria, Senegal, and northern Ghana are also witnessing this phenomenon. Manuscripts hidden away since early in the last century are now coming to light. Many are in dire need of preservation, both of the manuscripts themselves and of the content. At the same time, over the last 40 years, radio and television have grown throughout the region. Precious archives of video and audio materials, such as news programming and documentaries, theatre performances, educational programming, are being lost due to unfavorable climatic conditions and lack of storage facilities. These resources, too, need to be preserved so that their content can be accessible to populations both within the Sahel and beyond.

Other topics covered were the concept of Learning Communities; methods of reproduction and preservation of rare manuscripts; description of documents and other cultural expression forms (e.g. oral histories) and their classification and cataloging; the exploitation and added value of digital data banks and information exchange networks; collaboration between individual scholars and between institutions; and the optimal use of web-based

information sharing to promote the production of knowledge in emerging and quickly growing subject areas, such as the study of Ajami (African languages in Arabic script), resources from pre-colonial collections, or the comparison of various studies of state development and interactions from the 18th to 19th centuries in West Africa.

Findings, Results, and Decisions

- There is an enormous, largely untapped, variety of written historical sources in the region. While these are known by African researchers of intellectual production, they remain largely unknown to the West and to Northern academic circles in general.
- These are largely secular documents on mathematics, physics, law, natural sciences, astronomy, science, medicine, poetry, diplomacy, history, the position of women, social life, etc. The documents include those treating religious, philosophical and esoteric topics as well. We are increasingly aware of the existence of massive circulation of documents among and between polities and centers of learning.
- The management of documents and information coming from diverse sources is very complex. We are called upon to gather information but also to question and define the nature and use of information for the betterment of West Africa in particular and for the international scholarly community.
- The diffusion of information leads to sustainable access and use, and posting on the web protects content by virtue of being a recorded action.
- Risk management is a big part of local responsibility for document preservation and use. It is important to use a multiplicity of strategies to protect both material and intellectual content – "Don't lose sight of locally based methods; be cognizant of the rapidly changing technologies and their rapid obsolescence."
- In digitization, it is important to use open source software rather than proprietary softwares, which are less subject to local control.
- There is a critical need for training in a wide range of techniques for preservation, from technological ones such as digitization, scanning, and photocopying to hand copying by scribes. It is important to establish technological tools that favor intellectual production in the region and enhance opportunities for on-going scholarly exchanges.

The workshop group has set up a Wiki so they can continue their communication on the issues involved in preserving and disseminating the contents of these re-emerging sources, which constitute invaluable intellectual resources for the region, the continent, and the world. Videos of both the April and the July meetings have been produced on DVD and are available for distribution. ■

MEDCULT project - Accessing cultural heritage beyond language and cultural barriers

The countries facing the Mediterranean Sea have invested a lot of energy in recent years to improve cooperation.

The Barcelona declaration adopted in 1995 defined the three main action lines to follow: creating a peaceful and secure area, fostering exchanges and financial partnerships, and approaching people "through social, cultural and human partnership aimed at encouraging understanding between cultures and exchanges between civil societies".

This last point is the most important statement, one that people dealing with administration, preservation and valorization of the cultural heritage should always take into account. Proximity and history forged many links and similarities among the Mediterranean countries because they often share common cultural roots, from Roman to Arab. In this sense the MEDCULT project (http://www.medcult.org/) is a model initiative of cooperation among different cultures that led to a completely new result: the approach and the studies shared at European level in the framework of the MINERVA project for the digitization of the cultural heritage have been improved and adapted to the particular needs of three Arabic mother tongue countries: Egypt, Jordan, and Morocco.

The project was initiated by the Italian Ministry for Cultural Heritage and Activities which since 2002 has coordinated MINERVA (http://www.minervaeurope.org), the network of European ministries of culture for the harmonisation of cultural heritage digitisation issues, and participated in STRABON (http://www.strabon.org/portal/), the Euro-Mediterranean cooperation project on cultural heritage

Design and Implementation of Practice-oriented Terminology Training for Two Groups of Information Professionals: ICT Trainers and Language Trainers in Language Communities of Africa

(IFAP Project 306, Code 461RAF5001)

Contractor	Italian Ministry for Cultural Heritage and Activities
Region of Implementation	Mediterranean countries
Funding	US$35,000
Project Partners	■ Fondation Maison des Sciences de l'Homme ■ Centre for Documentation of Cultural and Natural Heritage of the Bibliotheca Alexandrina ■ Centre Multimédia d'Inventaire et de Documentation du Patrimoine de Rabat ■ Department of Antiquities of the Ministry of Culture and Antiquities in Amman
Goal	To improve the quality of cultural and educational websites in the Mediterranean countries.

and tourism coordinated by the Maison des Sciences de l'Homme de Paris.

The MINERVA network has been cooperating since 2003 with the UNESCO IFAP Russian Committee, and the MEDCULT project received funding by IFAP in 2005.

The overall goals of MEDCULT took into account the general purposes of UNESCO's IFAP programme: to include all citizens in the information society, to circulate ideas and exchange good practices among different countries, and to guarantee access to information.

MINERVA had defined a lot of theoretical and practical tools to improve on-line access to the cultural heritage, in order to increase people's awareness of both their own cultural history and its overall context, and a work flow based on collaboration among experts of different countries that built a network of knowledge. On the other hand, STRABON offered a multi-lingual, multimedia information system that would help to develop and enhance the value of the diverse cultural heritage of the Euro-Mediterranean region.

Leveraging on the power of union, the aim of MEDCULT was to demonstrate that culture and new technologies are powerful tools to bring closer people coming from different geographical areas.

Three workshops, "Culture for web, Web for culture", aiming at improving the quality of cultural websites through the dissemination of the MINERVA guidelines and tools, were hosted by the Centre for Documentation of Cultural and Natural Heritage of the Bibliotheca Alexandrina in Giza, Egypt (http://www.cultnat.org), the Centre Multimédia d'Inventaire et de Documentation du Patrimoine de Rabat, Morocco (http://www.minculture.gov.ma/fr/Centre_inventaire.htm), and the Department of Antiquities of the Ministry of Culture and Antiquities in Amman, Jordan (http://www.tourism.jo/inside/MotaEc.asp).

Workshop in Rabat, Morocco, 5-6 June 2006

Many participants from all cultural sectors (archives, libraries, museums) took part in the workshops with great interest, as did representatives from UNESCO and W3C international consortium. In some case, it was the first opportunity for them to meet and share different experiences. This led to the participation of younger participants too, who were certainly skilled in new technologies but still lacked of experience.

The network of experts that was formed started the discussion about the proposed MINERVA guidelines, not only at national level but also among different countries The main result achieved was the translation into Arabic of the volume "Quality Principles for cultural Web sites: a handbook" (http://www.medcult.org/publications.html), a product of shared work by people coming from Egypt, Jordan, and Morocco, committed to overcoming all linguistic differences and exclusive national interests.

This was MEDCULT's aim: to build up a network of cooperation linking people working in digitization of cultural heritage in certain Mediterranean countries. ■

Access to Memory (AtoM) - Freely Available Archival Information Software

Contractor	International Council on Archives
Region of Implementation	International
Funding	US$ 45000
Project Partners	■ Dutch Archives School ■ Artefactual Systems Inc ■ World Bank Archives ■ Direction of French Archives ■ Alouette Canada open digitization initiative
Goal	■ To develop a complete system for the preservation and management of documents ■ To ensure safeguarding and facilitate access to information held by public organizations and NGOs

The project *Archives* and Human Rights Violations: International Guide to Sources, adopted by the IFAP Bureau in 2005 is exemplary because it has acted as a catalyst for another more ambitious project.

One IFAP requirement was that new software created for the *Guide* project should be available under an open-source license. The functionality required for the *Guide* is also almost identical to that identified by the International Council on Archives (ICA) for the Open *Source Archival Resource Information System* (OSARIS) project, which had received funding from UNESCO in 2003 to establish a generic set of functional requirements for an archival description system. The *Guide* project provided a timely opportunity to put the conclusions of OSARIS into practice. The new project, named *Access to Memory* (AtoM), aims to develop a complete system for the management of documents, including both traditional and digital archives, and to meet the common needs of the *Guide* and *OSARIS*. It will be accessible through the Internet, multilingual, in accordance with international archival standards and available for free under an open source software license.

The primary focus of AtoM is to provide a fully web-based system for archival description and user access to archives. The first version of the software has been developed for the description of archives relating to human rights violations, as per the Guide proposal. Now, the project goal is to extend the software to include all stages of archival processing for both paper and digital materials. Meanwhile, English–, Spanish– and Dutch-speaking working groups are testing the prototype,

Archives. Fotografias. Mobilization of Mothers of the Plaza de Mayo, Argentina.

between November 2007 and February 2008, by entering real data. Information relating to archives of Chilean and Argentinean organisations for the defence of human rights, registered in the *Memory of the World*, will be included.

Version 1.0 will be presented at the International Congress on Archives in Kuala Lumpur (Malaysia) in July 2008 and training workshops will be organised for users. This system will be especially beneficial to archive services in developing countries that lack the financial and technical resources to automate archival description. The software will enable them to put their finding aids and archival holdings on line at low cost. It will also improve the processing of records in non-governmental organisations lacking adequate resources.

The project is led by the International Council on Archives, in partnership with the Dutch Archives School and the Canadian company *Artefactual Systems* Inc. The initial IFAP funding led to financial support from the Dutch Archives School, the World Bank Archives and the Direction of French Archives. The project is collaborating on software development with the *Alouette Canada* open digitization initiative, and Brazilian experts have also expressed support.

The pooling of financial, human and technical resources will result in improved access to the information preserved in archival holdings around the world. The initial financing of IFAP has been decisive for kicking off this project. Complementary grants are actively sought to complete and maintain the software.

The project's website is at http://ica-atom.org and the *Guide* in Spanish is available at http://humanrightsarchives.org. ■

Resources

Open Thematic Debate on "Information Preservation"

Within the framework of the 12th meeting of the Bureau of UNESCO's Information for All Programme, an open thematic debate on "Information Preservation" was held at the Bibliothèque nationale de France in Paris on 3 April 2007. The debate aimed to develop and promote a better understanding of what preservation of information entails today, to demonstrate its importance and to discuss the issues raised by the challenges and imperatives of preservation.

Each speaker focused on a specific type of information, including current records, audio-visual materials, electronic publications and data, and addressed the following issues:

- Why preserve and what? The urgency of preservation, disaster preparedness and risk management.
- How much will it cost to maintain the knowledge in information repositories? How many Giga-, Tera-, Peta- or Exabytes will be needed?

The debate helped to clarify the role that Governments can play in developing policies and in setting priorities for the preservation of information, particularly in the context of the digital age. Governments need to take a proactive stance, especially in view of the rapid growth in digital information and the lack of effective methods for preserving it.

The specific outcomes of the debate were summarized in the "Key messages for Governments and industry" and forwarded to Governments (see below). These messages are particularly important for IFAP, as preservation is not an aim in itself, but an indispensable prerequisite for enabling the world's citizens to access and use information.

The proceedings of the thematic debate as well as the "Key messages for Governments and industry" are available on the IFAP website at www.unesco.org/webworld/ifap.

Key Messages for Governments and Industry

Outcomes of the IFAP Open Thematic Debate on "Information Preservation"

Bibliothèque nationale de France, 3 April 2007

"In the digital age, if we do nothing to preserve information, we will lose everything"
Dietrich Schüller, IFAP Vice-President and Audiovisual Archive Specialist

Dietrich contrasts the storage media of the digital world with the carriers of the analogue world. Our ancestors did not need to do anything special to preserve papyrus– or parchment– based content, which have preserved themselves for millennia. To a certain extent the same has been true for paper-based content, which generally has a life expectancy of centuries. Digital content, however, is unlikely to survive 10 years, not necessarily because of carrier degradation, but because of format obsolescence.

UNESCO's Information for All Programme (IFAP) has identified the need to raise awareness of the importance of information preservation as one of its three strategic goals – the other two goals relate to information literacy and information ethics. IFAP has supported a number of pilot projects with specialist international and national organizations, including Southeast Asia-Pacific Audio Visual Archives Association (SEAPAVAA) with audiovisual archive workshops; International Council on Archives (ICA) with research into the preservation of, and access to, archives and records providing evidence of human rights violations; and the Fundación Chile, examining the preservation of cultural heritage and its educational applications.

The UNESCO IFAP Council wishes to convey the following key messages to governments and manufacturers of digital media carriers (the IT industry). These messages come from information preservation specialists who participated in the IFAP Thematic Debate in Paris at the Bibliothèque nationale de France on 3 April 2007.

The facts

- Digital heritage will disappear in 10 years (or sooner) without active preservation
- Digitization on its own is not preservation; preservation of digital content requires ongoing constant attention forever!
- If all the world's information –text, audiovisual, film– were to be digitized, an estimated storage capacity of 12 ExaBytes (=12 billion GigaBytes) would have been required in 1999. The figure is even larger today and increasingly rapidly. The imminent introduction of high definition television will catapult the storage requirements to new heights.
- The present day cost of professionally preserving digital information is US$5-8 per GigaByte per annum; this represents a global cost of $60-96 billion per annum for the amount of information at the start of this century.

- Preservation is not an aim in itself; but an indispensable pre-requisite for enabling the world's citizens to access information.
- Attention needs to be paid to the research-preservation balance. Without preservation, there can be only limited research, yet researchers typically demand access without fully acknowledging the cost of preservation.
- Over 80% of the world's audiovisual collections related to cultural and linguistic diversity are not in professional care.
- Climate change threatens world heritage; high temperatures and humidity speed up the destruction of archival materials. The cost of preservation also increases, with the additional energy needed for climate-controlled storage environments.
- Trusted repositories are not just memories of the world; they also provide authentic, complete and reliable information as well as evidence for good government.
- "A stitch in time saves nine" is a truism for information preservation.
- Digital repositories are not the solution for all audiovisual materials, e.g. film and coloured photographs are best preserved on their original carriers.
- Audiovisual associations have produced guidelines of good practice for preserving information.
- Procedures for preserving information need to be as robust as a nuclear power station.
- Scientific information is expanding rapidly, e.g. CERN's Large Hadron Collider (LHC)[1] is a particle accelerator that will generate 15 PetaByte/ year –and this information must be stored forever.
- Metadata is critically important in ensuring that in the future, we can not only read the data, but also understand what it means.
- Proprietary software is changing rapidly and there is no guarantee that future software will be backwards compatible; at the same time, open source software doesn't necessarily secure the future as support is dependent on volunteers.
- Training in preservation techniques as well as in the planning and development of preservation strategies is essential.

1 CERN is the European Organization for Nuclear Research, the world's largest particle physics centre

What can Governments do?

- Governments are urged to recognise and acknowledge that information preservation is important and develop proactive strategies.
- Governments should call on their universities to provide leadership in information preservation.
- Governments are encouraged to pay more attention to preserving heritage as well as increasing access (digitization).
- Recognising that resources will always be limited, Governments are urged to set priorities and make choices about what to preserve. Governments should take advice from information preservation professionals; they know what to do.
- Legal deposit should cover audiovisual materials in countries where this is not yet so.
- Governments should update copyright and legal deposit legislation to respond to the digital world (this is already the case in some countries).
- Governments need to become stakeholders as well as funders, i.e. recognise that information is an asset and that preservation increases the value of this asset.
- Governments need to position archive institutions into mainstream government. Despite the importance of culture and cultural identity, many governments still view the culture sector as less important than others such as economic, health or education sectors.
- In countries where archives are not part of mainstream government, it could help to ensure a senior minister is appointed to champion the cause –visits to other countries can often provide a stimulus.
- Governments should commit resources to the ongoing training of information preservation specialists.
- Governments should continue to collaborate at the global level with each other and with specialist NGO groups to raise awareness, coordinate standardisation efforts and co-finance preservation programmes, noting that special support is required for developing countries.

What can Industry do?

- Industry must find more cost-effective ways of preserving information, to bring the costs down from $5-8/GB/year to $1/GB/year.
- Industry must be encouraged to build preservation into digital technologies, and reduce the rate of upgrading and obsolescence; this is also consistent with global efforts for greater sustainability.
- Industry needs to develop technically viable solutions for preserving the integrity of great quantities of information, e.g. lossless compression.

Information Ethics

Daniel Malbert

Representative of France
Rapporteur,
Intergovernmental Council
for IFAP

Study the ethical, legal and social implications of communication tools

The development of communication tools has implications for citizens, families, training and education officials, and content producers. In order to maintain broader access to knowledge and skills, it is essential to identify the risks, opportunities and all social consequences relating to the use of communication technology tools.

Ethical principles are not unique to the information society. They are founded, here as elsewhere, on the principles enshrined in the Universal Declaration of Human Rights and primarily include freedom of expression, universal access to information, the right to education and the right to participate in cultural life.

These universal principles were subsumed into UNESCO's mandate at the World Summit on the Information Society, thus placing on the international agenda the four major principles set out in the Summit's policy declaration and in its Plan of Action: (1) freedom of expression; (2) access to quality education for all; (3) universal access to information and knowledge, in particular to public domain information; and, lastly, (4) respect for linguistic and cultural diversity.

UNESCO's acknowledged position at the World Summit was the outcome of debate conducted at the Organization since the end of the 1990s and of the discussions that led to the adoption in 2003 of the Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace, in which very clear measures are proposed to Member States for strengthening multilingualism and respect for linguistic communities and for ensuring the broadest possible access to educational, cultural and training content, while duly respecting rights.

In the last two years, the Bureau of the Intergovernmental Council invited experts on these subjects to submit their analyses and discuss their concerns at a thematic debate that was held at UNESCO Headquarters in September 2005.

UNESCO was entrusted with the follow-up to some of the Action Lines adopted at the World Summit on the Information Society, in particular Action Line C10 on the Ethical dimensions of the Information Society. Various regional meetings have been held, in Santo Domingo for the Latin America and Caribbean region, in Pretoria for the Africa region, while the meeting for the Europe region was held in Strasbourg in September 2007. That meeting provided an opportunity for the Council of Europe and university representatives to join in the debate led by representatives of civil society and of international organizations. This was central to the "multi-stakeholder" approach desired by the World Summit participants and it aimed to bring all stakeholders together to identify problems and issues.

The form of knowledge societies has also changed in this respect: constraint is being exercised in new ways and for new purposes, while authority –that of the State, the community and the individual– is no longer exercised as a matter of course and must be continually renewed and, above all, the "powers that be" have changed, for new wielders of economic and financial power are emerging in the shadow of political systems and their influence on the media and on knowledge-building can no longer be ignored. ■

IFAP Projects

The list of IFAP projects is available for online consultation and search at **http://www.unesco.org/webworld/en/database-ifap**. This online database provides access to over 500 projects submitted to IFAP, whether they are funded or not. It contains basic information on projects, up-to-date information on their implementation, statistical data as well as some concrete stories demonstrating how access to information and knowledge can change people's lives.

Increasing global awareness on the ethical, legal and societal aspects of the application of ICT

Global scale-up project funded by IFAP

Region of Implementation	Africa
Funding	US$ 80,000
Project partners	■ South African National Commission on the Information Society and Development ■ University of Africa (South Africa) ■ University of Pretoria (South Africa) ■ University of Pittsburgh (US) ■ School of Information Studies, University of Wisconsin-Milwaukee (US) ■ International Center for Information Ethics
Goal	■ To plan and implement e-Government systems and services in sub-Saharan Africa

UNESCO is committed to the full implementation of the fundamental freedoms proclaimed in the Universal Declaration of Human Rights and other universally adopted legal instruments. Moreover, the WSIS process ended with the decision that UNESCO will be in charge of coordinating the implementation of several Action Lines of the Geneva Action Plan and namely Action Line C10, which underlines the importance of the ethical dimensions as a key factor for the development of an Information Society that would contribute to building inclusive knowledge societies.

Thus, UNESCO has not only an interest but also an imperative institutional commitment to work in the field of ethics of information by promoting respect for fundamental values and principles, increasing awareness about information ethics and contributing to the formulation of national and regional strategies and policies in this field. Recently, the Organization initiated a series of regional Info-Ethics Conferences enabling specialists and decision-makers to address the ethical dimensions of the information society. The main goal of these regional Conferences, organized in 2006 for Latin America and the Caribbean, and in 2007 for the African Continent and for the European Region (with another one for the Asia and the Pacific Region to take place in January 2008), was to stimulate the reflection and the debate on the ethical, legal and societal aspects of the information society by bringing together participants representing the widest range of educational, scientific, cultural and social environments.

These regional events aim at improving awareness about the challenges of ethics

of information as well as to devise the modalities and the criteria for assessing, at national and regional levels, the efforts to improve the debate and the decision-making process on the above ethical issues, and consequently for measuring the developments in the field of information ethics. They also allow strengthening international cooperation and lead towards the design and the implementation of pilot regional and inter-regional initiatives in this field.

An example of such a concrete follow-up regional project is the Training Workshop on Information Ethics and e-Government in sub-Saharan Africa.

During the Conference for the African region, it became evident that little attention has been given to the ethical dimensions associated with the implementation of e-government in Africa. The critical success factors for implementation of e-government in Africa centred mostly on infrastructural questions relating to data, technology, legal and institutional aspects.

Challenges associated with the implementation of e-Government in Africa include, for instance, significantly improving the quantity and quality of government services provided to the public, businesses, and the Civil Society over those provided by traditional methods. This can be done through simplifying, streamlining and speeding up the processes of applying for and securing entitlement, and receiving the benefits and services required, delivered on time, accurately and completely, without compromising legal and ethical norms such as openness and fairness in bidding policies and procedures. It is also about how to incorporate greater transparency into the provisioning of government products and services delivered to the public and businesses. Information on the availability of those services must be made more completely, routinely, and proactively accessible to both the media and the public, so that all elements of the society are better informed and educated as to precisely what is being offered, when and how to obtain those services, and how to follow up to ensure that promised services are, in fact, actually delivered.

The IFAP-funded project on information ethics will focus on the planning and implementation of e-Government systems and services in sub-Saharan Africa. The organization of the workshop is planned for August 2008 and will take place in Pretoria, South Africa. The workshop aims to introduce the notion of e-Government to senior government officials, presenting its development phases as well as the main ethical issues related to e-government services. The expected outcomes are the creation of a platform for sharing experiences and best practices; the elaboration of guidelines and policies; and the identification of national and regional strategies. ■

Rural telecentres in Brazil: helping producers to get quick answers to their needs

Contractor	Rede Gemas da Terra
Region of Implementation	Brazil
Funding	US$ 14,500
Goal	To develop a guide for the construction of independent telecenters in the rural communities of Brazil

"Gemas da Terra" – Earth Gems – is a network of rural telecentres in Brazil, which is particularly relevant for small producers in the state of Minas Gerais. With IFAP funding, Gemas da Terra finalized a guide to be used in training sessions of rural leaders who are interested in creating a telecentre in their communities. This guide helps them to work in the right direction from the very start, towards creating strong bonds in the community and ensuring a deep concern with sustainability. The whole process is conceived and implemented within a network of rural telecentres at different stages of development –from "Quartz" to "Amethyst" to "Tourmaline" to "Emerald", and, finally, to "Diamond"– that help each one to reach their potentialities.

The rural telecentre is very useful to its users, reducing distances in this large country and making knowledge accessible. One story illustrates this. A rural telecentre –still at the "Quartz" stage– has been created in Tombadouro following the orientations given by the guide. Tombadouro is a community in the hinterland of the state of Minas Gerais, Brazil, where there are many small family producers cultivating oranges, among other food crops. Oranges are in fact among the

Gemas da Terra network team

Tombadouro Gemas da Terra Rural Telecentre

few products in the community that have higher income potential. This is a region where agricultural producers are lacking consistent technical advice to manage their crops, acting mainly on the basis of their tradition. As orange trees started to show signs of infection, producers despaired, because they weren't sure of the correct procedure to follow and they faced a threat to their source of income. The solution was to make use of the new technologies: they made a home video of affected trees and posted a videoblog on the Gemas da Terra website!

The Gemas da Terra network managers immediately contacted an agricultural researcher, Dr João Menegucci, the national coordinator for citrus at the Brazilian Agribusiness Research Enterprise, from the Ministry of Agriculture, in Brasília at some hundreds kilometers away from Tombadouro. He saw the video and was able to give a complete diagnosis. He produced a technical report that indicated the right actions to be taken. Dr. Menegucci authorized his technical report to be published in the Gemas da Terra website, which extended his advice to any other producer in similar difficulties. Tombadouro orange producers were instructed on what methods to use to face the disease and were very happy to be able to save their orange crops!

This case shows how the Tombadouro rural telecentre facilitates access to knowledge and, in this case, how it ensured scientifically-based intervention by producers, giving the community peace of mind in relation to its future income. ■

Free access to archives: a world without barriers

Contractor	Archivo Nacional de Chile
Region of Implementation	Chili, South America
Funding	US$ 70,000
Project partners	■ Ministerio del Interior ■ Ministerio de Educación ■ Ministerio de Vivienda ■ Ministerio de Obras Públicas
Goal	To advance better communication between the national government and the provincial, the communities and their inhabitants through new technologies

In the city of Temuco, the cultural centre of the Mapuche Indians in the 4th region of Chile in the Lake District, it has become possible during the last couple of months to access a new service that brings the citizens closer to their community and the authorities. With the help of UNESCO's Information for All Programme (IFAP), an experiment is being developed using the new technologies as tools to advance better communication between the communities, their inhabitants and the provincial as well as national government. This initiative started in 2004, and with the help of the IFAP programme and ministries, the project of modernization of the State through e-governance is now a reality.

With this type of technology applied to the archives and documents of the State, any citizen can access and read the documents and the content of the archives, establish networks and seek advice from anywhere in the country. This easy approach to political power, by consulting the portal of inter-ministerial archives, enables the people to be informed and facilitates the interaction between citizens and government. As part of the IFAP project, finalized mid-2007, the inter-ministerial web portal (www.portalarchivosministeriales.cl) was built, permitting access to information from the ministries of the Interior, Development, Education as well as Housing and Urbanism via Internet from anywhere in the country.

The citizens of Temuco can now access laws, resolutions and decrees online. They also have access to a large library that integrates a database with information from 1996 to 2006, and via mail they can access information and documents from

1950 to 2001. From the portal, children, teachers and inhabitants can consult the Virtual Bicentenary Library or access the agenda of news from each Ministry. Free access for all citizens promotes the democratic development of e-governance, better quality in information services and efficiency in management.

Temuco, situated 700 kilometres south of Santiago, is an example of one of the privileged cities where students as well as community residents can all access information, ask for advice and communicate their needs and problems via the net. The programme providing access to the new technologies generates possibilities of knowledge for inhabitants in rural and suburban zones and establishes connections between villagers and authorities despite their geographical separation of hundreds of kilometres.

The curator of the National Archive stated that the programme of e-governance doesn't only deliver the services of citizenship efficiently and guarantee their transparency. It "also involves the challenge of how to preserve this information in order for the administrations to assume their responsibilities, maintain the Rule of Law and respect the function of archives, which is to safeguard the country's memory so that its future citizens can know, use and distribute it."

With databases located in each of the involved Ministries, as well as the rich network of telecentres on the Chilean territory, the joint participation of the citizens through e-governance is getting easier. One of the crucial requirements for assuring that the development of the e-governance reaches everyone is the possibility of access, and in this aspect the community telecentres and community multimedia centres are a link of extreme importance because they are points of exchange, which provide the citizens with knowledge of the precise content of the Ministries and other public organisms.

María Eugenia Barrientos, head of the project in the National Archive, said that the current vulnerable state of countries' documentary heritage in the so-called Information Society, is being discussed in different international fora. She recalled that during the last meeting of the IFAP programme held in Paris in April 2007, "the specialists concluded that we will lose all the electronic information if we do nothing to preserve it", pointing out that in the current scenario exists "a fundamental tension between information technology and the preservation of information." She also expressed that the creation of the inter-ministerial portal of archives is the first phase in a process that will hopefully be followed by the rest of the Ministries and other public departments, and that the final goal is to obtain that "when we receive an electronic document, we will have full certainty that this document can be preserved and that it will be available for the next Chilean generations." ■

The network *Mercociudades*, a door for integration

Contractor	Red de Mercociudades
Region of Implementation	Latin America
Funding	US$ 55,000
Project partners	Local governments in Mercosur member countries
Goal	To create a web portal for the local governments, communities and civil society organizations in Mercosur member countries for information exchanges on social issues

San Salvador de Jujuy, with a population of 237,751 inhabitants, is the capital of Jujuy province in the northwest of Argentina, located in the confluence of the rivers Río Grande and Rio Chico, called Xibi. An amphitheatre of high mountains surrounds San Salvador de Jujuy, with its historical center.

San Salvador de Jujuy is today an integral part of the Mercociudades network, the principal network of municipalities in Mercosur member countries and their neighbors, founded in 1995, which has today 181 associated cities. More than 80 million people live in Mercociudades that stand for cooperation in areas like youth, social work, sports, and cultural and scientific exchange.

It is far away from Montevideo in Uruguay and also from Salvador de Bahía in Brazil, but across the network of Mercociudades cities, it is possible that the distances for cooperation on the continent are shrinking. It is possible for example that a group of students from Jujuy's National University could know a bit more about culture, tourism and the education system in the region and establish a more active participation of the provinces of the north in the process of political and social integration.

They might use the net to establish their first contacts across the portal www.mercociudades.org, aiming to approach the reality of every country and to know the principal news around their topics of interest; to open a link, for example, with the organizers of First Mercociudades Meeting of the Brazilian North-East, held in Salvador de Bahía on 30 October 2007. There they discussed the challenges

of participation and integration of the most distant cities to the main urban centers. The students, using the Internet, can construct links and spread activities that allow a more realistic contact between diverse cities and different actors. The young people of Jujuy - through integration and participation in the Mercociudades network have now access to diverse projects in literature, music, photography, painting, dance, plastic arts and cinema.

Through the network, they also activated their own sphere of influence by their participation in the first cultural Mercociudades competition for video production "Cultural Diversity - The city as a space for living together", organized in May 2007. Jorge Rodríguez, Coordinator of the Mercociudades network in Montevideo, indicated the importance of developing similar experiences in the future: "Culture is a holistic way forward to construct regional integration".

The students can contribute to the integration process of Mercociudades in the virtual world. They can also spread ideas for reaching the Millennium Development Goals (MDGs). The jury selected 15 projects out of the 25 presented for the "Prize Mercociudades for best practices to reach the MDGs" Among those selected, there was the San Salvador de Jujuy's "Together We Can Clean the World" project. Mercociudades definitely motivates the exchange of ideas and opportunities.

Through the Mercociudades portal, the young people of Jujuy have the empowered possibility of getting in touch with university students of the whole region, with governmental organizations and NGOs linked to similar local development projects in diverse communities.

The possibilities of the net do not end here. The portal is inviting people to explore Passport Mercosur, which offers free tickets for theatre, concerts and other cultural events for the real traveler, with the help of the Mercociudades network. Undoubtedly it is a tool for integration, building bridges and eliminating borders. ■

Resources

Ethical Implications of Emerging Technologies: A Survey

As it is commonly agreed, Internet provides nowadays many benefits for society and allows the creation of new tools and new ways for people to interact, learn and work. However, as it happened in the past with various technological advances, the expansion of the Internet has not been without some negative aspects. Progressively, concerns about privacy grow and the lack of access to Internet threatens to further increase worldwide the existing technological gap. Therefore, adopting coherent ethical guidelines is essential to build inclusive knowledge societies and to raise awareness about the ethical aspects and principles is central for upholding the fundamental values of freedom, equality, solidarity, tolerance and shared responsibility. Consequently, UNESCO works toward the definition and adoption of best practices and voluntary professional guidelines addressing ethical issues for media professionals, information producers, and service providers and users, with due respect to freedom of expression.

The reality is that the quickening speed of technological evolution leaves little time to decision-makers, legislators and other major stakeholders to anticipate and absorb changes before being challenged to adapt to the next wave of transformation. Thus, the international community faces crucial choices, carrying serious moral and ethical consequences: Increase public infrastructure or permit preferential use by investors? Allow the market to oblige people to participate in digital systems or subsidize more traditional lifestyles? Let technology develop as it will or attempt to program machines to safeguard human rights?

The *Infoethics Survey of Emerging Technologies* aims to provide an outlook on the ethical implications of future communication and information technologies. The report further alerts UNESCO's Member States and partners to the increasing power and presence of emerging technologies and draws attention to their potential to affect the exercise of basic human rights. As perhaps its most salient deduction, the study signals that these days all decision makers, developers, the corporate scholar and users are entrusted with a profound responsibility with respect to technological developments and their impact on the future orientation of knowledge societies.

Link: http://unesdoc.unesco.org/images/0014/001499/149992e.pdf

IFAP National Committees

The evaluation of the Information for All Programme (IFAP) recognized the network of IFAP National Committees as the "strongest instrument available through which IFAP might exert influence at the national level and achieve a capacity to link global knowledge society concerns and objectives with local initiatives and development".

To address this issue and strengthen the network of IFAP National Committees, about 60 people attended an informal meeting of IFAP National Committees at UNESCO Headquarters on 27 October 2007, on the sidelines of the UNESCO General Conference's 34th session. The discussion focused on sharing information and experiences about the activities of existing National Committees and the resources available on the IFAP website to support them.

Representatives of IFAP National Committees from four different regions commented on activities in their country, functioning of their Committee or challenges they faced in establishing a Committee.

- Daniel Malbert, Chair of the French National Committee, presented the model of the French Committee. It operates as an independent network comprising 20 experts employed in IFAP areas. The Committee works as an advisory body in developing national responses to IFAP issues; it played an active role in developing project proposals to be funded by the Programme.

- Florangel Rosario-Braid, representative of the Philippines National Committee, mentioned the strong participation of the private sector in her Committee. She described the creation of her Committee subsequent to the action plan and guidelines discussed at the meeting of the Asia Pacific Information Network (APIN) in Malaysia in February 2007.

- Matildah Mautlane, from the Botswana Committee, indicated that their Committee is still under development. She mentioned, however, the need in Botswana to focus actions on the development of better infrastructure, including internet connections in schools and rural radio networks.

- Emir Suaiden, Chair of the Brazil Committee, emphasised the importance their committee has in the area of information literacy, and in providing access to information and communication technologies in rural zones.

Some countries also expressed concerns about whether separate Committees from the UNESCO's National Commissions or Memory of the World Committees need to be established. But the establishment of IFAP National Committees is not a structure issue. The structure might be informal or formal. Some countries elected to simply integrate IFAP within their National Commissions by making Information for All a special focus at each of their CI Sub-commission meetings; one country scheduled their IFAP meetings on the same day as their CI Sub-commission meetings, and invited a wider group of stakeholders to participate in the second half of the day that related to IFAP matters. Other countries rely on their Committee as an expert advisory group consulted on demand when

the questions related to IFAP arise into the national agenda.

Globally there was strong support for the role that National Committees can play in strengthening the quality and efficiency of IFAP. Participants concluded that all National Committees would benefit from ongoing information about the structure and activities of other National Committees.

The following section presents some profiles of existing IFAP National Committees, describing their current activities. ■

Evgeny Kuzmin

Chairman,
Russian National
Committee for IFAP

Russian National Committee for IFAP

Russian cooperation with UNESCO on its Information for All Program is resonating widely in Russia and in many other countries. The Russian IFAP Committee's productive activity has repeatedly earned very high assessment from Russian authorities and UNESCO leaders. This activity informs the Russian public and cultural, educational and research establishments about the formative processes and challenges of the global information society and relevant international partnership. The Committee promotes UNESCO to great effect in Russia.

The years 2006-2007 gave a new impetus to the main fields of activity of the Russian IFAP Committee and its partners, including:

- Assistance to the establishment of a national network of public legal information centers. More than 2,000 such centers have now opened in Russia, in the form of public libraries. They offer the population free access to all laws and bylaws of the Russian Federation, the USSR and the Russian Empire in digital format. The period under review saw approximately a hundred public centers of access to Russian legal information opened in Kyrgyzstan, Kazakhstan, Azerbaijan and Ukraine.

- Information literacy. An international conference on "Personal Information Culture: Information Society Challenges" was held in Moscow in November 2006 with support from UNESCO and the Russian Government. The conference gathered the leading experts from Russia and the other CIS countries. Abdul Waheed Khan, UNESCO Assistant Director-General for Communication and Information, attended and gave a speech. The Russian IFAP Committee timed to the conference the publication of the monograph *The Formation of Personal Information Culture: Theoretical Background and the Modeling of the Academic Discipline*, prepared by professors of the Kemerovo State University of Culture and Arts – Russia's leading research center on information literacy.

The Russian Committee launched activity in a new area in 2007, related to the development of multilingualism in cyberspace. This is especially topical as the United Nations has announced 2008 the International Year of Languages. The Committee drafted the national report of the Russian Federation on *Measures Taken to Implement the Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace*. The Committee also translated into Russian and published topical UNESCO editions on the themes "*Comment assurer la présence d'une langue dans le cyberespace?*" and "*Measuring Linguistic Diversity on the Internet*". Having studied the situation in Russia, the Committee compiled and put out the collection of analytical materials "*Linguistic Diversity in Cyberspace: Russian and Foreign Experience*". It also organized the roundtable "Introducing the Languages of Russia and Other CIS Countries in the Russian Internet Segment" at the international conference EVA Moscow 2007.

The Committee carries on its publishing work. Deserving special mention among

Russian-language publications of 2006-2007:

- *Information for All Programme (IFAP): report 2004/2005*
- *Information for All Programme, IFAP: living information*
- *Ethical implications of emerging technologies: a survey*
- *Politics in the information society: the bordering and restraining of global data flows*
- *Quality principles for Cultural websites: a handbook (European Cultural Website Quality Principles)*
- *The Formation of Information Society in the 21st Century*. The book is a detailed digest of all brochures in the UNESCO WSIS publication series. All these brochures were translated into Russian, published and disseminated to the most important libraries in Russia in 2006.
- *UNESCO Information for All Program in Russia: Current and Future-Oriented Projects*. The book comprises the remarks made by members of the Russian IFAP Committee at a special Committee seminar within the international conference Crimea 2007.

The Committee paid major attention to the explanation and promotion of WSIS documents, the position and role of UNESCO in the formation of the global information society, and the UNESCO's concept of building knowledge societies. In particular, a cycle of special seminars was held at the largest and most significant international conferences for library and information experts, such as Crimea 2007, Through Libraries to the Future, Electronic Culture Age, LIBCOM 2007, and the Eurasian Library and Information Congress.

The Committee was extremely active in the drawing and implementation of the National Programme of Promotion and Development of Reading in Russia, thanks to which the basic conceptual ideas of the Programme are closely connected with the ideas of the UNESCO IFAP and the UNESCO's concept of building knowledge societies. The Committee took part in the preparation and publication of *Recommendations on Organizing the Socio-Cultural Environment of Implementing the National Program of Promotion and Development of Reading at the Local Level: Library Manager's Manual and Recommendations on the Drawing and Implementation of the Regional Program of Promotion and Development of Reading*.

The Committee's basic activities are conducted in partnership with the Specsvyaz of the FSO of Russia, a national agency that collects and circulates all laws and bylaws of the Russian Federation; the Russian National Library; the Russian State Library; the PIK Center; the Kemerovo State University of Culture and Arts; and other agencies and government bodies in culture, research and education in the Russian Federation and other CIS countries, with support from the Federal Agency for Culture and Cinematography, the Federal Agency for Print and Mass Media, the UNESCO Office in Moscow, and UNESCO Headquarters.

On a resolution of the Russian IFAP Committee, the NGO Interregional Center

of Library Cooperation assumed the duties of the Committee working body in 2007. It grants the Committee free access to premises, material and technical resources. The Committee has established its new website at http://www.ifapcom.ru with assistance from the Center. The site is developing successfully. The Committee intends soon to start translating its basic materials into English. ■

Philippines National Committee for IFAP

Florangel Rosario Braid

Adviser,
UNESCO National
Committee for
the Philippines

The Philippines is formally joining the global movement initiated by UNESCO to promote Information for All.

In 2000, UNESCO created the Information for All Programme, an Intergovernmental programme that seeks to harness the opportunities of the information age to create equitable societies through access to information. It is a platform for international policy discussions and programme development aiming at narrowing the gap between the information rich and the information poor.

UNESCO mandates all its member countries to organize a counterpart national programme. The Philippines is the 52nd country to organize its own IFAP.

During the Asia Pacific Information Network (APIN) meeting in Kuala Lumpur in February 2007, UNESCO encouraged the Philippines National Commission (UNACOM) to initiate activities towards the creation of an IFAP National Committee.

The Communication Committee of UNACOM took the lead in the creation of the National IFAP Committee. An IFAP executive committee (Execom) was created by UNACOM to serve as a supervisory body of the Philippines IFAP Committee. The Execom members were drawn from various sectors – government, civil society organizations, business and industry, academia and mass media. The multisectoral membership of the Execom reflects UNACOM's desire to involve all relevant stakeholders in policy and programme planning, particularly in pursuing the vision and goals of IFAP. Among the responsibilities of the Committee are:

- Plan activities and projects of the Philippines IFAP Committee;
- Approve proposed projects and recommend them for funding by UNESCO;
- Implement and monitor IFAP projects; and
- Coordinate with the Technical Committees on their recommendations, proposals, and action plans.

The executive committee members appointed by UNACOM are the following:

- Chairperson: Mr Angelo Timoteo M. Diaz de Rivera, Commission on Information and Communications Technology
- Vice chairperson: Mr Vincent T. Lazatin, Executive Director, Transparency and Accountability Network
- Adviser: Ms. Florangel Rosario-Braid, Chair, UNACOM Communication Committee
- Members:
  - Mr Daniel F. Pabellon, National Economic and Development Authority
  - Mr Jose L. Pavia, Executive Director, Philippine Press Institute
  - Ms Cynthia R. Mamon, President, Information Technology Association of the Philippines
  - Mr Francis B. Lucas, President CEO, The Catholic Media Network
  - Ms Susima L. Gonzales, President, Philippine Librarians Association, Inc.
  - Mr Ramon R. Tuazon, President, Asian Institute of Journalism and Communication

The Execom is assisted by five technical committees organized based on the IFAP's main programme areas:

- Technical Committee on National Information Policies;
- Technical Committee on Human Resources for Information Age;
- Technical Committee on Gateways for Information Access;
- Technical Committee Information Processing and Management Tools; and
- Technical Committee ICT for Education, Science, Culture and Communication.

The technical committees are responsible for the following functions:

- To monitor trends, issues and concerns in their respective program areas;
- To make policy recommendations on their respective programme areas; and
- To identify project ideas for proposal development and funding.

Committee members will be drawn from various organizations engaged in ICT, telecommunications, software development, libraries and archives, the public sector,, academia, and mass media. The committee members are from government agencies, civil society organizations, business and industry.

The technical Secretariat support for the IFAP Philippines will be provided by the Asian Institute of Journalism and Communication (AIJC).

Policy Forum on Right to Information

Instead of an organizational meeting, the Executive Committee decided to convene a policy forum on Right to Information, the essence of the IFAP. The right to information is also a sensitive issue in the Philippines today, considering continuing debate on the need to balance the public's right to access information and the state's right to protect national interest. There have been criticisms from various sectors of Philippine society on perceived lack of transparency in governance.

The Chief Justice of the Philippine Supreme Court has been invited to be the main presenter during the policy forum. He has previously defined the writ as "a remedy to protect the image, privacy, and honor of an individual and to enforce the freedom of information of a person." Latin American countries now implementing the writ includes Brazil, Colombia, Paraguay, Peru, Argentina, and Ecuador.

Aside from the Chief Justice, legislators have also been invited. The author of the Freedom of Information Bill in the Philippine Senate expressed his interest in discussing with the forum participants.
The forum seeks also to advocate the Freedom of Information Act of 2007 with an opportunity to lobby for multi-sectoral support among the forum participants. The Access to Information Network (ATIN) and the Transparency and Accountability Network (TAN) are advertising the forum. Both networks are represented in the Philippines IFAP Execom.

The forum will provide the visibility IFAP needs to be able to mobilize support and participation from relevant sectors. It is a manifestation that government, business, and civil society can all work together in ensuring that everyone has access to relevant information and the opportunity and skills to use this information in creating a better society – to echo the vision statement of IFAP. ■

Ghana National Committee for IFAP

Christine Kisiedu

Chairperson,
Ghana National Committee
for IFAP

The Ghana National Committee for IFAP was established a year ago but has not yet been formally inaugurated and presented to the nation by the Ministry of Education and the Ghana National Commission for UNESCO. This is expected to take place in early 2008. In the meantime, while we put together a comprehensive Plan of Action for the Committee, we have already looked at one particular project the National Committee has inherited. This is UNESCO-IFAP's "Building the capacity of ASPNET [2] Teachers" project. It is based at the ASPnet Teachers' Centre in Osu, a surburb of Accra, Ghana's capital city.

The project was formally launched by the Ministry of Education in April 2006 at the end of the training workshop for ASPnet teachers, who had been selected from six of the ten regions in Ghana. The workshop took place at the project site. It had the full support of the Ghana Education Service, which readily renovated a classroom and provided with computer tables, chairs and split air-conditioners to host the project. With UNESCO's funding five computers, a server and Internet connectivity were procured.

The objective of the training workshop was to introduce about 40 teachers to the use of ICT to enhance the quality of teaching and learning at the basic level of education. It is a mark of the dedication and commitment of the teachers to the ideals of the project that after the workshop, the teachers in the cluster of schools around the centre organized themselves to have extra teaching sessions to advance their knowledge in ICT at their own expense. In the context of the educational reforms that the Ministry of Education has introduced, ICT is to be taught from the primary school level. The ASPnet teachers who attended the training workshop are now poised to put what they have learnt to good use as most of them have been selected to handle ICT as a subject in their schools.

One of the workshop organizers reported that while on a private visit to a village about 40 kilometers from Accra, a chance meeting took place with one of the teachers who had been a participant at the workshop. The teacher expressed the participants' gratitude for the opportunity given to them and said, with obvious pride, that they were relying on the training manuals given them at the workshop to prepare their lesson notes.

Teachers at the workshop

It is interesting to note that the West African Examinations Council, which is responsible for organizing the Basic Education Certificate Examination (BECE) for first cycle schools, has now introduced online filling of registration forms for the BECE. This development underscores the urgent need for training both teachers in the mastery and use of the ICTs so that they in turn can train the students.

We are indeed grateful to UNESCO-IFAP for its assistance. ■

2 Associated Schools Project Network.

Cornelio Hopmann

Executive Director of eNicaragua Association, Liaison Office of Nicaraguan IFAP Committee CONIPROSIT [3]

Nicaraguan National Committee for IFAP

"Hello and Welcome" says this group of young people.

Representatives of deaf and hearing-impaired youth at the second bi-annual fair iNicaragua 2006

You can't hear them? Look closer: they are the representatives of deaf and hearing-impaired youth at the second bi-annual fair iNicaragua 2006.

This fair, organized by the Nicaraguan IFAP Committee CONIPROSIT, brought together for four days 178 exhibitors from all sectors. Academia, public and private sectors, and civil society participated to showcase the advances in using ICT for development in Nicaragua and discuss experiences and perspectives in eight thematic seminars and workshops; just another step on the long road to implement the goals of the World Summit on the Information Society adopted in Geneva and Tunis.

Working closely with the Christian School for the Deaf, CONIPROSIT included deaf sign language in their TV commercials, facilitated a designated booth for them in the exhibition and provided translators in all seminars and workshops, including the discussion about Youth and ICT with the presidential candidates or their representatives.

ICT properly used even allows breaking the translation barrier: character-chat, email and Web 2.0 allow direct communication with those otherwise separated. The training in ICT for deaf or hearing-impaired persons even allows access to qualified and better paid jobs and therefore forms an integral part of the educational process at the mentioned Christian School.

For CONIPROSIT including the deaf and hearing-impaired was just another facet of its push to use ICT as a means for integrating Nicaraguan society in all aspects: ICT that brings public administration closer to citizens as discussed by the Foro Gobierno electrónico; ICT that opens access to world knowledge for students and teachers as treated in the National Commission for ICT and Education; ICT as a means to communicate in rural areas, as an objective of a recently started World Bank project; or ICT as a means to integrate Small, Micro and Middle Enterprises (SMMEs) into the supply or distribution chain to increase exports or obtain materials at better prices, as one focus of a new cooperation programme of the European Union.

In all these cases, CONIPROSIT and its liaison office eNicaragua were crucial to initially bring the different stakeholders together at round tables and provide the necessary information, based on own field

3 Comité Nicaragüense en Pro de una Sociedad de la Información para Todos.

research and evaluation of other sources. CONIPROSIT then provides an established framework for coordination, follow-up and evaluation of ongoing activities, operating eNicaragua (www.enicaragua.org.ni), eight "ICT for X" portals and an ICT statistics portal, together with their respective mailing lists, electronic forums and document repositories.

Yet sometimes there is a tendency to underestimate the lubrication provided by this type of crosscutting activities and focus only on the tangible results produced by the project machinery. In these moments a "Hello and Welcome" like the above reassures us: "We are on the right track!" ■

IFAP Partners

IFAP also maintains close working relations with its NGO partners such as:

- The International Council on Archives (ICA)
- The International Federation of Library Associations and Institutions (IFLA)
- The International Association for Media and Communication Research (IAMRC)
- The International Federation for Information Processing (IFIP)
- The International Federation of Film Archives
- The International Association of Sound And Audiovisual Archives (IASA)
- The International Federation of Television Archives (IFTA)
- The Internet Society (ISOC)
- The South-East Asia-Pacific Audio Visual Archive Association (SEAPAVAA)
- The International Committee for Social Science Information and Documentation (ICSSD)

They have a standing invitation to the meetings of IFAP Council and its Bureau and play a critically important role in providing expert advice to the work of the Council and supporting the implementation of the Programme.

International Federation of Library Associations and Institutions (IFLA)

Among others, the IFLA has a long-standing relationship with UNESCO and, since its inception, with IFAP. Some facets of the relationship during the biennium were: participation by the Secretary General in the peer review of the IFAP evaluation; participation in the follow-up of the World Summit on the Information Society Action Line C3 "Access to Information and Knowledge", which is facilitated by UNESCO; and the development of the IFLA/UNESCO Internet Manifesto Guidelines. The latter is highlighted here.

In the framework of IFAP a Guidelines were developed that focus on the role that libraries should play in providing access to the Internet. In 2006 these were published under the title "The IFLA/UNESCO Internet Manifesto Guidelines".

IFLA Internet Manifesto

The guidelines are based on the principles stated in the IFLA Internet Manifesto (http://www.ifla.org/III/misc/internetmanif/htm) prepared by IFLA/FAIFE and adopted unanimously by the Council of IFLA in August 2002. The Manifesto grew out of a perceived need for a policy document that brought the traditional library values of freedom of expression and freedom of access to information into the age of the Internet. Following the adoption, the Manifesto has been translated into 19 languages, and adopted by national library associations in more than 30 countries.

IFLA/UNESCO Internet Manifesto Guidelines

The guidelines offer guidance to library and information professionals, policymakers and politicians in drawing up policies concerning public access to networked information in libraries. They provide a framework for implementation of policies guaranteeing freedom of access to information and freedom of expression on the Internet as well as access to information held by cultural institutions such as libraries. They will hopefully be of practical help when objectives, priorities and services in relation to national and local community need to be defined. For the Guidelines to be relevant to all members of the international library community, efforts have made to ensure that the specific needs and challenges of the developing world are addressed.

In summary, the guidelines take the IFLA Internet Manifesto in a new direction by moving towards a charter for users, in effect becoming a document prepared by the library.

Perspectives

Miriam Nisbet

Director,
Information Society Division, UNESCO
Secretary,
Intergovernmental Council for IFAP

"Information is the currency of democracy", stated Thomas Jefferson (1743-1826), the author of the United States Declaration of Independence. In this way, he affirmed a far-reaching vision that UNESCO has been extending to the world since the Organization's creation in 1945. Information empowers people to improve their lives and participate in building democratic societies. Therefore, having access to information is as essential a need as access to food and a health system.

In parts of the world driven by information and communication technology, access to information also raises the issue of the effective use of technology. Indeed, more than ever, people live in a "convergence culture"; according to Henry Jenkins, this refers to the culture "where old and new media collide, where grassroots and corporate media intersect, where the power of the media producer and the power of the media consumer interact in unpredictable ways". Blogging, My Space, Facebook, YouTube, Wikipedia, and other social networking sites are all examples of how this convergence culture is playing out in the networked information society. They all underline the critical need for all people to develop the ability and the skills to seek, evaluate, use and create information effectively.

Information for All means to reaffirm the importance of formal and non-formal education in enabling people of any age to learn how to use information as well as the new methods of communication in order to empower themselves and connect with others. The concept of Information for All has a popular people-centered meaning. It includes providing all people with access to information that is relevant and also enabling them to use and create information effectively.

Therefore, the Information for All Programme exists to help Members States build and sustain a variety of activities within their countries to strengthen people's access to information and education. Those activities contribute to reducing poverty, and promote equality, freedom and social participation. Information for All helps us to get down to the individual level and offer people the opportunity to improve their lives every day at home, in business, in schools and in society.

This report demonstrates that good work has been done and we are implementing our ideology in a practical and accessible way. It serves to inform about the range of possibilities existing in developing projects and inspire the creation of new National Committees for IFAP. It is a pleasure to share it with you all! ■

Annex

Annex 1 - Information for All Programme [4]

Preamble

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers

Article 19, Universal Declaration of Human Rights

1. Information and knowledge are global commons. They are essential to the advancement of education, science, culture and communication, to empowerment, to the promotion of cultural diversity and to fostering of open governance. UNESCO's mandate "to promote the free flow of ideas by word and image"[5] clearly indicates the part that the Organization is called upon to play in making information and knowledge freely accessible to all, with the production, collection and dissemination of information by all, with the ultimate objective of bridging the gap between the information rich and the information poor.

2. To achieve this end and according to its constitutional mandate, UNESCO shall "maintain, increase and diffuse knowledge" by ensuring the "conservation and protection" of the world's recorded knowledge. Furthermore, the Organization shall encourage "cooperation among nations… [in] the exchange of publications" and other information materials and initiate "methods of international cooperation calculated to give the people of all countries access to the printed and published materials produced by any of them".

3. International intellectual cooperation is of the utmost importance in a global environment, which is led by rapid developments of information and communication technology (ICT) and increased convergence in all its applications. The consequences of these developments, particularly in education, science, culture and communication, are affecting, either directly or indirectly, all Member States, groups and individuals, in very different ways.

4. Increasing technological convergence of information and informatics is neither necessarily conducive to globally shared ethical, cultural and societal values nor to the development of equitable access to information for all. People in developing countries in particular must, at all costs, be empowered to participate fully in the global society and to gain maximum benefit from effective and efficient access to information.

5. New methods for accessing, processing and preserving information raise problems of an ethical nature, which in turn create moral responsibilities, to which the international community must respond. Among the issues here are the quality, reliability and diversity of information, the balance between free access to information, fair use thereof and protection of intellectual property rights, the privatization of information, the preservation of the world's information heritage and the privacy and security of personal data.

4 Text adopted by the Executive Board at its 160th session, Paris 9-25 October 2000. Resolution 160 EX/3.6.1.

5 Constitution of UNESCO, Article I; all following quotations are from the Constitution.

6. In this context UNESCO with its mandate to promote the "intellectual and moral solidarity of mankind" is uniquely well placed to provide a forum for international debate, and to contribute to policy-making, especially at international and regional levels. Policy-making must focus on preservation of and access to information, with particular emphasis on information in the public domain, on capacity-building, and on networking among key institutions, such as archives, libraries and other information centres.

Mandate

7. The Information for All Programme shall be a key participant in the fulfillment of UNESCO's mandate to contribute to "education for all", to the "free exchange of ideas and knowledge" and to "increase the means of communication between peoples".

8. The programme shall contribute to narrowing the gap between the information rich and the information poor.

9. The programme shall take direct initiatives, commission studies, facilitate cooperation, analyse and report on all aspects of access to and management of information.

10. Because of its transdisciplinary nature, the programme shall give priority to working with all UNESCO sectors in the adaptation of ICT to their activities.

11. The programme shall cooperate closely with other bodies of the United Nations system, other intergovernmental organizations and non-governmental organizations, and with the private sector in order to fulfil this mandate.

Programme Objectives

12. The Information for All Programme shall provide a platform for international policy discussions and guidelines for action on the preservation of information and universal access to it, on the participation of all in the emerging global information society[6] and on the ethical, legal and societal consequences of ICT developments.

13. As a transverse UNESCO programme, the Information for All Programme shall provide a framework for international cooperation and international and regional partnerships. In order to implement the above-mentioned policies, the programme shall support the development of common strategies, methods and tools for building a just and free information society.

14. In particular, the Information for All Programme shall aim to:

(a) promote and widen access through the organization, digitization and preservation of information;
(b) support the production of local content and foster the availability of indigenous knowledge through basic literacy and ICT literacy training;
(c) promote international reflection and debate on the ethical, legal and societal challenges of the information society;
(d) support training, continuing education and lifelong learning in the fields of communication, information and informatics;

6 At the first phase of the World Summit on the Information Society UNESCO introduced its concept of building Knowledge Societies which is now rather used than the notion of one global Information Society.

(e) promote the use of international standards and best practices in communication, information and informatics in UNESCO's fields of competence;
(f) promote information and knowledge networking at local, national, regional and international levels.

Programme implementation principles

Partnerships and collaboration

15. In order to achieve its objectives the Information for All Programme requires effective collaboration and liaison with a diverse and increasing number of interested parties. Therefore, the programme shall emphasize and enhance the role of external collaboration and partnering in its work within UNESCO and in its support of external programmes. It shall actively seek cooperation with other international programmes within and outside the United Nations family in order to harmonize positions and policies. Collaboration with stakeholder NGOs and the private sector shall be established in order to create a multiplier effect from improved communication and collaboration to contribute to achieving the objectives of the programme. Internal cooperation shall be enhanced so that the programme becomes a close partner of UNESCO sectors. The programme shall use ICT in implementing its activities and to establish permanent dialogue with interested communities.

Evaluation

16. Specific programme activities shall be monitored regularly and evaluated when they are accomplished in order to permit regular adjustments of the programme. An overall evaluation of the programme and its expected results shall be carried out in the seventh year of its existence (corresponding to the last year of UNESCO's Medium-Term Strategy for 2002-2007).

Project principles

17. On the activity level, the projects carried out within the framework of the Information for All Programme shall be catalytic, have a pilot character, include the sunset rule, contain an evaluation component and apply the subsidiarity principle (appropriate sharing of responsibilities at the international and national levels).

Main Programme Areas

18. The Information for All Programme is at present composed of five areas. The results within each area are offered as indications of what the programme seeks to attain by the end of 2007.

Area 1 Development of international, regional and national information policies

> International consensus on the concept of universal and equitable access to information as a basic human right established;
> International consensus on a framework of ethical and legal principles related to cyberspace established;
> International observatory on international, regional and national information policies established;
> Clearing house on best practices on ICT-based governance established; International framework on the safeguarding of the world's information heritage established;

- International agreement on policies governing the exchange of information required for global environment and climate monitoring.

Area 2 Development of human resources and capabilities for the information age

- International framework for ensuring basic literacy and ICT literacy established;
- ICT-based training networks for information specialists in all regions established;
- Framework for cooperation and information exchange about the content and quality of training in the information area established;
- Introduction of e-publishing and e-commerce training activities for publishers and producers.

Area 3 Strengthening institutions as gateways for information access

- UNESCO portal to information institutions worldwide established;
- National public gateways to information in several countries of all regions established;
- National digitization policies established in four countries per region;
- Standards for the management and preservation of recorded knowledge established.

Area 4 Development of information processing and management tools and systems

- Regional needs analysis and policy planning in the creation of information management tools established;
- Multilingual corpus of freely accessible information management tools created;
- Collections of best practices and standards in information management prepared and tested.

Area 5 Information technology for education, science, culture and communication

- Multi- and trans-sectoral information intelligence platform to assist all UNESCO's programmes in formulating and taking informed decisions established;
- Monitoring system on needs and trends in the use of ICT to favour lifelong learning for all established;
- Education portal including the involvement of links to various virtual universities established (following a feasibility study);
- International best practices in the area of electronic publication in science established;
- International guidelines for ensuring networked access to scientific information established;
- Environmental data and information exchange networks and data centers in developing countries expanded, particularly in Africa;
- Substantial progress made in networking cultural and media workers and institutions worldwide in the service of peace, understanding and development;
- International framework on multilingualism and multiculturalism in cyberspace established;
- World Observatory on the development of the media in the information society established.

19. The delivery of these results will depend on the allocation of the appropriate resources by the General Conference and of extrabudgetary resources.

Annex 2 - Statutes of the Intergovernmental Council for the Information for All Programme

Article 1 - Establishment

An Intergovernmental Council for the Information for All Programme, hereafter called the Council, is hereby established within the United Nations Educational, Scientific and Cultural Organization (UNESCO).

Article 2 - Membership

1. The Council shall be composed of twenty-six Member States of UNESCO elected by the General Conference taking into account the need to ensure equitable geographical distribution and appropriate rotation.
2. The persons appointed by Member States as their representatives on the Council shall preferably be specialists in the fields covered by the Information for All Programme.
3. The term of office of members of the Council shall extend from the end of the ordinary session of the General Conference during which they are elected until the end of its second subsequent ordinary session.
4. Notwithstanding the provision of paragraph 3, the term of office of thirteen members designated at the first election shall cease at the end of the first ordinary session of the General Conference following that at which they were elected. These members shall be chosen by lot by the President of the General Conference after the first election. Each retiring member shall be replaced by a member belonging to the same regional group.
5. Members of the Council shall be immediately eligible for re-election.
6. The Council may make recommendations to the General Conference concerning its own membership.

Article 3 - Sessions

1. The Council shall normally meet in regular plenary session once every two years. However, the Council may meet in extraordinary session at the request of the Director-General or of the majority of its members.
2. During the first three years of existence of the Information for All Programme, the Council should meet every year.
3. The Council will be entitled to hold virtual meetings.

Article 4 - Rules of Procedure and subsidiary bodies

1. The Council shall adopt its own Rules of Procedure including those for virtual meetings.
2. Under its Rules of Procedure, the Council may establish whatever working groups it considers appropriate, provided that the necessary financial resources are available, the Bureau being considered as a subsidiary body of the Council.

Article 5 - Functions

Within the framework of the decisions of the General Conference concerning the Information for All Programme, the Council shall guide its planning and implementation. This shall, in particular, include:

a) considering proposals on the development and adaptation of the Information for All Programme;
b) recommending the broad lines of action that the Information for All Programme could take;
c) reviewing and assessing achievements and defining the basic areas requiring increased international co-operation;
d) promoting participation of Member

States in the Information for All Programme;

e) supporting all fund raising efforts for the implementation of the Information for All Programme.

Article 6 - Bureau

1. At the beginning of its first session, and subsequently whenever the membership of the Council is modified by the General Conference in accordance with Article 2 above, the Council shall elect a Chairman, three Vice-Chairmen, three other members and a Rapporteur; these shall form the Council's Bureau.
2. The members of the Bureau who are representatives of Member Sates of UNESCO shall remain in office until a new Bureau has been elected.
3. The Bureau shall discharge such duties as the Council may confer upon it.
4. Meetings of the Bureau may be convened between meetings of the Council at the request of the Council, or of the Director-General of UNESCO or of the majority of the members of the Bureau.
5. The Bureau will be entitled to hold virtual meetings.

Article 7 - Observers

1. Member States and Associate Members of UNESCO, which are not members of the Council, may send observers to all meetings of the Council or its working groups, except meetings of the Bureau.
2. Representatives of the United Nations and other organizations of the United Nations system may take part, without the right to vote, in all meetings of the Council and its working groups, except meetings of the Bureau.
3. The Council shall lay down the conditions under which other international governmental or non-governmental organizations may be invited to participate in its proceedings without the right to vote. The Council shall also lay down the conditions under which certain particularly well-qualified persons might be consulted on matters within their competence.

Article 8 - Secretariat

1. The Secretariat of the Council shall be provided by the Director-General of UNESCO, who shall place at the Council's disposal the staff and other means required for its operation.
2. The Secretariat shall provide the necessary services for the sessions of the Council and meetings of its working groups.
3. The Secretariat shall fix the date of the Council's sessions in accordance with the Bureau's instructions, and shall take the steps required to convene such sessions.
4. The Secretariat shall assemble all suggestions and comments made by Member States of UNESCO and the international organizations concerned, with regard to UNESCO's Information for All Programme as a whole and the formulation of specific projects, and shall prepare them for examination by the Council.

Article 9 - Financing

1. The operating costs of the Council and its working groups shall be covered by an appropriation voted for this purpose by the General Conference of UNESCO.
2. Member States shallbear the expenses of the participation of their represen-

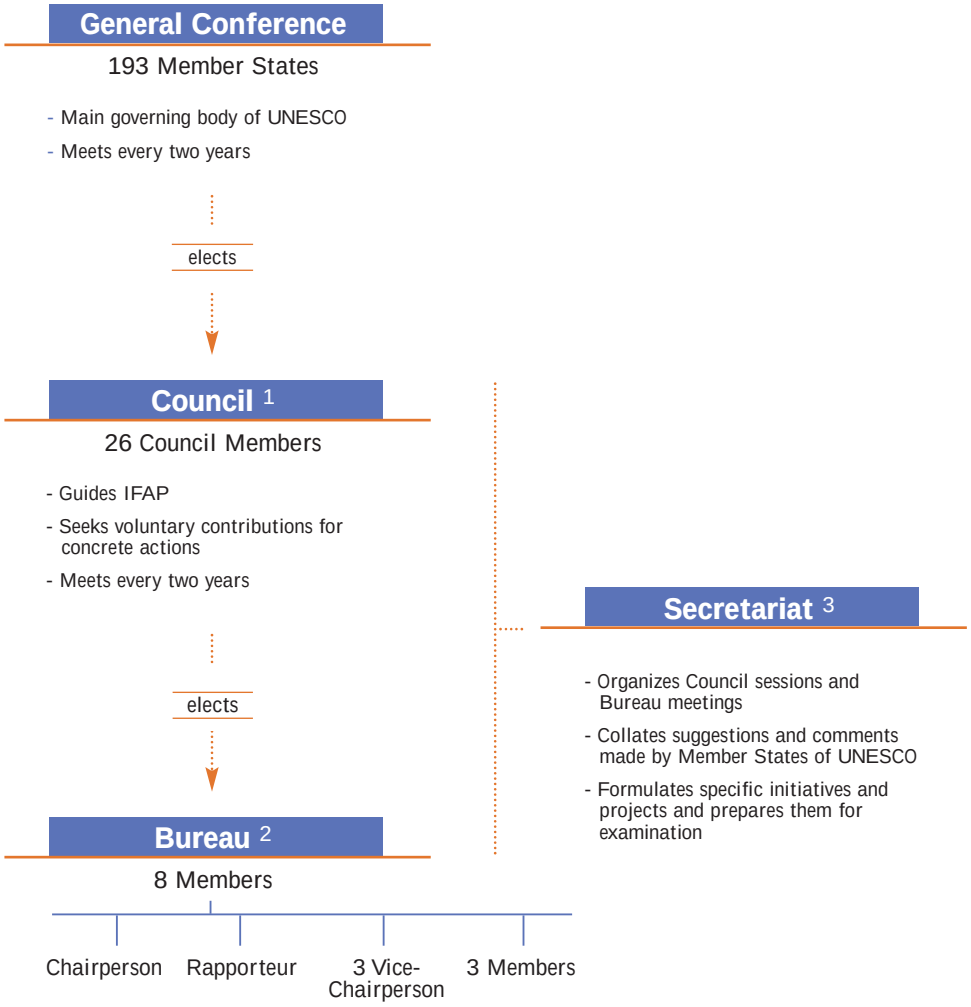
tatives in sessions of the Council, its Bureau and working groups with the exception of representatives of Least Developed Countries (LDCs) whose participation expenses shall be borne by the Council.

3. Voluntary contributions to the Information for All Programme may be accepted and established as trust funds, in accordance with the Financial Regulations of UNESCO, and administered by the Director-General.

Article 10 - Reporting

1. The Director-General shall submit to the Council, at each of its sessions, a report on the implementation of the Information for All Programme.
2. The Director General shall submit to the General Conference through the Executive Board, at each of its sessions, a report on the implementation of the programme, particularly as it relates to the activities of other UNESCO programmes and those of other bodies of the United Nations system, other intergovernmental organizations and also international non-governmental organizations.
3. The Council shall resubmit through the Executive Board to the General Conference, at each of its sessions, a report on its activities.

Annex 3: IFAP Structure



1 An Intergovernmental Council, composed of 26 UNESCO Member States, guides IFAP in its planning and implementation of activities. Members of the Council are elected by the General Conference, taking into account the need to ensure equitable geographical distribution and appropriate rotation.

2 The IFAP Bureau consists of eight Member States nominated by the governing Council, and meets twice a year to appraise, select and approve projects as well as to hold thematic debates on issues of importance for the Programme. A Chairperson, three Vice-Chairpersons, three other members and a Rapporteur form the IFAP Bureau, which carries out duties as requested by the Council.

3 The Secretariat of the Council is provided by the Director-General of UNESCO. It provides the necessary services for the sessions of the Council and meetings of the Bureau. The Secretariat assembles suggestions and comments made by Member States of UNESCO and the international organizations concerned. It is responsible for the formulation of specific projects, and shall prepare them for examination.

Annex 4: IFAP Funding

Further to a call for proposals launched in 2005, the Bureau of the Intergovernmental Council for IFAP has received more than 500 project proposals for funding from organizations all over the world. Up until the end of 2007, the IFAP Special Fund, supported by voluntary contributions from UNESCO's Member States, has allowed the Bureau to fund only a limited number of the proposals (40) in the Programme's three priority areas.

While the functioning of the IFAP Council is supported by UNESCO's regular budget, all programme work, including pilot projects, relies on funds from voluntary contributions by donor countries. These contributions are held in the IFAP Special Account, which is administered in accordance with the financial regulations of UNESCO, with the Director-General regularly reporting on its functioning to the Executive Board.

IFAP also administers a Funds-in-Trust (FIT) scheme, whereby donors can nominate specific projects, countries or regions they wish to support.

A key focus for the work of the Council is to secure ongoing funding for its programmes and projects. These play a critically important role in raising awareness within countries of the benefits of Information for All. The Council encourages Governments to expand their financial support so that IFAP can continue to support this extremely important activity.

Financial contributions to IFAP since the creation of the Programme (2001-2007) (in US dollars)

Country	IFAP Special Account	Funds-in-trust provided
Brazil	122,424	
China	80,000	
France	218,950	
Greece	8,000	
India	30,747	
Saudi Arabia	20,000	
Spain		808,119
Tanzania	1,913	
Funds of the former Intergovernmental Informatics Programme	752,531	
IFAP funds interest	70,579	
Subtotal	**1,305,144**	**808,119**
Overall total		**2,113,263**

Annex 5 – UNESCO Member States elected to the Intergovernmental Council for the Information for All Programme

By regional groups and terms of mandate

	Members States elected from 31st to end of 32nd session of the General Conference (2001 - 2003)	Member States elected from 31st to end of 33rd session of the General Conference (2001 - 2005)	Members States elected from 32nd to end of 34th session of the General Conference (2003 - 2007)	Members States elected from 33rd to end of 35th session of the General Conference (2005 - 2009)	Members States elected from 34th to end of 36th session of the General Conference (2007 - 2011)
Group I	Canada France Sweden	Germany Spain	Austria* Belgium **France** [7]*	Canada Germany	Austria France Israel
Group II		Belarus Russian Federation Slovakia		Czech Republic Hungary* Poland	
Group III	Brazil Colombia **Peru** [8]	Cuba	Uruguay Venezuela Peru	Jamaica*	
Group VI	India Philippines New Zealand	China Japan	Indonesia Iran **New Zealand** [9]*	China* Indonesia	DPR Korea Thailand Viet Nam
Group V(a)	Cameroon Madagascar United Republic of Tanzania	Benin Nigeria Zimbabwe	Cameroon Madagascar Angola	Congo Ethiopia United Republic of Tanzania*	Kenya Nigeria Côte D'Ivoire
Group V (b)	Bahrain	Iraq Mauritania	Tunisia	Egypt Sudan*	Libya
				Present composition of the Council	

7 Chair elected at 2nd session of IFAP Council (May 2004)
8 Chair elected at 1st session of IFAP Council (April 2002)
9 Chair elected at 3rd session of IFAP Council (March 2006)
* Members of Bureau elected from March 2006 to April 2008

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Annex 7 - Key Documents and Tools

Documents

Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace

The General Conference of UNESCO, recognizing the importance of promoting multilingualism and equitable access to information and knowledge, especially in the public domain, and reiterating its conviction that UNESCO should have a leading role in encouraging access to information for all, multilingualism and cultural diversity on the global information networks, adopted the Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace at its 32nd session (30 September – 17 October 2003).

Through this Recommendation, which proposes measures fostering universal access to digital resources and services, and facilitating the preservation of their cultural and language diversity, UNESCO is encouraging its Member States to support equitable and affordable access to information and to promote the development of a multicultural Information Society.

Full text available at:
http://portal.unesco.org/ci/en/file_download.php/41e32bf91c3d30c7855cefe4251cba6fRecommendation-Eng.pdf

UNESCO Charter on the Preservation of the Digital Heritage

The General Conference of UNESCO, recognizing that the disappearance of heritage in whatever form constitutes an impoverishment of the heritage of all nations, recognizing that resources of information and creative expression are increasingly produced, distributed, accessed and maintained in digital form, creating a new legacy – the digital heritage, adopted the Charter on the Preservation of the Digital Heritage at its 32nd session (30 September – 17 October 2003).

The charter is a declaration of principles focusing on advocacy and public policy issues. It is intended to help Member States prepare their national policies inspiring responsible action for preservation of and access to the digital heritage.

Full text available at:
http://portal.unesco.org/ci/en/file_download.php/09f4ffcbdaddeeb0ecdd3ac1a0662398Charter_en.pdf

Links

IFAP Web Site (public space)
www.unesco.org/webworld/ifap

IFAP Intranet (restricted access to IFAP community members)
http://sharepoint.unesco-ci.org/sites/ifap

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Prepared by the
Secretariat of the Intergovernmental Council for the
Information for All Programme
Paris: UNESCO, 2008