# UNISIST Newsletter

**INFORMATION, INFORMATICS, TELEMATICS**

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**Information Society Division**
**Communication and Information Sector**

# EDITORIAL

*by Elizabeth Longworth*
*Director of the Information Society Division*

THIS is the first opportunity I have had, since taking up the position of Director of the Information Society Division, to contribute to, and greet the readers of, the *UNISIST Newsletter*. In reading this edition, I am impressed by the range and level of activity by our colleagues, NGO partners and the many other valuable networks and organizations on whom we rely. Thank you for your efforts. I look forward to continuing the collaboration between UNESCO and those who are working to fulfil the same aims.

One of the responsibilities which I have shared since arriving at UNESCO last year has been planning the Organization's involvement in the World Summit on the Information Society (WSIS), the first phase of which was held in Geneva in December 2003. UNESCO went to the Summit with a coherent message and a clear view on what it wanted to achieve. Its involvement was successful in that the key principles and values it espoused were ultimately reflected in the Declaration of Principles and Action Plan that emerged from the long and difficult process of the Summit negotiations. Certain key documents and initiatives, which were the result of sustained effort by this Division and the Communication and Information Sector, proved to be influential in the debate. Examples are the Recommendation on Multilingualism and Universal Access in Cyberspace, and the *Communiqué* of the Ministerial Round-table on "Towards Knowledge Societies".

In the lead-up to the Summit, UNESCO's message was consistent – we should be trying to "build Knowledge Societies". One of the questions we are often asked is why is UNESCO no longer talking about "the Information Society"? The concept of Knowledge Societies is based on an empowering social vision that encompasses plurality, inclusion, solidarity and participation. It goes beyond the technology and connectivity issues that often dominate discussions on the Information Society. For UNESCO, the use of information and communications technology (ICT) must take into account universally recognized human rights, with special attention to the principle of freedom of expression, universal access to information, equal access to education and respect for cultural diversity.

The move from talking about "The Information Society", which was the focus of the WSIS first phase, to "Building Knowledge Societies", was a deliberate paradigm shift. By changing the language, UNESCO was hoping to broaden the discussions to ensure that the starting assumption would be about people – their values and their vision as to what kind of society they wish for themselves and their children. But what exactly is the significance of a focus on the information society, as opposed to building knowledge societies?

In proclaiming a message of building knowledge societies, UNESCO is engaging in a "reverse engineering" approach. When considering the issues of the Information Society, the debate is framed as an evolutionary process of innovation and application, from the introduction of new technologies to their adaptation to answer human development needs. By contrast, in advocating building knowledge societies, UNESCO moves straight

to the end goal and asks, "what kind of society do we want to live in?" The reverse engineering approach then deconstructs to determine that what we want is a society that is based on core values, such as the universality of fundamental human rights, in particular freedom of expression (such as is articulated in Article 19, Universal Declaration of Human Rights, and the associated press freedom).

We also want to acknowledge, and hopefully celebrate, the richness inherent in our cultural diversity. This leads us to proclaim pluralism and recognize the reality that the world is made up of diverse communities. Again, UNESCO emphasizes this element through its language. It uses the plural to capture the nuance of future societies comprising people who are able to share their different cultural backgrounds (historic, social, linguistic, ethnic, religious). This is not an "anti-homogeneity" statement but a recognition that there is a correlation between the way people interact and are valued, and the potential for more harmonious and enriching relationships. UNESCO believes that

there is a greater prospect of peace, stability and prosperity if people and their communities are accorded respect and human dignity, if they have a greater understanding and therefore tolerance of differences, and if the policies pursued result in inclusion rather than marginalization.

UNESCO's emphasis on people places the technology in perspective. Information and communication technology underpins the Information Society. The subtlety is that by focusing on Knowledge Societies, the role of technology is implicit not explicit. The technology is subservient to its human impact; it is a tool, a medium, a servant.

Our commitment to, and implementation of, capacity-building and focused resourcing to build Knowledge Societies, especially in developing countries, is part of a conscious attempt to harness the potential for knowledge to empower local communities, to accelerate economic development and to become the force of social transformation. This is why UNESCO believes in Knowledge Societies.

# WSIS

## The World Summit on the Information Society

AFTER almost two years of preparation, the World Summit on the Information Society (WSIS) was held in Geneva from 10 to 12 December 2003, with more than 11,000 participants, including heads of State from approximately 45 countries, who adopted the WSIS Declaration of Principles and Plan of Action. The Summit provided a forum for political debate on issues concerning equitable access for all to ICT, bridging the digital divide and ensuring greater sharing of the technology benefits. In espousing the principles that had been promoted by UNESCO, the international community has approved a platform of common understanding on which it can build inclusive and pluralist societies in which all can benefit from the potential of ICT.

These values are freedom of expression; universal access to information, including a strong public domain of information; the preservation and promotion of cultural diversity,

multilingualism and local content; and equal access to education. They underpin the increasing significance of knowledge in the fight against poverty and as a means of social transformation and economic development.

In order to make its message more pervasive, UNESCO adopted the theme of "Towards Knowledge Societies" for all its events at the Summit. This successfully highlighted the breadth of the issues that UNESCO considered to be prerequisite to building knowledge societies. Its advocacy led to a broadening of the scope of the Declaration. Outputs from two of UNESCO's initiatives: the *Communiqué* of the Ministerial Round Table and the Recommendation on Multilingualism and Universal Access were also largely influential in achieving this positive outcome. At the Summit, UNESCO was responsible for organizing a high-level symposium; eight thematic round table discussions in the area of education, sciences,

culture, communication and measurement of the information society; the launch of national Community Multimedia Centre initiatives; and a stand at the ICT4D platform. UNESCO also published a series of eight documents related to its mandate and widely distributed information material on relevant activities including the Information for All Programme.

Two issues, Internet Governance and the creation of a Digital Solidarity Fund, will continue to be developed. Their introduction into the debate has resulted in a high public profile and political significance that will certainly play a prominent part in the discussions leading up to the second phase of WSIS in Tunis (16-18 November 2005).

During the *Building Knowledge Societies – from Vision to Action* Symposium, speakers highlighted the technological revolution brought about by ICT in which services and products, based on skills, knowledge and know-how, are playing a central part. Contributions from all stakeholders could help to capitalize on digital opportunities and devise digital solutions for the greater public good. However, to achieve this, the issue of the knowledge divide must be addressed, focusing on capacity-building to facilitate the acquisition, absorption and spread of knowledge – for which the solution may not always be in the digital realm.

While technological innovation can play a crucial role in bridging the knowledge divide, greater emphasis should be on its use and the ability to use it. The tremendous potential of ICT in acquiring, using and sharing information is evident but the overriding challenge is the creation of an enabling environment to pursue these goals at various levels, building requisite capacities, creation of content accessible to various communities, ensuring connectivity and fostering dialogue.

In this context, although ICT can help to reduce poverty through a variety of developmental applications and attain the Millennium Development Goals, challenges are as much societal as they are technical, and there is a dire need in many societies to promote people-friendly technologies for greater communication.

Since knowledge comes in different forms and its meaning varies according to the context, it must be viewed in terms of its specific culture and tradition. Actions must therefore allow for cultural and mindset diversity which can be catered through creating local content in diverse languages. Attention must therefore be paid to developing appropriate tools for capturing local content, standardization of languages and translation systems. New forms of creativity made possible by the development of digital technologies provide yet another incentive to reinforce capacity-building. Present intellectual property regimes must be reviewed to come in line with the evolving digital environment and with its creative potential.

During the Summit, UNESCO and the Swiss Agency for Development and Cooperation (SDC) launched a multimillion dollar project to provide marginalized communities in Mali, Mozambique and Senegal with access to ICT including the Internet. The project, drawing on UNESCO's experience in establishing Community Multimedia Centres (CMCs), aims to meet the needs of local populations in obtaining and exchanging information in their language and to provide them with learning and training opportunities. The project for the creation of 50 CMCs in each of the three countries marks a huge up-scale for UNESCO's CMC project, which to date numbers 20 pilot centres. It was launched by UNESCO's Director-General, and the Director-General of SDC, with President Amadou Toumani Toure of Mali, President Joaquim Alberto Chissano of Mozambique and President Abdoulaye Wade of Senegal.

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## Initiative B@bel

D URING the last biennium, *Initiative B@bel* significantly contributed to UNESCO's strategy of promoting equitable access to information by promoting linguistic diversity in cyberspace.

These objectives were pursued through a range of actions in three domains, namely:
- supporting policy development and understanding among policy-makers on

issues of equitable access and multi-lingualism;

• disseminating information, language resources and conducting surveys;

• supporting the development and implementation of pilot projects and research aimed at facilitating interoperability and language access on the Internet and preserving endangered languages.

Reports aimed at sensitizing and providing guidance to policy-makers and planners, particularly in developing countries, on key issues related to computer support for local languages were prepared. The reports provide guidance on the development of computer-based support for local scripts and languages as well as intellectual property rights considerations in the exchange of electronic resources and address institutional support structures required to support these developments. Another report, focusing on the development of terminology in local languages for educational, scientific, cultural and other areas of societal development is under preparation.

An online survey and analysis of the influence of greater cross-border contact on language usage on the Internet was conducted among 3,000 high school and university students in selected countries of Asia, Africa, Western and Eastern Europe. A summary of the findings and policy recommendations were presented in Geneva at the World Summit on the Information Society and provided fresh data and insights to the debate on multilingualism in cyberspace. The results of this study "Language and the Internet" will be published electronically in a special thematic edition of the *MOST Journal. UNESCO* is currently undertaking a follow-up

survey on the Internet's role in the maintenance of lesser-used languages.

Also under preparation is a statistical report on multilingualism on the Internet. It examines trends and patterns of user access, growth of online content in various languages and an assessment of existing technologies for measuring linguistic diversity online. After review and finalization, it is expected to be published in the second UNESCO WSIS Publication Series.

At the national level, expeditions were fielded to record and digitally preserve content to be used in creating an online sound record library of endangered languages of the South Caucasian region. To date recordings of speakers of Abkhazian, Batsbi and Laz have been collected, transcribed and translated into English and Georgian. The area around the Caucasian mountains, between the Black and Caspian Seas, has one of the highest concentrations of languages in the world, many of which are rarely used in writing and have relatively few speakers.

An open source web browser enabled with a rendering engine to support non-roman scripts, fonts to support Burmese and West African languages as well as various multilingual editing tools has been developed. A beta version of these software tools was demonstrated at UNESCO's 32nd session of the General Conference and the latest versions are expected to be available by the end of the first quarter of 2004.

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# LIBRARIES

## World Library and Information Congress

MORE than 4,500 participants from 133 countries attended the World Library and Information Congress, the 69th conference of the International Federation of Library Associations and Institutions, which was held in Berlin in August 2003.

The theme of the Congress, "Access Point Library: Media – Information – Culture", reflecting the role of libraries of all kinds as gateways to information, knowledge and culture, were underpinned by sub-themes of freedom and equity of access to information

and freedom of expression. Nowhere was this more emphatically demonstrated than in the account of the destruction and looting of libraries in Iraq, by the only librarian in the UNESCO mission sent to assess the effects of the war on Iraq's cultural heritage. Delegates were distressed by photographs of damaged and destroyed libraries and archives, and various pledges of assistance were made during the discussion.

While the delegation saw only a small part of the situation through visits to 10 libraries in Baghdad and elsewhere, the report showed the level of destruction. The most precious collection of 47,000 manuscripts was rescued, but the National Library building was completely destroyed, looted and set on fire twice. Thirty per cent of its 1.2 million books are lost, the catalogue was destroyed, and the remaining books are now scattered in three locations and stored under very poor conditions. The National Archives which were in the same building were completely destroyed. Apart from the oldest part of the archives which had been previously moved, looters piled books in corners, poured fuel over them, and set them alight so that only ashes remained. This pattern was seen throughout the country. This deliberate book burning took some level of organization and planning. The Baghdad Central University Library lost half of its books and the oldest university lost 5-10% of its collection. The Central Public Library of Basra which had unique collections and functioned as a key resource for the southern region was completely destroyed as was the central library of Basra University. Things were not as bad in Mosul where the public library was weakened by bombing but escaped vandalism. The Mosul University Library was looted but was immediately restored. The situation confirms the need for all countries to ratify the 1954 Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict and its protocols, especially the 1999 protocol that makes destruction of cultural properties a war crime. A resolution urging action by governments to help restore the library and information infrastructure in Iraq was passed by the Congress in its closing session.

Lively debates also took place on the impact of the anti-terrorism legislation being introduced around the world, which often impedes free access to information. The Congress also approved a resolution deploring the introduction of legislation which violates fundamental human rights to privacy and unhampered access to information in the name of national security, and calling for the repeal or amendment of all such legislation in order to protect these rights. Apart from the ongoing work of the various sections and other bodies, the impact of these major issues can be seen in the substantive resolutions passed by the IFLA Council on Libraries in Iraq, National Security Legislation, the World Summit on the Information Society (WSIS). The *IFLA/FAIFE World Report 2003: Intellectual Freedom in the Information Society, Libraries and the Internet* was launched with responses from 88 different countries.

Outstanding among several important keynote addresses was a presentation concerning the forthcoming World Summit on the Information Society by the former Minister of Education in Mali and President of the Preparatory Committee for the World Summit. Describing the destruction of the Berlin Wall as "a historical celebration of liberty and solidarity", the speaker referred to other walls which divide human beings: those who can read and those who cannot; the information rich and the information poor. In reality, the global planet is torn by many divides – not only the so-called "digital divide". Nevertheless, the speaker was convinced that the role of libraries and information services in the creation and diffusion of knowledge would continue to increase over time.

## CDNL meeting

The Conference of Directors of National Libraries (CDNL), which is growing in number and significance, consists of the heads of the national libraries of more than 100 countries and meets annually to discuss issues of mutual interest to national libraries. These issues include library legislation, the legal deposit of publications, the preservation of cultural heritage including digital heritage, bibliographic databases, electronic publishing and the utilization of new information technology. It also undertakes projects aimed at helping national libraries adapt to rapid technological change and play useful roles in developing the information infrastructures of their countries, often in collaboration with major national libraries and partners

such as IFLA, UNESCO and the European Union.

The CDNL which meets in the context of the IFLA General Conference, had on its Agenda several items relating to cooperation with UNESCO. These included the UNESCO Draft Charter on the Preservation of the Digital Heritage, the World Summit on the Information Society and UNESCO's work for the restoration of the Iraqi cultural heritage.

Other issues discussed during the meeting included the European Library – The Gate to European Knowledge (TEL) (*www.*

*europeanlibrary.org*) a project being funded by the European Commission to set up a system for access to major collections (mainly digital but not precluding paper) in European national libraries, and the International Children's Digital Library (*www.icdlbooks.org*), a research project offering free online access to books in various languages from all over the world.

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## Regional Workshop on School Library Services in South-East Asia

SOME 25 invited experts from eight South-East Asian countries, China, Norway and the Netherlands, met in Bangkok in September 2003 along with representatives of IFLA and UNESCO. The Seminar was the third in a series of meetings designed to enable participants to exchange experiences and gain better understanding of the latest developments in school librarianship in the new information era and to promote the IFLA/UNESCO School Library Manifesto and Guidelines and the Information for All Programme. The previous meetings were held in Morocco [Vol. 29, No. 2, 2001] and Trinidad [Vol. 31, No. 1, 2003].

The IFLA/UNESCO Manifestos and Guidelines for public and school libraries have been beneficial for the operations of libraries in the South-East Asian region but better exposure to the guidelines and measures recommended in these documents can have an even more positive effect on the future direction of library services to the public and to schools, and on the orientation and performance of personnel at all levels in these libraries.

Through the presentation of country reports, a review of the state of school libraries in the various countries was undertaken and helped to identify the specific issues which need to be addressed in meeting the needs of communities, in particular teachers, parents and students in the various countries. The seminar also provided an opportunity for discussion and guidance on the formulation of policies and training programmes in libraries in the region.

A range of recommendations addressed to the various stakeholders, including the seminar participants themselves, school administrators and principals, school boards and local government agencies, ministries and departments of education, regional and international organizations were formulated for implementation.

These can be summarized as:
- Greater publicity for the objectives of the workshop including the translation of the *School Library Manifesto* and the *IFLA/ UNESCO School Library Guidelines* into local languages for wider dissemination.
- Facilitating the development of appropriate policies and action plans through proactive measures regarding school library development and services.
- Closer cooperation with School Administrators/Principals, teachers, staff, and parents, to keep them informed of activities and contributions of the school library.
- Acquiring appropriate educational qualifications and regularly attending continuing professional development activities.
- Developing and making public a clear, comprehensive, documented policy on school library services, created with input from stakeholders at all levels, and taking into consideration international developments.
- Providing the necessary funds for the establishment, development and maintenance of library services in all schools.
- Offering formal educational programmes and continuing education programmes for

teacher-librarians to acquire a professional qualification.
- Including school libraries in the national information infrastructure and in national development plans.
- Striving to have school libraries recognized as players and stakeholders in the promotion

of reading and literacy and in the information network at the international level.

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# UNAL

## An Example of Successful Cooperation within the Framework of the UNAL Network

THIS article, written by two members of the UNAL Network, is intended to encourage libraries to institute joint cooperative arrangements, and at the same time, possibly convince other libraries to become part of the family of UNAL libraries.

The Mestska Kniznica (Municipal Library) of Hlohovec, Slovakia is a public library, which provides library services to the inhabitants of the town and surrounding areas. Annually, the Library welcomes about 5,000 registered users, and 45,000 visitors. Its loaned material is estimated at 130,000 from its collection of 88,000 items of books and other materials. The Library joined UNAL in August 1993.

Solska knjiznica of the Ob Dravinji Primary School in Slovenske Konjice, Slovenia serves mostly pupils and teachers of the primary school, but it is also open to the public. Its users are drawn from some 600 pupils, 50 teachers and approximately 50 users from outside the school. Its collection contains around 11,000 books and other items and materials. The library is an associate member of the shared Slovenian computer catalogue – COBISS. It organizes various activities in the library mostly for children and twice a year these are extended to the wider adult public. The library joined UNAL in September 1993.

Contacts were initiated through a cordial letter from Primoz Krivec, our colleague and librarian from Slovenske Konjice, in which he described the library, the town and Slovenia. He proposed cooperation between our libraries which was enthusiastically accepted.

Our first correspondence provided information about our countries, regions and, of course, about library services in our countries. From time to time we exchanged riddles or better yet "word plays". We recognized, for example, that we use the same word "Slovenka" to describe a Slovak or a Slovenian woman. Later on, the Municipal Library of Hlohovec sent us some English books, which we had requested through UNAL INFO. In 1995, we organized a big exhibition named *Slovenian books and ilustrations of Marija Prelog*. This exhibition introduced Slovenian writers from our region. Its aim was to make Slovaks and the people of Hlohovec in particular, aware of the creativity of people who lived and/or worked in the region of Slovenske Konjice, through literature, art and creativity of pupils from the "Ob Dravinji" primary school in which the library is based. We sent an invitation to Hlohovec and the answer was a pleasant surprise: "Bring your exhibition to Hlohovec".

In March 1996 we met each other personally on the occasion of the opening of the Slovenian book exhibition in Hlohovec. The exhibition was transported to Hlohovec by a coach full of children and teachers from "Ob Dravinji" Primary School. Our friends from Slovenia spent three very busy days in Hlohovec. The headmaster of the Slovenian school established relations between his school and 2nd Primary school in Hlohovec with children staying as guests with families. Primoz had a meeting with Slovak librarians; contractors from

Slovenske Konjice met their counterparts from Hlohovec, Mayors of both towns also met; and finally the people of Hlohovec had an opportunity to talk with their Slovenian guests about their country, habits, etc. This is the way to build a world without wars: get to know each other better.

Those three days were a starting point for new friendships, which continue up to today. For example, folk groups from Hlohovec, Slovenske Konjice and Zrece maintain friendly relations as they visit each other every year and organize joint performances.

In 1997, the international art contest *EX LIBRIS HLOHOVEC* for children from 12 to 15 years of age was started. Children from Ob Dravinji Primary School have taken part in this contest from its first year. This was also an opportunity to strengthen cooperation. Slovenians come to Hlohovec to take part in the final contest and the exhibition was transported to Slovenske Konjice.

Thus cooperation has had very good results, and with some very positive highlights such as the opening of the third year of the Ex Libris contest in 1999, when there were two exhibitions in Hlohovec with a joint Slovenian-Slovak opening programme. The first one concerned the exhibition of the winning Ex-Libris entries and the other one was an exhibition "Humour in Slovenian Literature", prepared by the Slovenian side. Another instance was the performance of the children's danse group from Ob Dravinji Primary School on the occasion of the 25th anniversary of the 2nd Primary School of Hlohovec during our visit in Hlohovec last year.

In an era of the Internet and globalization, one should not lose sight of one very important opportunity: the social gathering of people from both countries and especially young



*Ex libris Hlohovec Septembre 2003*
*Opening exhibition – Hesko family folk music*

people. For them, and for the sake of cooperation in general, pupil exchanges were, and still are, of extreme importance. Through the years, both libraries and schools have been very successful in that field. Today, old friendships continue to mature and some families from both towns have become firm friends. People of both towns know each other better and this knowledge is a base for building a culture of peace, multicultural understanding and promoting equality among all people on Earth. This is the contribution of both libraries to the future of our communities.

As already mentioned, we believe that if nations all over the globe would get to know each other through their culture as equals, and try to listen to one another, there would be no wars.

*Primoz Krivec, Slovenia and Helena Pekarovicova, Slovakia.*

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## Can Libraries Attract Tourists?

THE concept of attracting tourists to libraries is not new; it is just not widely emphasized. Could libraries play an even more visible role as a tourist destination? Perhaps with some coordinated planning and preparation through a partnership between libraries, the ministry of culture, and the tourism board, more tourists might visit the local library while abroad and thus discover a vibrant dimension of the local culture. After all, museums are quite visible as a tourist destination, so why not the public library, as well?

The prospective benefits to curious visitors would include the opportunity to see and engage with the local population at the library, as well as to view its collections, including

works by local authors. Conversely, a potential outcome for the library and its community would be to impart to visitors an even deeper and more complete and authentic appreciation of the culture than would be possible from the usual trip highlights: the recreational sites, the casinos, the shops, the museums.

This proposition was explored during a trip to the Caribbean region with visits to the public libraries in Curaçao and Port-of-Spain, Trinidad in late October 2003.

The modern, multi-storeyed structure housing the public library in Willemstad lies a short walk from the centre of town.

At the library in a spacious entranceway, with reading tables, multiple daily newspapers for reading in the foyer are available to visitors even prior to the 10 a.m. opening of the library itself. Immediately within the entrance is a small exhibit on cultural heritage, featuring the school bell and its role in the previous century as "an important instrument to get pupils under control".

Within the air-conditioned library, most volumes are in Dutch, but volumes in Spanish and English are also available and are shelved in accessible stacks arranged around a central nexus of Internet computers next to the reference desk. According to the reference librarian, the library was already frequented by groups of tourists from the many cruise ships that dock nearby. However, due to lack of coordination, the timing of their visits often conflicted with opening hours, and the library had no particular presentation in place for visiting tourists. While the library does offer a section with a broad range of materials on the Dutch Antilles and Caribbean islands, current library attention and resources are focused on youth and how to bring them back to the library. The tourism matter was one that could be addressed further as the library already does a lot for children and the community. Tourists would expand the concept of community.

The idea of raising the visibility of libraries in strategic plans for promoting tourism was also raised with the Curaçao Tourist Board and was viewed positively as a source of local information which should be publicized. One possible outcome could be to increase visibility of the library as a destination in the minds of visitors, and to make such visits worthwhile.

The just-opened, spectacular central public library in the heart of Port-of-Spain is the headquarters of the Trinidad and Tobago National Library and Information System Authority, NALIS (*http://www.nalis.gov.tt/publ.html*). This seven-storey megaplex houses a crisp, new and vast collection of books and features several cultural exhibits of timely interest.

Exhibits display facets of Caribbean and Trinidadian society in an impressive layout and collections. Library operations are automated for managing personal library cards, checking books in and out, and operating the copy machines. Ten multi-station hubs of Internet computers were distributed in the adult section alone, with more in the other sections of the library. Non-resident visitors are offered free library privileges, including use of the Internet computers, upon registration.

There was also enthusiasm for the idea of adding libraries to the tourist schedules especially as the museum is already included on tours.

While the concept of raising the visibility of public libraries as a tourism destination was positively received, it would have to be of sufficient interest and priority to the board of each library to warrant an investment in the effort. After all, it might be argued that addressing a new constituency would likely detract from attention to current constituencies. Yet the effort could be designed to actually strengthen the overall library mission (especially if new offerings served multiple constituencies) and scaled to the resources available to each library.

Some points for consideration could include:

- Setting up a small area focusing on topics of likely interest to foreign visitors (this section may well also generate local interest). One timely source might be current meetings under way on the island on topics such as HIV/AIDS.
- Preparing an information sheet (library hours, history, layout, resources, etc.), as well as a bookmark souvenir that visitors could add to a growing collection. (A voluntary donation to offset costs might even be suggested in exchange for a souvenir bookmark, especially in libraries that saw sizeable numbers of tourists.)
- Setting up a shelf featuring local authors. Not only would this raise tourism awareness of the literary contributions of local authors (and encourage reading them with a fresh point of reference in mind), it might also provide impetus to the young to tell their stories, knowing the prospect of a global audience is literally at their doorstep.

- Highlighting other special collections, particularly featuring the local history, culture, genealogical records, and scientific and business contributions.
- Offering a children's programme of reading or storytelling (especially if it involves local children as well).
- Challenging young adults with books of interest in the local language that they might be studying in school back home.
- Describing the architecture of the library building and the surrounding community.
- Allowing access to reference librarians for questions of particular interest to foreign visitors (and keeping track of these questions as an indication of foreign awareness and concerns).
- Offering resources for visiting teachers, librarians, and other kindred professionals that could be useful for reference back home.

A more ambitious idea might be to include a section in which young foreign visitors could find out about volunteer opportunities at the library or elsewhere on the island. This could be a valuable resource for foreign youth seeking to return to gain working knowledge of the country. Another might be to schedule visits of groups of tourists, say from cruise ships, with groups of secondary school students in a moderated forum in which questions could be posed between the two groups to build inter-cultural awareness and understanding. This mix could be moderated by a librarian or a volunteer with minimal training in how to lead an effective discussion group.

In any case, a library interested in exploring potential interactions with foreign visitors might well engage the local youth population in discussing the concept and brainstorming ideas that even they might lead. If one aim is to get youth back to the library, involving them in how it can be used as a resource to attract tourists is one way to do so.

In turn, tourists could donate to the library the books they finish reading at that location (instead of leaving them at the hotel). They could also complete questionnaires offered by the library as a means to collect information on visitors, their questions, suggestions, and feedback. At the very least, tourists could leave the island with a deeper, more genuine sense of the present vivacity of the island, its people and resources.

So, in summary, can libraries attract tourists? The promise seems there, but the effort awaits. Clearly the prospect of addressing tourists – or any prospective user community – is the prerogative of each individual library board. The concept might well be explored further in connection with the stated missions of the UNESCO Public Library Manifesto. The role of libraries in general and their engagement of tourists might also be considered in the context of forging an emerging cultural policy.

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# MEMORY OF THE WORLD

## Twenty-Three New Inscriptions on Register

FOLLOWING the 6th meeting of the International Advisory Committee of the Memory of the World in Gdansk, Poland, UNESCO's Director-General has approved the inscription of 23 new heritage collections on the Memory of the World Register bringing the total to 91 items. This also results in 12 new countries on the Register: Barbados, Brazil, Chile, France, Kazakhstan, Luxembourg, Netherlands, Saudi Arabia, Serbia and Montenegro, Tajikistan, Thailand and Uruguay. The Register was established in 1997 to preserve and promote documentary heritage of universal value.

All inscriptions and nominations can be browsed on the Memory of the World website (*www.unesco.org/webworld/mdm*).

The new inscriptions are:

### Austria

*Atlas Blaeu-Van der Hem*
A 17th century work, produced by Laurens Van der Hem (1621-1678), containing the 50 volumes of the Atlas with more than 2,400 maps, prints, drawings, architectural prints and portraits, most of them painted by well-known artists, and a set of four volumes originally made for the Dutch East India Company.

### Barbados

*Documentary Heritage
of Enslaved Peoples of the Caribbean*
A unique corpus of documentary evidence, relating to the lives of enslaved Caribbean people through the 17th, 18th and 19th centuries, that is preserved by the Barbados Museum & Historical Society. The collection provides invaluable source material for scholars studying the history of Barbados, the model for the development of the plantation economies of the Caribbean and North America.

### Brazil

*The Emperor's Collection: Foreign and Brazilian photography in 19th century. Brazil*



A unique collection of 21,700 photographs assembled and left to the National Library of Brazil by Emperor Pedro II in 1891. The largest collection of photographs in Latin America, it features works by the first photographers in the world and testifies to numerous areas of human activity.

### Chile

*Human Rights Archive*
Comprising several holdings of human rights organizations active during the military dictatorship period (1973-1989), the archive contains a photo register, cassettes and videos, press clippings and other documents about human rights abuses during this period.

*Jesuits of America Fonds*
The fonds contains over 128,000 pages produced by the Jesuits documenting the history of the West, the Spanish Empire of the 17th, 18th and early 19th centuries and inventories of the Jesuits' properties. The collection is divided into eight sections corresponding to one country

each, with information on other countries in a smaller volume of documentation.

### China

*Ancient Naxi Dongba Literature Manuscripts*

1,000 volumes on a variety of content and subjects ranging from ca 30 AD to the Tang Dynasty in a pictographic script of more than 2,000 characters, the only surviving script of its type. The literature covers politics, philosophy, economy, military affairs, culture, astronomy, farming and more.

### France

*Original Declaration of the Rights of Man and of the Citizen of 1789-1791*

A joint submission of the French National Library and National Archives, the Declaration of the Rights of Man and of the Citizen is a symbol of universal value in the development of human rights. There are six different versions, dating from the beginning of the discussion stage to the promulgation of the French Constitution in 1791. The inscription concerns the Declaration of the Rights of Man of 3 November 1789, along with a signed note and letters patent by King Louis XVI approving the text of the Declaration and various decrees adopted by the National Assembly between August and November of that year.

### Germany

*Illuminated manuscripts from the Ottonian period produced in the monastery of Reichenau (Lake Constance)*

A dispersed set of 10 manuscripts, exemplifying book illustration of the Ottonian period in Germany (Emperor Otto III (983-1002) and his

successor Heinrich II (1002-1024)). The illumin-
ations in the Reichenau manuscripts feature
miniatures on the life of Christ and portraits of
emperors.

### Kazakhstan

*Khoja Ahmed Yasawi Manuscript Collection*
Three medieval Turkic language (Chagatai)
manuscripts dating from the 17th century
depict the heritage of Khoja Ahmed Yasawi and
his followers who had a great influence on the
development of spiritual culture of the ancient
Turks and promoted the development of Turkic
language and literature.

### Luxembourg

*Family of Man*
The photographic exhibition of Edward J.
Steichen in 1955 for the New York Museum of
Modern Art (MoMA) consists of 503 photo-
graphs taken by 273 photographers, prof-
essional and amateur, famous and unknown, from
68 countries. Described as the "greatest photo-
graphic enterprise ever undertaken", its underly-
ing idea and imagery have influenced generations
of photographers, writers, artists and others.

### Mexico

*Los Olvidados (The Young and the Damned)*
The original cellulose nitrate negative of the
1950 film *Los Olvidados* is an acknowledged
classic of world cinema. It has been, and is,
shown worldwide and has widely influenced
the "social realism" genre of film making. The
film was highly controversial as it showed
street children in the urban environment

turning to crime because of the failure of
society, a continuing social ill.

### Netherlands

*Archives of the Dutch East India Company
(VOC)*
The 25 million pages of records of the Dutch
East India Company, the largest of the early
modern European trading companies operating
in Asia, contain data relevant to the history of
Asian and African local, political and trade
regions over the 17th and 18th centuries. It is
preserved in the Netherlands and in former
administrative centres in Jakarta, Colombo,
Chennai and Cape Town. It includes inscriptions
in stone, manuscripts on palm-leaf and bark, and
printed court chronicles, trade correspondence,
maps and drawings.

*Library Ets Haim – Livraria Montezinos*
The library collections contain 30,000 printed
works (from 1484 to the present day) and 500
manuscripts (from 1282 to the 20th century)
on all aspects of Jewish studies and cultural
history. The collections are maintained at the
Portuguese Synagogue complex in Amsterdam
and reflect the scope of Sephardic Jewish culture.

### Philippines

*Radio Broadcast
of the Philippine People Power Revolution*
The collection of sound recordings of 44 audio-
cassette tapes (61 hours and 33 minutes) and
1 mini-disc (25 minutes) document the unedited
day-to-day radio broadcasts of private, Church-
owned and public radio stations during four
days in 1986 marking the transition from

dictatorship to democracy through a peaceful popular uprising which resolved a dangerous military standoff without the use of armed force or loss of life.

### Poland

*General Confederation of Warsaw*
A unique testimony of democratic compromise granting religious tolerance to the Polish nobility as part of a consensual pact to maintain social order and preserve the union of Poland and Lithuania. More than 200 seals are appended to the parchment, a personal commitment of the nobility at the Confederation to guaranteeing religious tolerance and securing the unity of the State.
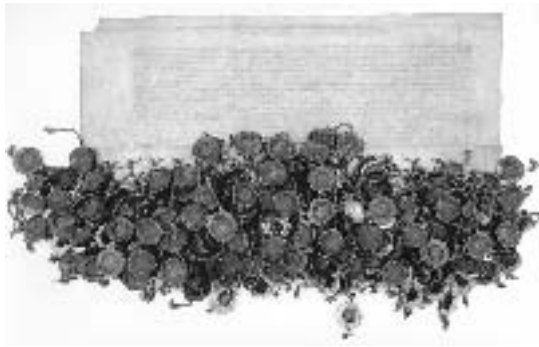


*Twenty-one Demands, Gdansk, August 1980:*
*The birth of the Solidarity trade union*
*– a massive social movement*
Written on wooden boards, the 21 Demands were made by the Strike Committee in August 1980 in Gdansk and led to the creation of Solidarity, the first free trade union within the Communist bloc. This political watershed also resulted in the establishment of free trade unions, the abolition of censorship and the release of political prisoners which changed the future fate of Poland, Europe and the world.

### Saudi Arabia

*Earliest Islamic (Kufic) Inscription*
An inscription is located on a red sandstone block of rock in northwestern Saudi Arabia on the ancient trade and pilgrimage route connecting the early Islamic city of al-Mabiyat with Madain Saleh. It is the oldest Islamic inscription found so far and mentions the date of the death of the second Caliph of Islam,

Omar bin al-Khattab in the year 24 Hegrah (corresponding to 644 AD).

### Serbia and Montenegro

*Nikola Tesla's Archive*
A unique collection of manuscripts, photographs, scientific and patent documentation, indispensable to the study of the history of electrification. Tesla's inventions have been crucial to the development of many of today's technologies including radio, radar, television, motors of all kinds, and computers. The Archive, in Belgrade, has a collection of 160,000 pages of patent documentation, scientific correspondence, scientific papers, manuscripts, technical drawings, scientific measuring data, personal documents, and legal papers and around 1,000 original photographs of Tesla's experiments and inventions.

### Tajikistan

*14th-century Tajik-Persian Manuscript*
This is the most ancient manuscript of Ubayd Zakoni and Hafiz Sherozi and is a great example of classic literature, containing the complete works ("Kulliyat") of the celebrated Tajik-Persian writer Ubayd Zakoni and "Gazalliyt", by the well-known poet Hafiz Sherozi. The manuscript has a special design in which Hafiz's poems are placed around Ubaid Zakoni's text.

### Tanzania

*Collection of Arabic Manuscripts*
*and Books*
A collection of more than 800 books and manuscripts, with some material more than 300 years old, providing insight on various aspects of Islam, Arabic literature and rhetoric, the history of ideas in Zanzibar and Eastern Africa.

### Thailand

*King Ram Khamhaeng Inscription*
A siltstone pillar from 1292 AD, its four sides bear the oldest known inscriptions in the Thai language in Sukhotai scripts. The inscription's value as a historical document was made evident when it was used to support Thailand's successful proposal to inscribe the Historic Town of Sukhothai and Associated Historic Towns on the World Heritage List in 1991.

### Turkey

*Süleymaniye Manuscript Library:*
*the works of Ibn Sina*

This is the complete collection of all the manuscript copies, some of them dating back to the 10th century, of surviving works by Abdallah Ibn al-Hassan Ibn al-Ali Ibn Sina (980-1038), often known by his Latin name of Avicenna. The manuscripts are unique and some are rendered more precious because of their caligraphic styles, illuminations, miniatures, illustrations and bindings.

*For additional information on the Memory of the World Register please contact Ms Joie Springer, CI/INF, UNESCO, 1 rue Miollis,*

### Uruguay

*Original records of Carlos Gardel*
*- Horacio Loriente Collection*
*(1913-1935)*

This private collection of 800 original records, with their original paper sleeves, by Carlos Gardel is the most complete in Uruguay. It includes the 29 musical genres and the different styles, which made up Gardel's repertoire preserving the singer and film actor's unique voice and art.

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# INFORMATION LITERACY

## Towards an Information Literate Society

INEQUITIES among nations and individuals in today's Information Society were targeted during a history meeting that was organized in Prague, Czech Republic in September 2003. Forty participants from 23 different countries, representing all seven major geographic regions of the world, met to discuss Information Literacy.

With the support of UNESCO, and organized by the US National Commission on Libraries and Information Science (NCLIS) and the National Forum on Information Literacy, participants wrestled with the fundamental challenge of how to empower people to benefit from existing information and communication resources and technologies in the Internet Age.

To date, advancements in information and communication technologies have only increased the divide between the information rich and the information poor. Prague participants acknowledged the need for three elements to improve this situation:

1. Ready access to information and communication technologies;
2. Unrestricted availability of needed information; and

3. An information literate citizenry.

They agreed that an information literacy citizenry is required to mobilize an effective civil society and create a competitive workforce.

Information Literacy was defined as the ability to identify, locate, evaluate, organize and effectively create, use and communicate information to address an issue or problem. Participants concluded that Information Literacy was a basic human right to lifelong learning.

Information Literacy is a prerequisite for participating effectively in an Information Society. The creation of an Information Society is key to social, cultural and economic development of nations and communities, institutions and individuals in the 21st century and beyond. For UNESCO's Division of Basic Education, Information Literacy is becoming an increasingly important component not only of literacy policies and strategies, but also of global policies to promote human development. These views were summarized by NCLIS as the information itself becoming the strategic transforming resource of the emerging Information Society. Without Information Literacy, the

Information Society will never achieve its full potential and will remain, instead, only an unrealized dream.

Participants issued *The Prague Declaration: Towards an Information Literate Society* (see below). They further recommended that progress in, and opportunities for implementation of the meeting recommendations be assessed by an International Congress on Information Literacy in the first half of 2005 and that the possibility of inclusion of information literacy within the United Nations Literacy Decade (2003-2012) be considered by the international community.

Over 30 papers were commissioned for the Prague meeting by the author-participants, and served as a basis for the discussions. Both abstracts and the full papers are available at (*http://www.nclis.gov/libinter/infolitconf&meet.html*). The full report of the Prague meeting, with a complete set of recommendations will be available in December 2003.

*Woody Horton, US National Commission on Libraries and Information Science (NCLIS).*

## The Prague Declaration
## "Towards an Information Literate Society"

WE the participants at the Information Literacy Meeting of Experts, organized by the US National Commission on Library and Information Science and the National Forum on Information Literacy, with the support of UNESCO, representing 23 countries from all of the seven major continents, held in Prague, Czech Republic, 20-23 September, 2003, propose the following basic Information Literacy principles:

- The creation of an Information Society is key to social, cultural and economic development of nations and communities, institutions and individuals in the 21st century and beyond.
- Information Literacy encompasses knowledge of one's information concerns and needs, and the ability to identify, locate, evaluate, organize and effectively create, use and communicate information to address issues or problems at hand; it is a prerequisite for participating effectively in the Information Society, and is part of the basic human right of life long learning.
- Information Literacy, in conjunction with access to essential information and effective use of information and communication technologies, plays a leading role in reducing the inequities within and among countries and peoples, and in promoting tolerance and mutual understanding through information use in multicultural and multilingual contexts.
- Governments should develop strong interdisciplinary programmes to promote Information Literacy nationwide as a necessary step in closing the digital divide through the creation of an information literate citizenry, an effective civil society and a competitive workforce.
- Information Literacy is a concern to all sectors of society and should be tailored by each to its specific needs and context.
- Information Literacy should be an integral part of Education for All, which can contribute critically to the achievement of the United Nations Millennium Development Goals, and respect for the Universal Declaration of Human Rights.

In the above context, we propose for the urgent consideration of governments, civil society, and the international community the following policy recommendations:

- The September 2003 Prague Conference Report should be studied and its recommendations, strategic plans and research initiatives implemented expeditiously, as appropriate (the report will be disseminated in December 2003).
- The progress in, and opportunities for implementation of the above should be assessed by an International congress on information literacy, which could be organized in the first half of 2005.
- The possibility of inclusion of Information Literacy within the United Nations Literacy Decade (2003-2012) should be considered by the international community.

## UNESCO's Information Literacy Programme

UNESCO is also developing a conceptual framework with objectives, strategies and actions to be developed in the coming years. The Programme aims to develop both critical understanding and active participation by enabling the interpretation and making of informed judgments by users of information sources.

Information literacy is part of the basic entitlement of every citizen of the world, to freedom of expression and the right to information and it is instrumental in building and sustaining democracy. Although the disparities in the nature and development of information literacy in different countries must be taken into consideration, information literacy should be introduced wherever possible within national curricula as well as in tertiary, non-formal and lifelong education programmes.

Information literacy is often, however, mistaken for digital literacy. It is therefore important to emphasize that while awareness of the utility of information, the ability to locate existing resources and acquisition of skills to use these resources are essential factors, once information has been acquired, critical evaluation has to be undertaken before it can be effectively used.

Among the activities which UNESCO envisages over the next two years is the launching of an international awareness-raising campaign and the establishment of an international alliance for information literacy. This will be complemented by the convening of experts in the field with a view to drafting and adopting a declaration on information literacy in the Digital Age. Other activities include the preparation of an introductory guide to information literacy aimed at teachers and policy-makers, as well as developing an international collection of teaching and learning resources in information literacy.

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# ARCHIVES

## Electronic Records

THE growing problems posed by electronic records, particularly with respect to their admissibility as legal evidence is one of the areas of cooperation between UNESCO and the International Council on Archives (ICA) in their quest for a solution to this thorny issue. The preparation of a practical workbook on managing, preserving and providing access to authentic electronic records is under way and ICA has also been commissioned by UNESCO to conduct a global survey on the status of the authenticity of electronic records, with particular attention to developments in developing countries. In addition, ICA will organize training seminars to educate and raise awareness of archivists to the issue of preserving authentic electronic records, especially those of government archives in developing countries.

The need for this project has become evident as records produced by administrations worldwide are increasingly available in electronic form only. This has resulted in fundamental changes in records and archives management methods and necessitates new strategies for preserving the evidential value of records both for historical and legal use.

Some of the main issues to be addressed concern the migration of electronic documents to keep pace with rapidly changing hardware and software environments in order to preserve the informational and legal value of documents; the combination of electronic and paper documents; in providing evidence of legally relevant actions; changing appraisal and disposal methods; changing access rules and regulations; the need to adapt existing legal frame-works; and the emergence of a new professional profile.

This issue is also addressed through the International Charter on the Preservation of the Digital Heritage adopted by UNESCO's

General Conference at its 32nd session. While the Charter is a declaration of principles focusing on advocacy and public policy issues, technical and practical issues are being covered by "Guidelines for the Preservation of the Digital Heritage", prepared for UNESCO by the National Library of Australia. The Guidelines are intended as a companion sourcebook to the draft Charter.

The Charter is intended to help prepare national policies as the basis for the responsible preservation of and access to digital heritage.

# XXXVIIth International Conference of the Round Table on Archives

### Archives and Human Rights Press Release

*We must remember our past so that we do not repeat it*. With these words, Archbishop Desmond Tutu (former Chairperson of South Africa's Truth and Reconciliation Commission) summed up his keynote address to the participants in the International Round Table on Archives (CITRA), which took place in Cape Town, South Africa, in October 2003, on the theme *Archives and Human Rights.*

The 168 participants, including directors of national archives in 70 countries and chairpersons of national and international professional archival associations, discussed key issues relating to the essential role of archives in societies. The conference resolved that archives, particularly in countries in the process of transition to democracy, are of fundamental importance as "evidence supporting victims' rights for reparation, an essential element of collective memory, a means of determining responsibilities for rights violations, and a basis for reconciliation and universal justice".

Among the thought-provoking papers presented at the conference were: "Archives of Suffering in Latin America", "Human Rights, Oral History and Indigenous Peoples' Memory" and "Security Services Archives of Former Repressive Regimes".

Many essential questions were raised and discussed, such as: How to reconcile the search for truth with the right to privacy? The duty to remember with the right to forget? How to ensure the safekeeping of sensitive records, given the ongoing risk of their reuse? How to make human rights organizations aware of the need for long-term preservation of sources that are unique and vital for individuals and societies? How to support archivists who are upholding their ethical mission to preserve records in difficult and sometimes dangerous circumstances?

The international conference on *Archives and Human Rights* decided to follow these discussions with a series of concrete initiatives and projects over the coming months and years. In particular, it was decided that the numerous public and private archival sources on the history of human rights violations would be identified and included in a guide to be prepared by the International Council on Archives (ICA). ICA would also create a prize to reward institutions, organizations, associations or individuals who make outstanding contributions to the preservation or the opening up of archives relating to human rights or the violation of these rights. In addition, a travelling or virtual exhibition on "Archives and Human Rights" would be established.

Ministers responsible for archives in the governments of nine countries in southern and eastern Africa met at the Conference and issued a common "Declaration on Archives in Africa". This declaration emphasizes the importance of the archival heritage of Africa and the need for Africa to develop the necessary capacity for preservation and management of electronic records.

In August 2004, archivists will meet in Vienna, Austria, at the International Congress on Archives, the event for the archival community, occurring every four years. Several round tables will focus on the issue of archives and human rights. Citizens' rights, freedom of information and the need to document the memory of all parts of society are essential concerns of archivists, who wish to better serve the interests of their contemporaries and of future generations.

*For more information please consult the ICA web site (www.ica.org) or contact Perrine Canavaggio, CITRA Secretary. Tel: (33 1) 40 27 61 10. Email: canavaggio@ica.org*

# AUDIOVISUAL ARCHIVES

## Caribbean Audiovisual Information Conference (CAVIC)

THE first Caribbean Audiovisual Information Conference took place in Jamaica in November 2003 to universal acclaim. The Conference was organized by the National Library of Jamaica in collaboration with the International Federation of Television Archives (FIAT/IFTA), the International Association of Sound and Audiovisual Archives (IASA), and the Caribbean Broadcasting Corporation (CBC, Barbados), with financial support from UNESCO.

The Conference formed part of a series of targeted workshops being organized in the field of audiovisual archives in different geographic regions. In the Caribbean, the Conference focused on the theme "Audiovisual Archiving: Our National Heritage and History", an area of critical importance to the region, where oral traditions and hot, humid climatic conditions severely affect preservation and conservation work.

Both regional and international perspectives took centre stage as presenters shared their experience and expertise in plenary sessions and workshops about the processes involved in audiovisual archiving, from the collection of information stage to its conservation and use.

The impact of the Conference was such that the decision was made to set up a Caribbean Audiovisual Information Network (CAVIN). A Steering Committee has been created to explore the possibilities of establishing a formal audiovisual archiving body for the Caribbean region. The initial aims of the Committee are to explore the existing situation in the Caribbean, mobilize and reinforce interest and action, in relation to the preservation and protection of the heritage and history in the region.

The next Caribbean audiovisual conference is stated to be held mid-2005.

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# SOFTWARE

## Approaches to Data Collection and Data Management

WITH international migration moving to the forefront of policy issues worldwide, there is a corresponding awareness and interest in migration data issues. A variety of migration data is available and is being used more or less systematically, despite the fact that migration-related information and statistical data is neither complete nor fully comparable.

The International Organization for Migration (IOM) has a mandate, in association with its partners in the international community, to assist in meeting the growing operational challenges of migration management, advance understanding of migration issues, encourage social and economic development through migration, and uphold the human dignity and well-being of migrants.

In this context, it organized a workshop on *Approaches to Data Collection and Data Management* to identify from where migration data comes and to establish a "generic model" for the collection and management of migration data.

During the workshop, UNESCO's Internationally Developed Data Analysis and Management Software (IDAMS) was demonstrated as a possible solution for needs in terms of software for data collection and management and, in particular, to the development of a "generic model" for the collection, application and sharing of migration data. It would allow an emerging approach with focus on national ownership and capacity-building through UNESCO's expertise in contributing to the production of sophisticated, multilingual and advanced information processing tools, which are provided free-of-charge, upon request. It is available in English, French and Spanish. Arabic and Russian versions are expected to be released shortly.

The Greenstone Digital Library software was also demonstrated. Its powerful searching facilities and structured access methods serve as a tool to build large collections of documents,



*CD-ROM Greenstone Digital Library*

which can then be published either on CD-ROM or on the Web.

# Second Regional Seminar for IDAMS Distributors in Latin America and the Caribbean

T HE Seminar for IDAMS distributors in Latin America and the Caribbean was organized by the Escuela Colombiana de Ingeniería (ECI) in Bogotá in September 2003. Its objectives were to hold training sessions on the *Introduction to WinIDAMS* as well as to present functions and features of the software and revise and finalize the translation into Spanish of new sections of the WinIDAMS Reference Manual for release 1.2.

Twenty-one participants from eight countries attended the presentation and individual work sessions. All of them acquired basic knowledge



of the software and obtained certificates. Moreover, two short sessions were devoted to discussion of various topics concerning the dissemination of the software, its further development and cooperation among LAC countries and UNESCO in these matters.

The translation into Spanish of the self-teaching module *Introduction to WinIDAMS* was revised. It is ready to be formatted in HTML and placed on different websites.

The Seminar provided a good opportunity to review distributors' activities around IDAMS software, and to discuss current and future cooperation between UNESCO and IDAMS distributors in the region.

As for the distribution policy, it was agreed once again that each national distributor is allowed to place IDAMS software and its documentation on a server for downloading, but a register of requests should nevertheless be kept.

*For more information on IDAMS software, please contact Mr Jean-Claude Dauphin, UNESCO, 1 rue Miollis, 75732 Paris Cedex 15, France. Tel: (33 1) 45.68.37.89. Fax: (33 1) 45.68.55.83. Email: jc.dauphin@unesco.org or Ms Theresa Krukowska at the same address. Tel: (33 1) 45.68.38.96. Email: t.krukowska@ unesco.org*

# INFOYOUTH

Under UNESCO's INFOYOUTH Programme, a number of activities promoting the access of youth to ICTs were implemented.

A regional training seminar on information technologies for youth leaders from the Caucasus was held in Tbilisi in October 2003. The event, which was attended by representatives from Armenia, Azerbaijan and host country Georgia, provided practical lessons and opportunities for hands-on training in ICT. Special attention was given to utilizing multimedia and ICT in information management and supporting socio-economic development activities.

In cooperation with the National Commission for UNESCO of the Democratic Republic of Congo, a project aiming at facilitating the access of Congolese youth to ICT was implemented. Realized in collaboration with the General Secretariat for Youth in Kinshasa, it included the creation and launching of a national youth information centre and the development of a database on youth related issues. In addition, taking into consideration the specific needs of the Ministry of Youth, Leisure and Sports, two workshops were organized for the training of youth leaders in ICT skills.

The spread of HIV/AIDS can be reduced through education, and in this regard, the efforts of French-speaking African countries were bolstered by the provision of information and multimedia pedagogical tools and materials, training in new educational methods, as well as in ICT for capacity-building, and exchange of information at regional level through an improved networking process. An information and training scheme directed to improve HIV/AIDS awareness and its prevention among disadvantaged youth was implemented, through the creation of information centres, and training sessions in ICT skills and on-line discussions. A comparative study on policies and strategies in this field was prepared and published to disseminate the results of the activities and examples of best practices.

The INFOYOUTH Programme and its partner, the International Education and Resource Network – Macedonia (iEARN Macedonia – *www.imor.org.mk*), were instrumental in using ICT to promote intercultural understanding, tolerance and peaceful conflict resolution in the Balkans. Through two projects "Building bridges over borders by using ICT and project based learning" and "Youth have a say against terrorism", used ICT networks and young people collaborative project-based learning techniques to support the creation of trans-border youth communities working to defuse interregional tensions. Training workshops on conflict prevention were also organized for young Afghans in refugee areas in Iran. Activities concentrated on improving the awareness of young people to the risks of terrorism and encouraged them to nurture tolerance and peaceful attitudes.

INFOYOUTH thus contributed to the creation of a regional information network of young people with activities covering the area of topics related concretely to the fight against terrorism.

# STAFF MOVEMENTS

## New Director for the Information Society Division



Ms Elizabeth Longworth, a cyberspace-law expert from New Zealand, assumed duties in August 2003 as the Director of UNESCO's Information Society Division. She was the Director of the ICT Sector, New Zealand, Trade and Enterprise, the national economic development agency where she was responsible for the development and implementation of multi-stakeholder ICT programmes across the country. She is therefore fully aware of the potential of ICT technology to deliver social and economic benefits, such as in education. Prior to this period, she worked in the private sector and brings a wealth of experience in information policy issues, privacy, e-commerce, dispute resolution, telecommunications, ICT implementation, bio-informatics and global information infrastructure.

Her experience in working with international agencies such as OECD, WIPO and UNESCO with whom she has collaborated in areas such as transborder data flow, privacy copyright and patenting, global networks and e-commerce, is a tremendous asset in her new post.

Ms Longworth was a member of the New Zealand National Commission for UNESCO and had been closely associated with many activities of the CI sector, including chairing one of the final expert meetings on the Recommendation concerning the promotion and use of multilingualism and universal access to cyberspace. She has authored numerous articles in her fields of specialization, authored a leading New Zealand text on privacy and was a contributing author to *International Laws of Cyberspace*, published by UNESCO in 2000.

# REGIONAL OFFICES

## AFRICA

### Telecentre HelpNet Africa Workshop

The establishment of a helpdesk for sharing information and advice on Community Multimedia Telecentres was one of the aims of a workshop held in Maputo, Mozambique in September 2003. The meeting, with more than 20 participants from Ghana, Mozambique, South Africa, Tanzania, Uganda and Zambia, was organized by IDRC and the Informatics Centre of the University Eduardo Mondlane, with UNESCO's support.

Three options for establishing the Telecentre HelpNet Africa were examined:
- A physically centralized structure;
- A decentralized organizational structure;
- A model strengthening national hubs.

Issues such as the integration of community

radio stations, networks, such as Schoolnet Africa, library associations and open source groups into the Telecentre HelpNet Africa structure were also discussed.

UNESCO supported this important Africa initiative of practitioners as it considers the Community Multimedia Telecentre approach as a means of developing knowledge societies to be an integral part of the *Information for All Programme.*

The objective of the Telecentre HelpNet Africa is to facilitate and catalyse the sharing and exchange of knowledge by telecentre practitioners, from the public, private and non-profit sectors. The primary target group for the HelpNet is the non-profit tele-centre practitioners with a social agenda for community development. This includes rural areas as well as initiatives for establishing telecentres in deprived urban areas. The Help-Net Africa will provide the telecentres, which are concentrating on community development, with support in information services, capacity-building, sustainability concepts, relevant technologies and ICT policy.

The idea for the workshop was born in April 2002 during an international consultative workshop, which was held in Paris under the auspices of UNESCO, IDRC and IICD. It brought together community ICT specialists from Asia, Africa and Latin America to discuss the concept of a global telecentres helpdesk.

The African participants in the meeting pro-posed the establishment of support centres for creating, sharing and disseminating infor-mation, advice and experiences at national, regional and intercontinental level.

A central resource centre was finally agreed upon with hubs to be established at national or subregional level and/or on themes according to the action plan and bearing national or geographic expertise in mind. Links will be made to as many different types of hubs as appropriate: language-related, geographical, national and specific area of expertise. The centre will cooperate with other initiatives in Africa such as Acacia, Catia, WBI, IICD, WorldLinks, Panos, Schoolnets.

A governing body for the Africa HelpNet Steering committee and its role were clarified. An informal and non-legal structure was proposed as a temporary measure pending the creation of formal constitution with a central legal base. The interim committee will serve as an advisory board in addition to the participat-ing institutions, when the central resource centre is set up.

*For additional information please contact Mr Guenther Cyranek, Adviser for Communi-cation and Information in Eastern and Southern Africa, UNESCO Office, P.O. Box 1177, Addis Ababa, Ethiopia. Tel: (251-1) 51 39 53 or 51 72 00 ext. 35 422. Fax: (251-1) 51 14 14. Email : g.cyranek@unesco.org*

## EUROPE

### Remember The Future – New Flagship Project

The UNESCO Moscow Office, in close collaboration with the State Television Radio Collection of the Russian Federation, recently launched its Flagship project "Remember the Future", a project to preserve television and radio archives.

The project was presented by the Director-General of UNESCO, Mr Koichiro Matsuura in November 2003 during the Presidential Council on Culture and Arts to the President of the Russian Federation, Mr Vladimir Putin and to members of the Council.

The State Collection of Television and Radio Programmes of the Russian Federation (SFTRP) contains a vast amount of rare records, cover-ing almost every aspect of life in the country since 1910. However, this collection is en-dangered due to the inadequate conditions under which they have been stored. So far, few audio and video recordings have been digitized and there is a high risk of losing the other items in the near future.

UNESCO therefore initiated this project to raise awareness of the issue of archival preservation and to demonstrate the Organiz-ation's firm commitment to preservation and promotion of the digital heritage in all its forms.

As a first step in the implementation of the "Remember the Future Project", the UNESCO Moscow Office and SFTRP produced 1,000 copies each of a CD-ROM and a DVD disc, entitled *Masterpieces of World Musical Classics.*

The discs contain over 40 exceptional records of the SFTRP collection: classical music, opera and ballet. The aim of this initial phase is to attract the attention of the policy-makers, raise public awareness and use the CD-ROM and DVD for fund-raising campaigns.

Within the framework of the Project, the UNESCO Moscow Office has planned to implement the following activities over the next two years:

- Assist the Russian Federation in policy-making activities related to general issues on all aspects of archives.
- Establish a number of pilot projects in archival preservation.
- Enable the development of a new partnership networking the Russian Government,

NGOs, private sector and civil society, and therefore encourage awareness-raising and participation of different partners in the project.

- Promote open access to the vast wealth of memories and moments of excellence of the past.
- Organize a panel at the beginning of 2004 with all interested parties to further develop strategy.

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# LATIN AMERICA AND THE CARIBBEAN

## Creation of Free Community Telecentre Network in Brazil

In November 2003, the first of five pilot telecentres of the Brazilian-based NGO *Gems of the Earth Rural Telecentre Network* became operational with the sending out of its first e-mails from São Gonçalo do Rio das Pedras, a community of about 1,500 people in the Jequitinhonha Valley in Brazil.

UNESCO, through its Office in Montevideo, Uruguay, has enabled the pilot project to acquire basic computing units to support free telecentres in four of the five communities. The *Gems of the Earth* project is part of the UNESCO Free Community Telecentre Network which also has two others in Paraguay and Argentina.

The NGO intends to facilitate the creation of free telecentres in rural communities with less than 2,500 inhabitants. The pilot project started in November 2001 when a NASA engineer moved to São Gonçalo do Rio das Pedras, in the Jequitinhonha Valley, one of the poorest areas of Brazil. Five communities were mobilized to enter the digital age and create a self-sustainable model for rural community telecentres. They are São Gonçalo do Rio das Pedras, Milho Verde, Tombadouro, Conselheiro Mata and Rodeador.

The *Gems of the Earth Network* received support from the Ministry of Communications, including the donation of broadband Internet access via satellite, as part of the GESAC

Programme, for all five communities of the pilot project.

Community associations in each of the five locations provided the premises to house the telecentres initially and a group of local volunteers are developing a business plan to create a new NGO which will manage the development of their community telecentre.

The *Gems of the Earth Network* is also seeking support to develop web-based distance education programmes to support capacity-building and job creation in the communities. The NGO uses a free-knowledge approach where content created by any of its member telecentres is freely published on its website. The idea is to create a model that can be replicated by other communities in Brazil at the lowest possible costs.

The Network also promotes total transparency in the financial operations of the tele-centres in order to garner support from within and outside the community. A web-based tele-centre management system is planned for the development of free software to support the establishment and growth of the community telecentres. The system will allow the follow-up of developments from anywhere in the world where an Internet connection is available.

The systems compose a high-end computing server and one multimedia terminal. The architecture adopted supports the addition of low-end computers (used or new) to the network, allowing the telecentre to grow according to

the needs of the community. The software architecture utilizes a free software distribution based on the Linux operating system, called Libertas. The Libertas distribution uses the Gnome Desktop and the OpenOffice software suite, among many other free software applications.

### Conference on Free Software Development and Usage in Peru

Approximately 1,000 free software experts attended the first *Latin American and the Caribbean Conference on Free Software Development and Usage* (LACFREE) in Cusco, Peru. It was organized by the Free Software Developers and Users Consortium, the UNESCO Offices in Lima and Montevideo and the Instituto Nacional de Estadística e Informática of Peru.

World-renowned specialists participated in the debates of the three-day Conference whose main objectives were to promote knowledge on the usage of free software, exchange experiences and new implementation practices and analyse the impact of free software on the development of the information society in developing countries.

Themes included the concept of free software, national and international free software policies, its ethical, legal and social aspects and free software application in education, science and culture and human resource development.

UNESCO's role in the promotion of free software and its impact e-human knowledge was widely appreciated.

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# NEW PUBLICATIONS

Requests from Argentina, Brazil, Mexico, Portugal, Spain, and the Asia and Pacific Region should be sent directly to our documents resource centres whose addresses are indicated below. Document requests from Africa, Arab States, Europe, North America, Latin America and the Caribbean should continue to be sent to: Information Society Division, UNESCO, 1, rue Miollis, 75732, Paris Cedex 15, France.

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## ASIA/PACIFIC REGION
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c/o The National Library of Thailand
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All documents may be consulted at the premises of each of the institutions mentioned above. Copies may be obtained on a cost recovery basis at prices set out by the distributing institutions. UNESCO is in the process of digitizing its documents and a full text selection of these can be consulted at: http://unesdoc.unesco.org/ulis/index.html

Below is a list of new publications:

- *Guidelines for the Preservation of Digital Heritage.* Paris: UNESCO, 2003. 182 pp. (CI.2003/WS/3). Also available in French and Spanish.

**UNESCO WSIS Publication Series**

- *Cultural and Linguistic Diversity in the Information Society.* Paris: UNESCO, 2003. 72 pp. French title: *La diversité culturelle et linguistique dans la société de l'information.*
- *Education in and for the Information Society.* Paris: UNESCO, 2003. 84 pp. French title: *L'éducation dans et pour la société de l'information.*
- *Measuring and monitoring the information and knowledge societies: a statistical challenge.* Paris: UNESCO, 2003. 103 pp. French title: *Mesurer l'état et l'évolution de la société de l'information et du savoir: un défi pour les statistiques.*
- *Memory of the Information Society.* Paris: UNESCO, 2003. 99 pp. French title: *La mémoire de la société de l'information.*

- *Status of Research on the Information Society.* Paris: UNESCO, 2003. 83 pp. French title: *L'état de la recherche sur la société de l'information.*
- *Science in the Information Society.* (CI.2003/WS/6). Paris: UNESCO, 2003. 88 pp. French title: *La science dans la société de l'information.*
- *UNESCO's Basic Texts on the Information Society.* Paris: UNESCO, 2003. 112 pp. French title: *Les texts fondamentaux de l'UNESCO sur la société de l'information.*
- PRIMO, Natasha. *Gender Issues in the Information Society.* Paris: UNESCO, 2003. 87 pp. French title: *L'égalité des sexes dans la société de l'information.*

**CD-ROMs**

- *Greenstone Digital Library Software.* A software suite for building and distributing digital library collections. Paris: UNESCO, March 2003.
- *ICT Training Kit and Digital Library for African Educators.* Paris: UNESCO, January 2003.
- *Information Processing Tools.* CDS/ISIS Information Retrieval – IDAMS Data Mining and Statistical Analysis. Paris: UNESCO, 2003.
- *Latinamerican Youth Directory.* The Youth Professionals CD-ROM. *Directorio Latinoamericano de Instituciones de Jeventud.* El CD-ROM de los profesionales de la juventud.