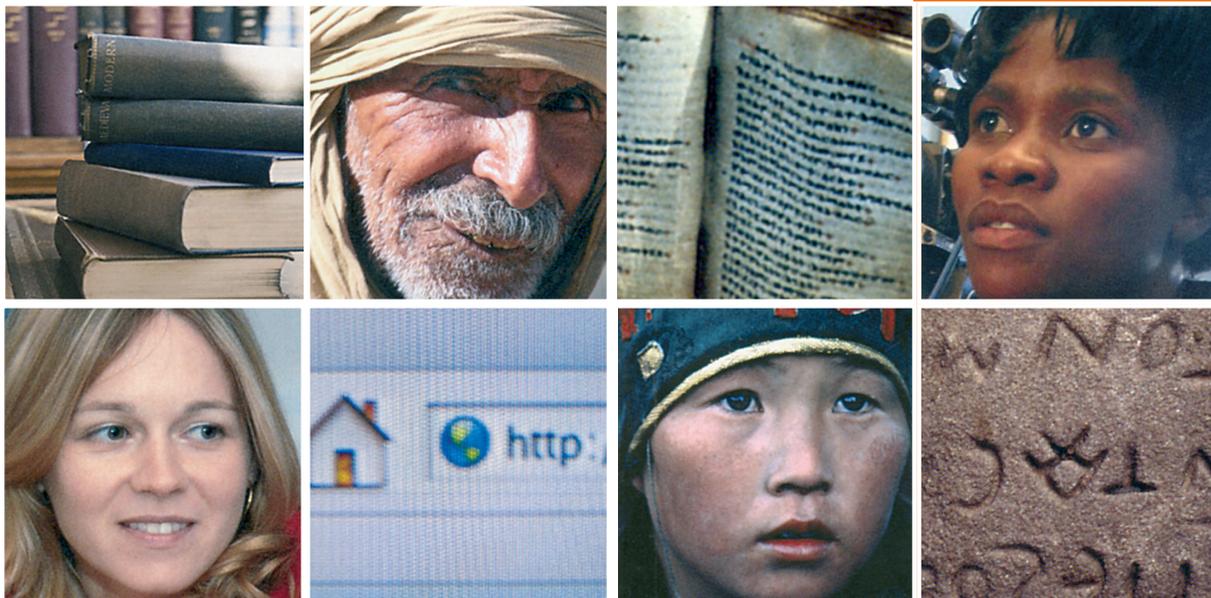




United Nations  
Educational, Scientific and  
Cultural Organization



Information for All  
Programme



## International Expert Meeting on Improving Access to Multilingual Cyberspace

28–29 October 2014  
UNESCO Headquarters in Paris, France



# International Expert Meeting on Improving Access to Multilingual Cyberspace

28–29 October 2014

UNESCO's Headquarters  
1 rue Miollis, 75015 Paris, France  
Meeting rooms XIII and XVI

## **Organizers of the meeting:**

Knowledge Societies Division, Communication and Information Sector, UNESCO  
UNESCO Intergovernmental Information for All Programme (IFAP)

## **In cooperation with**

Government of Khanty-Mansiysk Autonomous Okrug-Ugra (Russian Federation),  
Russian Committee of the UNESCO Information for All Programme,  
Permanent Delegation of Russian Federation to UNESCO,  
Interregional Library Cooperation Centre (Russian Federation)

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## Greetings by Mr Getachew Engida, Deputy Director-General of UNESCO



Linguistic diversity is an integral part of cultural diversity, enabling women and men to express emotions, intentions, values and understanding from diverse cultural, social and professional backgrounds. On this basis, it is also essential for dialogue, reconciliation and peace, as a platform for mutual understanding and respect.

Over the last few decades, much attention has been given to understanding the impact of technological progress on society at large. New technologies offer vast new opportunities for sharing information and knowledge, as resources in education, science, culture, politics and economics. At the same time, this does mean that all women and men are able to participate, contribute and benefit equally.

UNESCO believes that the technological progress has a key role to play in fostering pluralistic, equitable, open and inclusive knowledge societies. Access to ICT must be combined with new capacities and ecosystems in order to harness the full power of progress for the benefit of all – especially for the marginalized. To this end, UNESCO supports efforts to bolster a multilingual Internet, to reinforce the localization of technological solutions and development of local e-content.

Our main objective for this international expert meeting is to explore how we could further promote cultural and linguistic diversity in cyberspace taking into consideration key challenges and obstacles faced by linguistic communities around the world, as well as to exploit the advantages provided by the recent technological solutions.

The key emphasis of the meeting will fall on the unique normative instrument – UNESCO’s “Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace,” adopted by its General Conference in 2003 – and significant attention will be devoted to the examination and further application of the recommendations of the Third International Conference “Linguistic and Cultural Diversity in Cyberspace”, held in Yakutsk, Russian Federation, from 28 June to 3 July 2014. Consideration will also be given to the elaboration of concrete proposals for taking forward UNESCO’s Atlas of the World’s Languages in Danger towards UNESCO’s Atlas of World Languages.

I am confident that this expert meeting will be an important milestone in our work to promote linguistic and cultural diversity around the world.

## Greetings by Ms Natalia Komarova, Governor of Khanty-Mansiysk Autonomous Okrug – Ugra (Russian Federation)

Ladies and gentlemen, dear colleagues and friends,

The UNESCO Universal Declaration on Cultural Diversity says that “creation draws on the roots of cultural tradition, but flourishes in contact with other cultures.” That is why it is necessary to preserve cultural heritage in all its forms, popularize it, and pass it on to the future generations. That is how creativity and scientific and technical progress are nourished and promoted, and the true intercultural dialogue encouraged – a dialogue that would be impossible without linguistic diversity and consolidated international efforts to provide access to multilingual cyberspace.



The Khanty-Mansiysk Autonomous Okrug, or Ugra, one of the Russian Federation’s 85 constituent entities, is one of the world centres of the preservation, development and popularization of a unique culture, and of the customs, arts and crafts of the indigenous Northern peoples. Every nation’s mother tongue is its cultural code and the basis of its moral values. That is why we pay great attention to government support for the indigenous Northern languages through the development of specialized research centres, such as the Ob-Ugric Institute of Applied Research and Development, the implementation of language study curricula, and promotion of book publishing and television in the indigenous Northern languages.

Yugra is implementing a programme to put an end to digital inequality and ease the access of remote settlements to the Internet. 80,000 local people have acquired computer literacy through the Electronic Citizen programme. It is essentially important to put an end to linguistic inequality alongside digital one on a global scale. UNESCO is working to extend the Atlas of the World’s Languages in Danger to an atlas of all languages in the world. I consider this work very timely and important, just as the studies of open and inclusive decisions to establish efficient language monitoring through information technology.

Ugra is one of the regional leaders of the Russian Federation for the development of information technology and information society. We are eager to acquire new knowledge and equipment providing multilingualism in cyberspace. We host annual international IT forums to pool in efforts and exchange trailblazing experience in using IT to improve the quality of life. I think our IT forum can provide a venue for elaborating effective ways to providing access to multilingual cyberspace.

I hope this meeting of leading international experts will determine the promising methods and instruments to preserve and develop linguistic diversity, and bring new mutually beneficial contacts.

## Greetings by Ms Eleonora Mitrofanova, Ambassador and Permanent Delegate of the Russian Federation to UNESCO



Languages reflect historical experience. They are instruments of socialization and self-expression. They transmit cultural experience, knowledge and traditions. Languages are amazingly mighty and diverse products of the creative human intellect. They promote the extension of human knowledge. They are the tools of identification. Languages are precious treasures to all speakers.

The Internet and other digital technology provide tremendous opportunities for access to knowledge and information, for self-expression, education and extending our idea of the world around. That is how they enrich our life and give it beauty. However, online services and information are generally available only in the dominating languages. This is often a problem for those who belong to ethnic minorities and have no fluent command of the state language.

Active teamwork by governmental, public and private institutions is necessary to make the Internet and other ICTs serve the noble goal of the preservation, development and popularization of languages, and help to extend multilingual access to information and knowledge in cyberspace.

In 2003, UNESCO adopted the Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace. It appeals to all national governments to realize the importance of developing multilingualism in cyberspace, implement it in national policies and promote the formation of a relevant international policy. To make this policy effective – that is, to provide access to information in the various languages for as many people as possible – it is necessary to carry out research and development of operating systems, search engines and information viewers with great potentials for multilingualism. This line of action requires online dictionaries, term glossaries, automated translators, and smart linguistic systems to detect multilingual information, and identify and summarize speech. It is also necessary to arrange the monitoring of national and international policies, regulations, technical recommendations and applied R&D in the field of multilingualism and multilingual resources. Achievements must be highlighted and emulated.

We must realize that the dissemination of multilingual information about the history, languages and cultures of ethnic entities and multilingual access to this information promote mutual understanding, and help to overcome the marginalization of languages and cultures. This can become one of the principal ways to attain peaceful sustainable development of the entire contemporary civilization.

Allow me to express heartfelt gratitude to the organizers of this meeting, and wish its participants fruitful discussions.

## Greetings by Ms Chafica Haddad, IFAP Chair

For thousands of years mastering languages enabled humankind to develop and expand. Languages are still the indispensable tool to communicate with the beloved ones and with our entire social environment.

However, a confluence of circumstances – political, technological, social, cultural and economic, amongst others – places at risk the survival of humanity's linguistic heritage and its rich store of knowledge and wisdom.

Aware of the issues at stake and of the great challenges ahead, and with a view to promote a truly multilingual cyberspace and thus protect and promote the thousands of the different languages that have been born out of humanity's ongoing struggle to survive, learn, develop and thrive, the Information for All Programme (IFAP), together with UNESCO's Knowledge Societies Division and its partners from the Russian Federation, are organizing this important International Expert Roundtable on Improving Access to Multilingual Cyberspace.

Through the global platform of IFAP, UNESCO's members and partners can leverage partnerships, share knowledge and find solutions to these challenges. The organization of this Roundtable is also a strong demonstration of UNESCO's and IFAP's convening power and their role as catalysts in bringing together experts to address global complex problems. Since its foundation, IFAP has had a meaningful role in further raising visibility and drawing attention to respect for linguistic and cultural diversity and to the need for multilingual tools and resources that can ensure the effective preservation of languages and cultures.

As an intergovernmental advisory body to UNESCO, IFAP was closely involved in actions that led to the adoption in 2003 of UNESCO's Recommendation Concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace. The two phases of the World Summit on the Information Society were another key milestone for further raising visibility and drawing attention of the work of IFAP in that area. IFAP has also organized three International conferences on Linguistic and Cultural Diversity in Cyberspace in Yakutsk, Russian Federation in 2008, 2011 and 2014, which were important rallying points for international intellectual cooperation and exchange in this field.

For IFAP, this Expert Roundtable is another important step in a long series of interventions. It further serves to underline the commitment made by the Member States of the IFAP Council who decided to intensify its efforts and attention to multilingualism in cyberspace by establishing a 6<sup>th</sup> cross-cutting priority in this area and a permanent Working Group to devote attention to this important matter.

I am confident that this event will be instrumental in shaping UNESCO's actions and in identifying the necessary resources that are required to make the proposed UNESCO Atlas of World Languages an effective and widely recognized language monitoring tool.

Finally, I should like to express my sincere appreciation to UNESCO, to the Government of Khanty-Mansiysk Autonomous Okrug-Ugra (Russian Federation), the Russian Committee of the UNESCO Information for All Programme, the Permanent Delegation of the Russian Federation to UNESCO, the Interregional Library Cooperation Centre (Russian Federation) for making this event possible and for their continued efforts for safeguarding the linguistic heritage of humanity.



## Introduction

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From 28 to 29 October 2014 at its Headquarters in Paris, UNESCO in cooperation with the Government of Khanty-Mansiysk Autonomous Okrug-Ugra (Russian Federation), the Permanent Delegation of the Russian Federation for UNESCO and the Russian Committee of the UNESCO Information for All Programme and Interregional Library Cooperation Centre will organize a two-day international expert meeting bringing together leading experts, researchers, and policymakers to discuss the status of linguistic diversity in cyberspace and determine the next concrete steps to be taken by UNESCO. This will be conducted in order to ensure continued efforts in the promotion and monitoring of linguistic and cultural diversity in cyberspace through an effective use of open and inclusive technological solutions and involvement of various stakeholders.

More specifically, the focus of the discussions will be two-fold on:

- Next steps for implementation of the UNESCO's Recommendation Concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace and an examination of the recommendations of the Third International Conference "Linguistic and Cultural Diversity in Cyberspace", held in Yakutsk, Russian Federation, from 28 June to 3 July 2014;
- Elaborating a plan of action and initiation of new partnerships to upscale UNESCO's Atlas of the World's Languages in Danger to UNESCO's Atlas of World Languages for the monitoring and promotion of world's languages as well as providing online space for other international, regional and national language institutions to share their e-content on languages using open and inclusive technological solutions.

The event is organized as a part of UNESCO's efforts to implement its Medium Term Strategy (37/C), Major Programme V, Main Line of Action 2. Enabling Universal Access and Preservation of Information and Knowledge and contribute to the realization of the strategic priority Multilingualism of the Intergovernmental Information for All Programme (IFAP).

The discussions of the expert meeting will be summarized in a meeting report for public consultation.

## Background

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### Language is fundamental for realization of universal human rights and social cohesion

The Universal Declaration of Human Rights recognizes the importance of an individuals' personal language and acknowledges it, among other rights, as one of the fundamental human rights and freedoms allowing everyone to express ideas and views in own language. Since the adoption of the Declaration in 1948, language issues have been promoted in numerous declarations, conventions and recommendations. In addition, numerous language policies have been introduced, language revitalization and documentation projects have been initiated and language tools have been developed to promote linguistic diversity around the world. Language is a key element in the promotion of freedom of expression and providing access to multilingual information and knowledge, as it allows individuals to express ideas and participate more fully in their social and political lives. In this way, language becomes an enabler for the realization of human rights.

### Language as human capacity to communicate ideas, information and knowledge to others

Despite all that, language as universal human capacity to communicate ideas, information and knowledge to others is not guaranteed to all men and women. Many linguistic communities of lesser used languages cannot fully enjoy and exercise their rights, express their views and opinions, and communicate in most meaningful and effective manner. Speakers of languages in danger in particular require for special attention. The situation remains deeply worrying as the users of those languages not only face multiple challenges and discrimination, but also risk losing their languages. Those speakers are not able to ensure a trans-generational transmission of their language to their children; have limited access to education as well as their abilities to analyze, create, express and share information and knowledge in own language are not ensured. They also cannot equally contribute and enjoy the richness of their language through arts, science and not the least technological progress.

### Language as a mirror of cultural, economic and political discourse

Language has a direct relation on wellbeing of individuals, communities and entire nations as it is inextricably linked to national origin and cultural identity. It is also linked to sustainable development in a number of distinctive ways. While the link that exists between language use and cultural identity has been widely accepted, more and more scientific community members, policy and decision makers as well as public and private sector representatives now also acknowledge the profound implications of language on socio-cultural, economic, and technological progress as well as on the political life of society. It is a timely, crucial and relevant discussion, as the rapid technological solutions not only provide new means for communication among people, but also deepen an assumption that individuals construct and reconstruct their cultural identity throughout different experiences in their physical and virtual lives. This is why language is often seen as “product” of cultural, economic and political discourse that changes over time and reflects ideologies, social beliefs and social practices.

### Linguistic diversity in cyberspace and existing challenges

The rapid technological development, in particular of the Internet has brought about multiple opportunities for users to share information and knowledge in various languages. Technology not only affects how language communities communicate with each other, but also how they contribute to language revitalization, documentation, monitoring, learning and teaching in formal and informal educational settings. The issue surrounding the accessibility of these emerging practices, process and structures in specific languages is crucially important. The ongoing influence of globalization, global business practices and tools provided by large corporations directly affect smaller local language communities.

Unfortunately, ICTs are not evenly spread and made available around the world – there are vast inequalities in terms of access and use. At the same time, the growing digital divide is even more reinforced by the existing linguistic divide, as many languages are not present on the Internet and supported by ICTs. Even where the Internet and ICTs are available, it does not automatically mean that it will bring about the desired development and facilitate the exchange of information and knowledge among people. There is a growing linguistic divide, which exists in cyberspace today and this will only exacerbate the digital divide. Nations, communities and individuals without access to the Internet and its multilingual resources will certainly be marginalized through limited access to information and knowledge, which are critical elements of sustainable development.

### UNESCO's role

UNESCO is convinced that cultural and linguistic diversity, including multilingualism on the Internet, have a key role to play in fostering pluralistic, equitable, open and inclusive knowledge societies. UNESCO encourages its Member States to develop comprehensive language-related policies, safeguard language resources and develop appropriate tools in order to promote linguistic diversity, including on the Internet and media. In this regard, the Organization supports the inclusion of new languages in the digital world, the creation and dissemination of content in local languages on the Internet and mass communication channels, and encourages multilingual access to digital resources in cyberspace.

The Recommendation Concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace was adopted by the UNESCO General Conference at its 32<sup>nd</sup> session in 2003. It is a normative instrument, at the international level, focused on the promotion of linguistic diversity in cyberspace, which covers a range of important societal issues. Since 2003, UNESCO has promoted its instrument, implemented a number of projects, and together with research communities, contributed to the development of language tools and important initiatives.

During the last decade, UNESCO has also developed an interactive, collaborative and open online platform entitled UNESCO's Atlas of the World's Languages in Danger. The existing UNESCO's Atlas of the World's Languages in Danger is intended to raise awareness about language endangerment and the need to safeguard the world's linguistic diversity among policy-makers, speaker communities and the general public. It is a tool to monitor the status of endangered languages and the trends in linguistic

diversity at the global level. The 3<sup>rd</sup> printed edition was published in 2010 and provided information on about 2500 languages that are in danger, of which 199 have fewer than ten speakers, or are actually extinct since 1950. The interactive online edition came to life in 2009. This free and easily accessible resource includes: number of speakers and degree of endangerment, relevant policies, projects, sources, ISO codes and geographic coordinates.

UNESCO is willing to upscale and develop a new version of the digital Atlas for all languages of the world which could come with newly added technical functionalities and content levels. The first meeting, led by the Netherlands National Commission for UNESCO and UNESCO on 13 March 2014 in The Hague (The Netherlands), brought together leading experts working in the fields of languages and ICTs to discuss the future of the Atlas<sup>1</sup>.

### IFAP's Role in Promoting Multilingualism

UNESCO Intergovernmental Information for All Programme (IFAP) was established in 2001. It has been studying the most general problems of global information society such as information accessibility, information preservation, information ethics, information literacy, information for development and multilingualism in cyberspace. These are six IFAP priority action lines. IFAP is the only international programme to study all these problems in their interrelation on the basis of the interdisciplinary and holistic approaches. Theoretical and practical experts on culture, education, research, information and communication, managers, politicians, businesspeople and community activists representing all UNESCO Member States and all interested parties have always been invited to join IFAP events and projects in all its priority areas.

IFAP has held three international conferences on Linguistic and Cultural Diversity in Cyberspace (2008, 2011, 2014) in Yakutsk, Russian Federation, and participated in the preparation of the book *Net.lang. Towards Multilingual Cyberspace* and in the implementation of other projects of the MAAYA World Network for Linguistic Diversity.

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<sup>1</sup> The Report of the meeting is available at: [http://unesco.nl/sites/default/files/uploads/Comm\\_Info/report\\_expert\\_meeting\\_endangered\\_languages\\_and\\_endangered\\_data.pdf](http://unesco.nl/sites/default/files/uploads/Comm_Info/report_expert_meeting_endangered_languages_and_endangered_data.pdf)

## Major objectives and expected outcomes of the expert meeting

The major objective of this expert meeting is to discuss the status of linguistic diversity in cyberspace and determine the next concrete steps to be taken by UNESCO in order to ensure continued efforts for the promotion and monitoring of linguistic and cultural diversity in cyberspace through effective use of open and inclusive technological solutions.

In the long term, UNESCO aims to develop a UNESCO's Atlas of World Languages based on the UNESCO's Atlas of the World's Languages in Danger. It is done to increase and monitor linguistic diversity on the Internet by reinforcing the Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace as well as to provide various stakeholders with a platform for sharing content on language issues. Monitoring the status of languages, in particular on the Internet and languages in danger is essential for formulation of evidence-based policies, strategies, planning of interventions and development concrete language tools and resources.

By providing access, encouraging the preservation, utilization and creation of multilingual content as well as by establishing new structures, tools, resources and mechanisms among UNESCO Member States and relevant national institutional stakeholders, UNESCO will contribute to the creation of a truly multilingual Internet.

Major objectives are to:	The meeting will result in the following expected outcomes:
1. Review progress made since the adoption of UNESCO's the Recommendation Concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace in 2003 and examine further application of the recommendations provided by the participants of the Third International Conference "Linguistic and Cultural Diversity in Cyberspace", held in Yakutsk, Russian Federation, from 28 June to 3 July 2014.	<ul style="list-style-type: none"> <li>• Discussion on the status of linguistic diversity in cyberspace, help determine next steps to be taken by UNESCO and other partners;</li> <li>• Briefing from other international events and exchange of experience and best practices contributing to the elaboration of a list of activities, identify key partners and resources required;</li> <li>• Identification of joint actions at the World Summit on the Information Society (WSIS) and the Internet Governance Forum (IGF).</li> </ul>
2. Propose revisions and enhancements for the upscaling of UNESCO's Atlas of the World's Languages in Danger towards UNESCO's Atlas of World Languages, taking into consideration the recommendations of the expert meeting, held in The Hague, The Netherlands on 13 March 2014.	<ul style="list-style-type: none"> <li>• Development of key elements for methodology;</li> <li>• Listing of key technological solutions and specifications which could be adapted to the UNESCO Atlas of World Languages;</li> <li>• Identification of new multilingual content providers and content elements;</li> <li>• Identification of potential members of an international consortium and advisory committee;</li> <li>• Legal agreements with potential members of the international consortium and advisory committee;</li> <li>• Listing of key funding sources and budget required for upgrading the platform and other.</li> </ul>

## Working Modalities

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For this meeting, UNESCO will organize:

- Plenary sessions, where participants will share experience and best practices on promotion of linguistic diversity in cyberspace;
- Parallel sessions, where participants will engage in thematic roundtable discussions in order to determine next steps and elaborate concrete recommendations for the preparation of the Plan of Action as well as build partnerships.

Working language of the expert meeting is English with simultaneous translation to Russian. All of the above materials will be published in electronic and print form.

## Weblinks

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<http://www.unesco.org/culture/languages-atlas/>

<http://en.unesco.org/themes/access-information>

[http://unesco.nl/sites/default/files/uploads/Comm\\_Info/report\\_expert\\_meeting\\_endangered\\_languages\\_and\\_endangered\\_data.pdf](http://unesco.nl/sites/default/files/uploads/Comm_Info/report_expert_meeting_endangered_languages_and_endangered_data.pdf)

*International Conference on Linguistic and Cultural Diversity in Cyberspace (Yakutsk, Russia)*

The third edition of the conference (2014)

- Press release and photos <http://www.ifapcom.ru/en/news/1478/?returnto=0&n=1>

The second edition of the conference (2011):

- Press release and photos <http://www.ifapcom.ru/en/news/1230/?returnto=0&n=1>
- Proceedings [http://www.ifapcom.ru/files/News/Images/2013/Yakutsk\\_web.pdf](http://www.ifapcom.ru/files/News/Images/2013/Yakutsk_web.pdf)
- Final document <http://ifapcom.ru/en/news/1235/?returnto=1&n=1>

The first edition of the conference (2008):

- Press release and photos <http://ifapcom.ru/ru/news/519> (in Russian)
- Proceedings [http://www.ifapcom.ru/files/Documents/multiling\\_eng.pdf](http://www.ifapcom.ru/files/Documents/multiling_eng.pdf)
- Final document [http://ifapcom.ru/files/Documents/lena\\_resolution\\_eng.pdf](http://ifapcom.ru/files/Documents/lena_resolution_eng.pdf)

*NET.LANG: Towards a multilingual cyberspace*

[http://net-lang.net//externDisplayer/displayExtern/\\_path\\_/netlang\\_EN\\_pdfedition.pdf](http://net-lang.net//externDisplayer/displayExtern/_path_/netlang_EN_pdfedition.pdf)

## Preliminary Agenda

### International Expert Meeting on Improving Access to Multilingual Cyberspace

28–29 October 2014,  
UNESCO Headquarters in Paris, France, Rooms XIII and XVI

Day One – 28 October 2014	
9.00 – 9.30	<i>Registration of the participants and welcome coffee</i>
<b>Opening session</b> 9.30 – 10.45  <b>Room XIII</b>	<p><b>Opening Remarks and Introduction to the International Expert Meeting</b></p> <p>Chair: Mr Getachew Engida, UNESCO Deputy Director-General</p> <ul style="list-style-type: none"> <li>• Welcome remarks by Mr Getachew Engida, UNESCO Deputy Director-General</li> <li>• Opening address by Ms Eleonora Mitrofanova, Ambassador and Permanent Delegate of the Russian Federation to UNESCO</li> <li>• Address of Ms Fanuza Arslanova, Vice Governor of the the Khanty-Mansiysk Autonomous Okrug - Ugra, Russian Federation</li> <li>• Address of Ms Chafica Haddad, Chair of the Council of the Intergovernmental Information for All Programme (IFAP)</li> </ul>
<b>Plenary session 1</b> 10.45 – 12.30  <b>Room XIII</b>	<p>Status on Linguistic Diversity on Cyberspace within the context of the UNESCO's Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace</p> <p>Chair: Mr Indrajit Banerjee, Director, Knowledge Societies Division, UNESCO</p> <ul style="list-style-type: none"> <li>• Introduction of Mr Indrajit Banerjee, Director, Knowledge Societies Division, UNESCO on the meeting objectives and expected outcomes</li> <li>• Presentation of Mr Evgeny Kuzmin, Vice-Chair, Intergovernmental Information for All Programme (IFAP) on IFAP's work and achievements in the field of multilingualism and results of the Third International Conference "Linguistic and Cultural Diversity in Cyberspace", held in Yakutsk, Russian Federation, from 28 June to 3 July 2014</li> <li>• Presentation of Mr Nicholas Ostler, Chairman, Foundation of Endangered Languages on Multilingualism in Cyberspace and the Status of Languages in Danger</li> <li>• Presentation of Mr Sergei Kosenok, Rector, Surgut State University on Policies to Support Multilingualism in Khanty-Mansiysk Autonomous Okrug – Ugra, Russian Federation</li> <li>• Discussion</li> </ul>
12.30 – 14.00	Lunch break

<p><b>Plenary session 2</b> <b>14.00 – 14.30</b></p> <p>Room XIII</p>	<p><b>Introduction to the Thematic Roundtables:</b> <b>Main objectives, working modalities and expected outcomes</b></p> <p>Chair: Mr Boyan Radoykov, Chief, Universal Access and Preservation Section, Knowledge Societies Division, UNESCO</p> <ul style="list-style-type: none"> <li>• Introduction by Mr Boyan Radoykov, Chief, Universal Access and Preservation Section, Knowledge Societies Division, UNESCO</li> <li>• Presentation by Mr Christopher Mosley, Editor-in-Charge, UNESCO's Atlas of the World's Languages in Danger (UK)</li> <li>• Presentation by Mr Jouri Lysenko, IT developer of the UNESCO's Atlas of the World's Languages in Danger</li> </ul>			
<p><b>Parallel sessions</b> <b>14.30 – 15.30</b></p>	<p><b>Thematic Roundtables (1-2)</b></p> <table border="1" data-bbox="462 809 1419 1411"> <tr> <td data-bbox="462 809 901 1411"> <p><b>1. Conceptual framework for building effective language monitoring tool</b> (Room XIII)</p> <p>Moderator: Mr Tjeerd de Graaf, Research associate, Frisian Academy, Mercator European Research Centre; Board member of the Foundation for Endangered Languages, The Netherlands</p> <p>Rapporteur: Ms Nevine Tewfik, Head of Research, Studies and Policies, IR Division, Ministry of Communications and Information Technology, Egypt</p> </td> <td data-bbox="901 809 1419 1411"> <p><b>2. Exploration of open and inclusive technological solutions for building effective language monitoring tool – UNESCO Atlas of World Languages</b> (Room XVI)</p> <p>Moderator: Mr Alfredo Ronchi, Secretary General, European Commission – MEDICI Framework of Cooperation and Professor, Polytechnic University of Milan, Italy</p> <p>Rapporteur: Mr Sebastian Drude, General-Coordinator, CLARIN-ERIC, European Research Infrastructure Consortium, Germany</p> </td> </tr> </table>		<p><b>1. Conceptual framework for building effective language monitoring tool</b> (Room XIII)</p> <p>Moderator: Mr Tjeerd de Graaf, Research associate, Frisian Academy, Mercator European Research Centre; Board member of the Foundation for Endangered Languages, The Netherlands</p> <p>Rapporteur: Ms Nevine Tewfik, Head of Research, Studies and Policies, IR Division, Ministry of Communications and Information Technology, Egypt</p>	<p><b>2. Exploration of open and inclusive technological solutions for building effective language monitoring tool – UNESCO Atlas of World Languages</b> (Room XVI)</p> <p>Moderator: Mr Alfredo Ronchi, Secretary General, European Commission – MEDICI Framework of Cooperation and Professor, Polytechnic University of Milan, Italy</p> <p>Rapporteur: Mr Sebastian Drude, General-Coordinator, CLARIN-ERIC, European Research Infrastructure Consortium, Germany</p>
<p><b>1. Conceptual framework for building effective language monitoring tool</b> (Room XIII)</p> <p>Moderator: Mr Tjeerd de Graaf, Research associate, Frisian Academy, Mercator European Research Centre; Board member of the Foundation for Endangered Languages, The Netherlands</p> <p>Rapporteur: Ms Nevine Tewfik, Head of Research, Studies and Policies, IR Division, Ministry of Communications and Information Technology, Egypt</p>	<p><b>2. Exploration of open and inclusive technological solutions for building effective language monitoring tool – UNESCO Atlas of World Languages</b> (Room XVI)</p> <p>Moderator: Mr Alfredo Ronchi, Secretary General, European Commission – MEDICI Framework of Cooperation and Professor, Polytechnic University of Milan, Italy</p> <p>Rapporteur: Mr Sebastian Drude, General-Coordinator, CLARIN-ERIC, European Research Infrastructure Consortium, Germany</p>			
<p>15.30 – 15.45</p>	<p>Coffee break</p>			
<p><b>Parallel sessions</b> <b>15.45 – 17.00</b></p>	<p><b>Thematic Roundtables (Cont.)</b></p> <table border="1" data-bbox="462 1505 1419 1735"> <tr> <td data-bbox="462 1505 901 1735"> <p><b>1. Conceptual framework for building effective language monitoring tool</b> (Room XIII)</p> </td> <td data-bbox="901 1505 1419 1735"> <p><b>2. Exploration of open and inclusive technological solutions for building effective language monitoring tool – UNESCO Atlas of World Languages</b> (Room XVI)</p> </td> </tr> </table>		<p><b>1. Conceptual framework for building effective language monitoring tool</b> (Room XIII)</p>	<p><b>2. Exploration of open and inclusive technological solutions for building effective language monitoring tool – UNESCO Atlas of World Languages</b> (Room XVI)</p>
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<p><b>Plenary session 3</b> <b>17.00 – 17.45</b></p> <p>Room XVI</p>	<p><b>Presentations from the thematic debates and general discussion</b></p> <p>Chair: Dr Adama Samassekou, President, International Council for Philosophy and Human Sciences (CIPSH) and MAAYA World Network for Linguistic Diversity, Mali</p> <ul style="list-style-type: none"> <li>• Presentation of the rapporteur and moderator of the thematic roundtable 1</li> <li>• Presentation of the rapporteur and moderator of the thematic roundtable 2</li> <li>• Discussion</li> </ul>			

Day Two - 29 October 2014			
8.45 – 9.00	<i>Arrival of participants</i>		
<b>Plenary session 4</b> 9.00 – 10.30  <b>Room XVI</b>	<p><b>Towards UNESCO Atlas of World Languages: Building International Partnerships for the Creation of Language Monitoring Instrument</b></p> <p>Chair: Mr Panchanan Mohanty, Centre for Applied Linguistics and Translation Studies, India</p> <ul style="list-style-type: none"> <li>• Presentation of Ms Noha Adly, First Deputy to the Minister, Ministry of Communications and Information Technology, Egypt</li> <li>• Presentation of Ms Mandana Seyfeddinipur, Programme Director, Endangered Languages Documentation Programme, Department of Linguistics, SOAS, University of London, United Kingdom</li> <li>• Presentation of Mr Gilvan Müller de Oliveira, Senior Researcher, Institute for Research and Development in Language Policy (IPOL), Federal University of Santa Catarina (UFSC), Brazil</li> <li>• Presentation of Ms Auður Hauksdóttir, Director, Vigdís Finnbogadóttir Institute, UNESCO category II Center, Iceland</li> <li>• Presentation of Mr Andrejs Vasiļjevs, Co-founder and Chairman, Tilde technology company specializing in machine translation and other technologies for smaller languages, Latvia</li> <li>• Discussion</li> </ul>		
10.30 – 10.45	<i>Coffee break</i>		
<b>Plenary session 5</b> 10.45 – 11.00  <b>Room XVI</b>	<p><b>Introduction to the thematic roundtables:</b> <b>Main objectives, working modalities and expected outcomes</b></p> <p>Chair: Ms Irmgarda Kasinskaite-Buddeberg, Knowledge Societies Division, Communication and Information Sector, UNESCO</p>		
<b>Parallel sessions</b> 11.00 – 12.30	<p><b>Thematic Roundtables (3–4):</b></p> <table border="0"> <tr> <td style="vertical-align: top;"> <p><b>3. Evaluation of existing initiatives and building synergies</b> (Room XIII)</p> <p>Moderator: Ms Anne Pauwels, Dean, Languages and Cultures, Professor of Sociolinguistics, Director, London Confucius Institute Faculty of Languages and Cultures SOAS, University of London, UK</p> <p>Rapporteur: Ms Gabriela Perez-Baez, Curator of Linguistics, National Museum of Natural History, Smithsonian Institution, USA</p> </td> <td style="vertical-align: top;"> <p><b>4. Developing implementation strategy</b> (Room XVI)</p> <p>Moderator: Mr Vincent Wintermans, Policy Officer, The Netherlands National Commission for UNESCO, The Netherlands</p> <p>Rapporteur: Mr Joseph Mariani, Research Director, Institute for Multilingual and Multimedia Information (IMMI), France</p> </td> </tr> </table>	<p><b>3. Evaluation of existing initiatives and building synergies</b> (Room XIII)</p> <p>Moderator: Ms Anne Pauwels, Dean, Languages and Cultures, Professor of Sociolinguistics, Director, London Confucius Institute Faculty of Languages and Cultures SOAS, University of London, UK</p> <p>Rapporteur: Ms Gabriela Perez-Baez, Curator of Linguistics, National Museum of Natural History, Smithsonian Institution, USA</p>	<p><b>4. Developing implementation strategy</b> (Room XVI)</p> <p>Moderator: Mr Vincent Wintermans, Policy Officer, The Netherlands National Commission for UNESCO, The Netherlands</p> <p>Rapporteur: Mr Joseph Mariani, Research Director, Institute for Multilingual and Multimedia Information (IMMI), France</p>
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13.00 – 14.00	<i>Lunch break</i>		

<b>Parallel sessions</b> <b>14.00 – 14.45</b>	<b>Thematic Roundtables (Cont.)</b>	
	1. Evaluation of existing initiatives and building synergies (Room XIII)	2. Developing implementation strategy (Room XVI)
<b>Plenary session 6</b> <b>14.45 – 15.00</b>  <b>Room XVI</b>	<b>Presentations from the Thematic Debates and General Discussion</b>  Chair: Mr Evgeny Kuzmin, Vice-Chair of the Council of the Intergovernmental Information for All Programme; Chair, Russian IFAP Committee	
	<ul style="list-style-type: none"> <li>• Moderator and rapporteur of the thematic debate 3</li> <li>• Moderator and rapporteur of the thematic debate 4</li> <li>• Discussion</li> </ul>	
<b>Plenary session 7</b> <b>15.00 – 15.30</b>  <b>Room XVI</b>	<b>Drafting of the recommendations for the Plan of Action</b>  Chair: Mr Boyan Radoykov, Chief, Universal Access and Preservation Section, Knowledge Societies Division, UNESCO	
	<ul style="list-style-type: none"> <li>• Moderators and rapporteurs of all focus groups and participants</li> </ul>	
<b>15.30 – 15.45</b>	Coffee break	
<b>Plenary session 8</b> <b>15.45 – 16.15</b>  <b>Room XVI</b>	<b>Drafting of the recommendations for the Plan of Action (Cont.)</b>	
<b>Plenary session 9</b> <b>16.15 – 17.45</b>  <b>Room XVI</b>	<b>Discussion and Adoption of the Plan of Action</b>  Chair: Mr Boyan Radoykov, Chief, Universal Access and Preservation Section, Knowledge Societies Division, UNESCO	
	<ul style="list-style-type: none"> <li>• Drafting of the recommendations by groups and joint discussion</li> <li>• Adoption of the recommendations</li> </ul>	
<b>Plenary session 10</b> <b>17.45 – 18.00</b>  <b>Room XVI</b>	<b>Closing of the meeting</b> Chair: Mr Indrajit Banerjee, Director, Knowledge Societies Division, UNESCO	

## Participants of the meeting

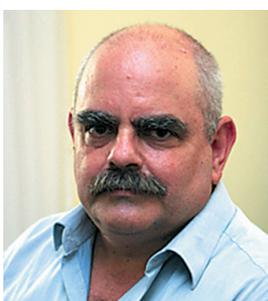


**Noha Adly** is First Deputy Minister of Communications and Information, Arab Republic of Egypt. She is also a Professor of Computer and Systems Engineering at Alexandria University. Dr. Adly had taken a leading role in designing and overseeing the implementation of science-oriented digital initiatives based on community sharing and targeting scientists, academics and the public on different levels. Within this context, she has been leading the efforts of creating the Science SuperCourse repository for scientific lectures.

She had a leading role in the creation of the Arabic version of Encyclopedia of Life, being part of the global team internationalizing its platform. Dr. Adly is also a member of several scientific, social and humanitarian organizations.



**Fanuza Arslanova** is Vice Governor of Khanty-Mansiysk Autonomous Okrug – Ugra (Russian Federation) since 2010.



**Aharon (Roni) Aviram** is Educational futurist and philosopher of education (Israel). His interests focus on the impact of postmodernity on society and education, on formulating macro and micro level strategies for “humanizing” the impacts of ICT on users in this and the next generation, and on adapting education systems to today’s changing realities in light of Humanistic values. Aviram has published extensively on the desired future of education in postmodern democratic societies. He has led pioneering projects and think-groups focused on the “merger”

of technology and education, radical change of the school, education systems and higher education, and the development of virtual lifelong learning environments aimed at enhancing human development towards well-being. For Aviram, the best uses of technology in any framework would be those that enhance personal autonomy and participatory belonging, which contribute to self-fulfillment and individual well-being.



**Sergey Bakeykin** is Deputy Chair of the Russian UNESCO IFAP committee, Executive Director of the Interregional Library Cooperation Centre. Since 2006 he has been actively participating in organization of major international and national events and implementation of various projects (including book publishing) on IFAP priorities (information preservation; information accessibility, media- and informational literacy, multilingualism in cyberspace, information ethics and information for development).

**Deniz Bayrakdar** is Dean of Communication Faculty at Kadir Has University, İstanbul, Turkey. She is Vice Chair of Communication and Information Committee of the Turkish National Commission for UNESCO. She has organized numerous academic events and was the coordinator of the local organization committee of the International Association for Media and Communication Research (IAMCR) conference in 2011 in İstanbul.



**Martin Benjamin** is Director of the Kamusi Project, an international collaborative effort to produce a comprehensive multilingual dictionary resource for languages worldwide. He has worked extensively on multilingualism and cyberspace, particularly for African languages as a member of the African Network for Localization, and done consultancy with major technology companies and international agencies. He currently pursues the growth of both languages and technology for Kamusi as a Senior Scientist at the École Polytechnique Fédérale de Lausanne (EPFL) in Switzerland.



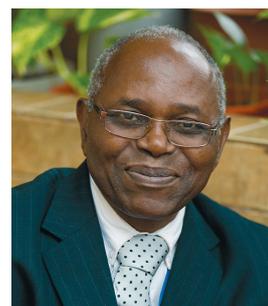
**Sergey Bobryshev** is Vice-Director of ParaType Ltd. ([www.paratype.com](http://www.paratype.com)), a Russian company producing digital multilingual fonts with support of Latin, Cyrillic, Armenian, Arabian, Georgian, Greek scripts. He has managed several government projects on digital multilingual public fonts for minority languages of Russia and other countries. He is a member of the International Typographic Association (ATypI). Author of more than 80 publications about use of multilingualism in society and cyberspace.



**Vicent Climent-Ferrando** is a European policy advisor from Spain for the Network to Promote Linguistic Diversity (NPLD), a European-wide government network on constitutional, regional and small-state languages in Europe. He has participated in different state research projects and European initiatives on migration policies. His lines of research revolve around multilingualism, political discourse analysis, immigration, identity politics and cosmopolitanism.



**Marcel Diki-Kidiri** is a linguist specializing in the study of Sängö language, which is the Central African Republic's native official language along with French. He initiated a cultural terminology approach to language development which is one of the four outstanding newest trends in socially oriented terminology. He is author of several publications on how to introduce and durably sustain less resourced languages in the cyberspace, how to revitalize and modernize them and how to develop a language teaching policy in a multilingual context.





**Svetlana Dinislamova** is a Mansi writer and translator. She is Chief Researcher of the Ob-Ugric Institute of Applied Research and Development (Russia) and specializes in the research and promotion of Mansi literature and folklore. Author of over 70 research papers, 6 fiction books. She also edits and publishes a monthly children's magazine in Mansi language.



**Sebastian Drude** is the scientific coordinator of The Language Archive, Max-Planck-Institute for Psycholinguistics, Nijmegen. He is a general linguist with a focus on language description, typology and language documentation and technology, and a regional focus on lowland South America.



**Anna Fenyvesi** is Associate Professor of English Linguistics and Director of Institute of English and American Studies at the University of Szeged, Hungary. She specializes in sociolinguistics, contact linguistics, and bilingualism, with her main focus of research being the bilingualism of American Hungarians, Hungarian minorities outside Hungary, language attitudes, and, of late, the digital language use of bilinguals. In 2006–2010 she participated in the European FP6 project LINEE (“Languages in a Network of European Excellence”) as head of the Hungarian team of researchers, work package leader, and researcher. She is currently principal investigator of the Hungarian team of researchers of the international FinUgRevita project, aiming to support speakers of indigenous Finno-Ugric minority languages in Russia through the development of computational language tools and thereby aiding their revitalization.



**Susana Finquelievich** is Principal Researcher at the National Council for Scientific and Technical Research, Argentina (CONICET); Director of the Research Programme on Information Society, Institute Gino Germani, University of Buenos Aires. Founder and former President (currently Vice-President) of LINKS, Civil Association for the Development of Information Society. She has authored and co-authored 15 books on Information Society.

**Christian Galinski** is an Austrian expert in multilingual aspects of modern society, focusing on specialized communication, information and documentation, librarianship and archives, information and knowledge management, methodology standardization, as well as related legal implications. One of the initiators of the discussion concerning the multilingual nature of our information society, Christian has been instrumental in founding many institutions and organizations in the field of terminology and language resources.



**Blanca Stella Giraldo Pérez** was employed as professor and academic researcher at Colombian Universities till September 2011. Her research focuses among others on terminology, translation, standardization and LSP teaching. Parallel, she has been part of COLTERM (Colombian Terminology Network) and GITT (Group of Research in Terminology and Translation - Antioquia University), both member organizations of Infoterm. Currently, Ms Giraldo Pérez pursues her doctorate studies in Transcultural Communication at Vienna University with emphasis on reusing entities of structured content as micro learning objects and works with Infoterm as member of GITT in the development of projects related to the language industry and content management.



**Tjeerd de Graaf** is Senior Research Associate at the Frisian Academy (The Netherlands) and the Mercator-Education project, and Visiting Professor at St. Petersburg University. His research focuses mainly on: phonetic aspects of bilingualism and language contact, ethnolinguistics, endangered languages and endangered archives, minorities in the Russian Federation and neighbouring countries, speech technology and digital signal analysis, reconstruction of old sound recordings, and pathological voice production.



**Maik Gibson** is Senior Sociolinguistics Consultant with SIL International, and Director of the Centre for Linguistics, Translation and Literacy at Redcliffe College, Gloucester, UK. He has also worked at the Translation Studies Department of Africa International University, Nairobi, Kenya (2006–2012), serving as the Head of Department from 2008. He has researched and published on subjects as diverse as the now moribund Munichi language of Peru, Tunisian Arabic dialectology, changing language dynamics in Kenya, and how the Internet can help with preservation of endangered languages (in the UNESCO-sponsored volume NET.LANG).





**Dieter Halwachs** is a sociolinguist at the University of Graz, Austria and Head of the Plurilingualism Research Unit at the University's language center *treffpunkt sprachen*. He is also a member of the Committee of Experts of the European Charter for Regional or Minority Languages at the Council of Europe and the coordinator of various projects on Romani language and culture.



**Auður Hauksdóttir** is Director of the Vigdís Finnbogadóttir Institute at the University of Iceland, and Professor of Danish. Her research domains are Danish as a second and foreign language, comparative linguistics and Danish culture and language in Iceland historically and to date. Currently, she is finalizing a book about Icelanders' Danish knowledge and university education in Denmark. She is also working on a research project on Danes in Iceland from 1900–1970. She has worked on a comparison between phrases and idioms in Danish and Icelandic and developed an online language tool [www.frasar.net](http://www.frasar.net) in cooperation with Nordic scholars. Finally, she is developing a language tool helping Faeroese, Greenlandic and Icelandic students in Danish as a foreign language to train



**Daria Ignatova** is Project Coordinator of the Russian UNESCO IFAP Committee, Assistant Director of the Interregional Library Cooperation Centre. She actively participated in organizing two IFAP-related events: an international conference "Internet and Socio-Cultural Transformations in Information Society" (Yuzhno-Sakhalinsk, 2013) and the Third international conference "Linguistic and Cultural Diversity in Cyberspace" (Yakutsk, 2014).



**Anuradha Kanniganti** is lecturer, researcher, translator and consultant on inter-cultural management. She reads courses at the National Institute of Oriental Languages, and at ESCP Business School, Paris. She is working on her doctoral thesis in Linguistic Anthropology, focusing on language and development in India. She has participated in UNESCO meetings on Language Policy and intervened with Indian NGOs in the education sector. She also does literary translation between Telugu, English and French and promotes scientific and technical publishing in Indian languages.

**Lyubov Kazachenkova** is Editor-in-Chief of 'Sovremennaya Biblioteka ("Modern Library") Russian Magazine, which actively and regularly covers issues of multilingualism in cyberspace and other IFAP priority lines of actions.



**Nikolay Khaustov** is Second Secretary of the Department of International Organizations of the Ministry of Foreign Affairs of the Russian Federation, Secretariat of the Commission of the Russian Federation for UNESCO (CI, youth and sport issues).



**András Kornai** is Professor of the Budapest Institute of Technology and Economics, and Senior Scientific Advisor at the Computer and Automation Research Institute, Hungarian Academy of Sciences. His research interests include all mathematical aspects of natural language processing, speech recognition, and OCR. He also leads the development of the Hun\* multilingual toolchain.



**Sergei Kosenok** is Rector of the Surgut State University. Member of the Governor's Council for Information Society Development, Member of the Supervisory Board of the High Technology Park of the Khanty-Mansiysk Autonomous Okrug (Russia). He is author of a number of studies in distance learning in the regional system of continuing education.





**Elena Kosintseva** is Associate Professor and Deputy Director of the Ob-Ugric Institute of Applied Research and Development, Professor of the Ugra State University (Russia). Author of over 70 publications on history and poetics of the Khanty language arts, including Khanty literature textbooks.



**Lyubov Koveschnikova** is Director of the Department for Education and Youth Policy of the Khanty-Mansiyskysk Autonomous Okrug – Ugra (since 2010). She has been taking part an active part in formation of the continuing education for the indigenous peoples of the North. Initiator of the interregional research conferences: “Northern Indigenous Peoples’ Languages in the Globalization Epoch: Contemporary Situation and Development Prospects” (2012), “Ethno-Cultural and Socio-Economic Development of Indigenous Peoples of the North” (2013).



sector and volunteerism, languages and migration and bilingual education.

**Viola Krebs** is the Founder and Executive Director of ICVolunteers, and founding member of MAAYA (World Network for Linguistic Diversity). She teaches in various universities, including the University of Geneva (UNIGE). She has chaired several international conferences, and served from 2003 to 2005 on the Civil Society Bureau of the World Summit on Information Society (WSIS) and as a member of the Strategy Council of the United Nations Global Alliance for ICT and Development (GAID) from 2006 to 2011. Her research areas are communications and technologies, the non-profit



**Guðrún Kristinsdóttir** is Project Manager of the Vigdís Finnbogadóttir Institute of Foreign Languages at the University of Iceland. She has worked as a teacher at the Alliance Française in Reykjavik, a Recruitment and Training Officer at the Icelandic Red Cross, and a Research Assistant at the Harvard Business School Europe Research Centre in Paris.

**Evgeny Kuzmin** is Vice-Chair of the Intergovernmental Council of the UNESCO Information for All Programme (IFAP) and Chair of IFAP Working Group on Multilingualism in Cyberspace. Former IFAP Chair (2010–2013). He is also Chair of the Russian National IFAP committee, Member of the Commission of the Russian Federation for UNESCO, and President of the NGO Interregional Library Cooperation Centre. He introduced in Russia and organized the implementation of national programmes to modernize libraries, grant free access to information and promote reading, and to develop linguistic and cultural diversity in cyberspace. He initiated and organised UNESCO/IFAP international conferences on information preservation, media- and information literacy, socio-cultural transformations in information society, and on linguistic and cultural diversity in cyberspace. Author of more than 350 contributions to the Russian and international press, compiler, science editor and publisher of more than 60 analytical collections on national and international cultural and information policies



**Alexey Kylasov** is Adviser to Director of the Department for Physical Culture and Sport of the Khanty-Mansiysk Autonomous Okrug – Ugra (Russia), Associate Professor of the Russian Presidential Academy of National Economy and Public Administration (Moscow), Member of the Research Council for Study and Preservation of Natural and Cultural Heritage, Russian Academy of Sciences. He is author of numerous books and papers.



**Mary Linn** is a curator of Linguistics in Linguistic and Cultural Revitalization Centre, Smithsonian Centre for Folklife and Cultural Heritage. Dr. Linn's scientific interests lie in American Indian languages and linguistics, description and fieldwork, language maintenance, morphosyntax, language universals and typology. In 2004–2005 was awarded as an American Indian Student Association Teacher of the Year.



**Joseph Mariani** is Fellow Researcher at CNRS (France), and Member of the national Ethics committee for ICT (CERNA). He was Director of the Information and Communication Technologies Department at the French Ministry for Research from 2001 to 2006, and then served as Director of the Institute for Multilingual and Multimedia Information (IMMI). He also served as President of the European Speech Communication Association, now International Speech Communication Association (ISCA), and as President of the European Language Resources Association (ELRA).





**Panchanan Mohanty**, Professor of Applied Linguistics at the Centre for Applied Linguistics & Translation Studies, University of Hyderabad (India). He heads the Centre for Endangered Languages & Mother Tongue Studies of the University of Hyderabad and is involved in a number of projects on endangered languages and natural language processing of Indian languages. He participated in various initiatives on language protection and preservation; and was a member of the UNESCO's Expert Group Meeting for Language Policies. He is academic editor of the Asian ESP Journal and editorial board member of a number of linguistics journals. He has published 25 books and more than 140 papers.



**Christopher Moseley** is General Editor of the third edition of the UNESCO Atlas of the World's Languages in Danger (2010). Alongside linguistic geography, his research interests are in newly written languages and the creation of orthographies to suit them. Moseley also co-edited the second edition of the Routledge Atlas of the World's Languages (2007). In addition, he completed this fifth Occasional Paper for the World Oral Literature Project in 2012, on the development of the UNESCO Atlas of the World's Languages in Danger.



**Gilvan Müller de Oliveira** is Professor of Portuguese and Linguistics at the Federal University of Santa Catarina in Florianópolis, Brazil, and coordinator of the Research Line for Language Policy and Language Planning in the Post-Graduates Studies Programme (since 2004). Founder and former Director of the Institute for Research and Development in Language Policy (IPOL) in Brazil. He was Executive Director of the International Institute for the Portuguese Language (IILP) in Cape Verde, Africa, from October 2010 to September 2014. He coordinates projects in the area of teacher training and curriculum development in the multilingualism areas, with particular attention to Brazilian native languages, with important production of technical and theoretical research and texts on the subject.



**Tatiana Murovana** is Executive Secretary of the Russian IFAP Committee, Deputy Chief of the Science and Youth Cooperation Department, Federal Agency for the Commonwealth of Independent States, Compatriots Living Abroad and International Humanitarian Cooperation of the Russian Federation. She has coordinated several projects on multilingualism in cyberspace, digital information preservation and development of the system of access to public domain information. She was a member of Organising Committees of five international forums held by the Russian IFAP Committee in Russia (1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> conferences "Linguistic and Cultural Diversity in Cyberspace", 2008, 2011 and 2014; conference "Preservation of Digital Information in the Information Society: Problems and Prospects", 2011; conference "Media and Information Literacy for Knowledge Societies", 2012). She has co-authored and edited 15 books on IFAP-related issues.

**Mariela Modeva-Nankova** is Associate professor in the State University of Library Studies and Information Technology, Faculty of Library Studies and Cultural Heritage. She is General Secretary of the Bulgarian National Council of the International Council on Monuments and Sites and member of its International Scientific Committee for Cultural Tourism. Author of more than 40 scientific articles and reports and 2 books in the area of cultural heritage as a factor of regional development, cultural diversity and multilinguism, cultural tourism, library management, innovations, European programmes and projects.



**Evdokia Nemysova** is Chief Researcher at the Torum Maa Outdoor Ethnographic Museum (Russia). Her active work is devoted to advanced training of Khanty language teachers, development of Khanty writing, alphabets, scripts, and orthography of Khanty language dialects. Author of a Khanty–Russian and Russian–Khanty Dictionary, a textbook on Khanty Literature for secondary school and several primers. She was one of the originators and the first director of the Research Institute of Ob–Ugric People’s Revival of the Khanty-Mansiysk Autonomous Okrug – Ugra (currently the Ob–Ugric Institute of Applied Research and Development).



**Nicholas Ostler** is Chairman of the Foundation for Endangered Languages, a non-profit organization that supports, enables, and assists the documentation, protection, and promotion of endangered languages. The Foundation awards small grants for projects that fall within this remit. It also publishes OGMIOS: Newsletter of Foundation for Endangered Languages, and hosts an annual conference, with proceedings that are available as published volumes.



**Michael Oustinoff** teaches Translation at the University of Nice Sophia – Antipolis (France). He is also Associate Researcher at Conseil & Communication Sur Internet (CCSI) and a member of the editing team of Hermes magazine. His latest book *Translation and Communication in the Globalization Era* was published in 2011 at CNRS editions.





**Anne Pauwels** is Professor of Sociolinguistics and Dean of Languages and Cultures at SOAS, University of London. She is also Director of the London Confucius Institute and heads the Hans Rausing Endangered Languages Programme at SOAS. Prior to coming to the UK she worked for almost thirty years in Australian Universities. Her areas of expertise are multilingualism, language maintenance and shift, language policy and planning. She is currently involved in a large project on multilingualism in Africa. Her more recent book publications include *Maintaining Minority Languages in Transnational Contexts*, *Boys and Foreign Language Learning*, *Language and Communication: Diversity and Change*. She is regularly involved in language policy activities in Australia, Europe and the UK.



**Gabriela Perez-Baez** is Curator of Linguistics at the National Museum of Natural History. Gabriela has conducted research on Zapotec languages since 2002. She has devoted much of her work to studying factors of language maintenance and endangerment. She is heavily engaged in language documentation and is writing a dictionary of Juchitán Zapotec. In addition, Gabriela is engaged in the description of the semantics of spatial language in this variety of Zapotec, and its correlates in cognitive spatial reasoning.



**Vassili Rivron** is Senior Lecturer at the University of Caen Basse-Normandie, (France) and coordinator of social science for MetroScope, the scientific observatory of Internet at INRIA (National Institute for Research in Computer Science and Automatics). His research in sociology and anthropology deals with the relationship between emerging communication technologies (book, radio, connected computers), mutation of cultural forms (literature, popular music, cultural heritage) and principles of political affiliation (nation, ethnicity). His most recent works focus on cultural practices and uses of connected computers, smartphones (PRACTIC survey, France) and social media (Facebook and ethnicity in Central Africa).



**Alfredo M. Ronchi** – professor at the Polytechnic University of Milan, Italy. Expert/advisor in eCulture, General Secretary of the EC-MEDICI Framework of Cooperation and head of the representative of OCCAM at UNO in Vienna, active member of the WSIS and UN GAID. He is a member of the following Boards of Directors: Global Forum, World Summit Award, European Youth Award, European Education New Society Association, Fondazione Italiana Nuove Comunicazioni. He is appointed as an expert of the European Commission, Council of Europe, Italian Association of Banks, National Research Council. Author/contributor of books on eCulture, eGovernment, eHealth, eLearning.

**Reinier Salverda** is Director of the Fryske Akademy (KNAW) in Leeuwarden (Frisian Academy, Royal Dutch Academy of Arts and Sciences) and Honorary Professor of Dutch Language and Literature. He writes on Dutch language and linguistics, cultural policy and creolization. He is a member of the advisory board of the Algemene Nederlandse Spraakkunst.



**Adama Samassékou** is President of the International Council for Philosophy and Human Sciences (CIPSH), affiliated to UNESCO, and President of MAAYA, the World Network for Linguistic Diversity. Former Executive Secretary of the African Academy of Languages (ACALAN). He served as the President of the Preparatory Committee of the World Summit on the Information Society for the Geneva phase (WSIS/2002–2003). Previously, he was Malian Minister of Education (1993–2000). He is today member of the ITU and UNESCO International Broadband Commission for Digital Development.



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## RECOMMENDATION CONCERNING THE PROMOTION AND USE OF MULTILINGUALISM AND UNIVERSAL ACCESS TO CYBERSPACE

### PREAMBLE

The General Conference,

*Committed* to the full implementation of the human rights and fundamental freedoms proclaimed in the Universal Declaration of Human Rights and other universally recognized legal instruments, and mindful of the two International Covenants of 1966 relating respectively to civil and political rights and to economic, social and cultural rights,

*Recognizing* the “central and important role of the United Nations Educational, Scientific and Cultural Organization in the field of information and communication and in the implementation of the relevant decisions in this area adopted by the General Conference of that Organization and of the relevant parts of the Assembly resolutions on the subject”,

*Recalling* that the Preamble to the Constitution of UNESCO affirms, “that the wide diffusion of culture, and the education of humanity for justice and liberty and peace are indispensable to the dignity of man and constitute a sacred duty which all the nations must fulfill in a spirit of mutual assistance and concern”,

*Further recalling* Article I of the Constitution, which assigns to UNESCO among other purposes that of recommending “such international agreements as may be necessary to promote the free flow of ideas by word and image”,

*Affirming* the principles embodied in the Universal Declaration on Cultural Diversity, adopted by the General Conference of UNESCO at its 31<sup>st</sup> session and particularly its articles 5, 6 and 8,

*Referring* to the resolutions of the General Conference of UNESCO with regard to the promotion of multilingualism and universal access to information in cyberspace,

*Convinced* that the development of new information and communication technologies (ICTs) provides opportunities to improve the free flow of ideas by word and image but also presents challenges for ensuring the participation of all in the global information society,

*Noting* that linguistic diversity in the global information networks and universal access to information in cyberspace are at the core of contemporary debates and can be a determining factor in the development of a knowledge-based society,

*Taking into account* international treaties and agreements on intellectual property, in order to facilitate the promotion of universal access to information,

*Acknowledging* the need for capacity-building, particularly for developing countries, in acquisition and application of the new technologies for the information-poor,

*Recognizing* that basic education and literacy are prerequisites for universal access to cyberspace,

*Considering* that different levels of economic development affect prospects for access to cyberspace and that specific policies and increased solidarity are required to redress current asymmetries and create a climate of mutual trust and understanding,

*Adopts* the present Recommendation:

### **DEVELOPMENT OF MULTILINGUAL CONTENT AND SYSTEMS**

1. The public and private sectors and the civil society at local, national, regional and international levels should work to provide the necessary resources and take the necessary measures to alleviate language barriers and promote human interaction on the Internet by encouraging the creation and processing of, and access to, educational, cultural and scientific content in digital form, so as to ensure that all cultures can express themselves and have access to cyberspace in all languages, including indigenous ones.
2. Member States and international organizations should encourage and support capacity-building for the production of local and indigenous content on the Internet.
3. Member States should formulate appropriate national policies on the crucial issue of language survival in cyberspace, designed to promote the teaching of languages, including mother tongues, in cyberspace. International support and assistance to developing countries should be strengthened and extended to facilitate the development of freely accessible materials on language education in electronic form and to the enhancement of human capital skills in this area.
4. Member States, international organizations and information and communication technology industries should encourage collaborative participatory research and development on, and local adaptation of, operating systems, search engines and web browsers with extensive multilingual capabilities, online dictionaries and terminologies. They should support international cooperative efforts with regard to automated translation services accessible to all, as well as intelligent linguistic systems such as those performing multilingual information retrieval, summarizing/abstracting and speech understanding, while fully respecting the right of translation of authors.
5. UNESCO, in cooperation with other international organizations, should establish a collaborative online observatory on existing policies, regulations, technical recommendations, and best practices relating to multilingualism and multilingual resources and applications, including innovations in language computerization.

### **FACILITATING ACCESS TO NETWORKS AND SERVICES**

6. Member States and international organizations should recognize and support universal access to the Internet as an instrument for promoting the realization of the human rights as defined in Articles 19 and 27 of the Universal Declaration of Human Rights.

7. Member States and international organizations should promote access to the Internet as a service of public interest through the adoption of appropriate policies in order to enhance the process of empowering citizenship and civil society, and by encouraging proper implementation of, and support to, such policies in developing countries, with due consideration of the needs of rural communities.
8. In particular, Member States and international organizations should establish mechanisms at the local, national, regional and international levels to facilitate universal access to the Internet through affordable telecommunications and Internet costs with special consideration given to the needs of public service and educational institutions, and of disadvantaged and disabled population groups. New incentives in this area should be designed towards this end including public-private partnerships to encourage investment and the lowering of financial barriers to the use of ICT, such as taxes and customs duties on informatics equipment, software and services.
9. Member States should encourage Internet service providers (ISPs) to consider provision of concessionary rates for Internet access in public service institutions, such as schools, academic institutions, museums, archives and public libraries, as a transitional measure towards universal access to cyberspace.
10. Member States should encourage the development of information strategies and models that facilitate community access and reach out to all levels of society, including the setting up of community projects and fostering the emergence of local information and communication technology leaders and mentors. Strategies should also support cooperation on ICT among public service institutions, as a means of reducing the cost of access to Internet services.
11. Interconnection on a negotiated cost-sharing basis in the spirit of international cooperation should be encouraged between national Internet peering points combining the traffic of private and non-profit ISPs in developing countries and peering points in other countries whether developing or industrialized.
12. Regional organizations and forums should encourage the establishment of inter- and intra-regional networks powered by high capacity regional backbones to connect each country within a global network in an open competitive environment.
13. Concerted efforts within the United Nations system should promote the sharing of information about and experience on the use of ICT-based networks and services in socio-economic development, including open source technologies, as well as policy formulation and capacity-building in developing countries.
14. Member States and international organizations should promote appropriate partnerships in the management of domain names, including multilingual domain names.

## **DEVELOPMENT OF PUBLIC DOMAIN CONTENT**

15. Member States should recognize and enact the right of universal online access to public and government-held records including information relevant for citizens in a modern democratic society, giving due account to confidentiality, privacy and national security concerns, as well as to intellectual property rights to the extent

that they apply to the use of such information. International organizations should recognize and promulgate the right for each State to have access to essential data relating to its social or economic situation.

16. Member States and international organizations should identify and promote repositories of information and knowledge in the public domain and make them accessible by all, thus shaping learning environments conducive to creativity and audience development. To this end, adequate funding should be provided for the preservation and digitization of public domain information.
17. Member States and international organizations should encourage cooperative arrangements which respect both public and private interests in order to ensure universal access to information in the public domain without geographical, economic, social or cultural discrimination.
18. Member States and international organizations should encourage open access solutions including the formulation of technical and methodological standards for information exchange, portability and interoperability, as well as online accessibility of public domain information on global information networks.
19. Member States and international organizations should promote and facilitate ICT literacy, including popularizing and building trust in ICT implementation and use. The development of “human capital” for the information society, including an open, integrated and intercultural education combined with skills training in ICT, is of crucial importance. ICT training should not be limited to technical competence but should also include awareness of ethical principles and values.
20. Inter-agency cooperation within the United Nations system should be reinforced with a view to building up a universally accessible body of knowledge, particularly for the benefit of developing countries and disadvantaged communities, from the massive amount of information produced through development projects and programmes.
21. UNESCO, in close cooperation with other intergovernmental organizations concerned, should undertake the compilation of an international inventory of legislation, regulations and policies on the generation and online dissemination of public domain information.
22. Definition and adoption of best practices and voluntary, self-regulatory, professional and ethical guidelines should be encouraged among information producers, users and service providers with due respect to freedom of expression.

#### **REAFFIRMING THE EQUITABLE BALANCE BETWEEN THE INTERESTS OF RIGHTS-HOLDERS AND THE PUBLIC INTEREST**

23. Member States should undertake, in close cooperation with all interested parties, the updating of national copyright legislation and its adaptation to cyberspace, taking full account of the fair balance between the interests of authors, copyright and related rights-holders, and of the public embodied in international copyright and related rights conventions.

24. Member States and international organizations, when appropriate, should encourage rights-holders and the lawful beneficiaries of limitations and exceptions to copyright and related rights protection to ensure that such limitations and exceptions are applied in certain special cases that do not conflict with a normal exploitation of the work and do not unreasonably prejudice the legitimate interests of the rights-holders as required for in the WIPO Copyright Treaty (WCT) and the WIPO Performances and Phonograms Treaty (WPPT).
25. Member States and international organizations should pay careful attention to the development of technological innovations and to their potential impact on access to information in the framework of copyright and related rights protection under international treaties and agreements.

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The General Conference recommends that Member States apply the above provisions by taking whatever legislative or other steps are required to give effect within their respective territories and jurisdictions to the norms and principles set forth in this recommendation.

The General Conference recommends that Member States bring this recommendation to the attention of the authorities and services responsible for public and private works on ICT policies, strategies and infrastructures, including use of multilingualism on the Internet, the development of networks and services, expansion of public domain information on the Internet and intellectual property rights issues.

The General Conference recommends that Member States should report to it, on the dates and in a manner to be determined by it, on the action they have taken to give effect to this recommendation.

## APPENDIX

### DEFINITIONS

For the purpose of this Recommendation:

- a. Backbone is a high-capacity network that links together other networks of lower capacity;
- b. Copyright limitations and exceptions are provisions in copyright and related rights laws restricting the right of the author or other rights-holders with regard to the exploitation of their work or object of related rights. The main forms of such limitations and exceptions are compulsory licenses, statutory licenses and fair use;
- c. Cyberspace is the virtual world for digital or electronic communication associated with the global information infrastructure;
- d. Domain name is the name given to an Internet address, which facilitates access to Internet resources by users (e.g. “unesco.org” in <http://www.unesco.org>);
- e. Intelligent linguistic systems combine the rapid computational, data retrieval and manipulation power of today’s computers with the more abstract and subtle reasoning skills and understanding of nuances that are implied but not necessarily explicitly stated in inter-human communication within and across languages, thus allowing the simulation of human communication to a high degree;
- f. Internet service provider (ISP) is a supplier of Internet access services;
- g. Interoperability is the ability of software and hardware on different machines from different vendors to share data;
- h. Open source technologies are based on the premise of open source, a certification standard issued by the Open Source Initiative (OSI) that indicates that the source code (programme instructions in their original form or programming language) of a computer programme is made available free of charge to the general public;
- i. Peering is a relationship between two or more ISPs in which the ISPs create a direct link between them and agree to forward each other’s packets directly across this link instead of using the Internet backbone. When peering involves more than two ISPs, all traffic destined for any of the ISPs is first routed to a central exchange, called a peering point, and then forwarded to the final destination;
- j. Portability refers to the ability of software to be used on a variety of computers without necessitating a particular machine or hardware;
- k. Public domain information is publicly accessible information, the use of which does not infringe any legal right, or any obligation of confidentiality. It thus refers on the one hand to the realm of all works or objects of related rights, which can be exploited by everybody without any authorization, for instance because protection is not granted under national or international law, or because of the expiration of the term of protection. It refers on the other hand to public data and official information

produced and voluntarily made available by governments or international organizations;

- l. Search engine is a software application that searches documents for specified keywords and localizes or retrieves the documents where the keywords were found;
- m. Universal access to cyberspace is equitable and affordable access by all citizens to information infrastructure (notably to the Internet) and to information and knowledge essential to collective and individual human development;
- n. Web browser is a software application used to locate and display World Wide Web pages.

## **THIRD INTERNATIONAL CONFERENCE “LINGUISTIC AND CULTURAL DIVERSITY IN CYBERSPACE”**

**Yakutsk, Russian Federation  
28 June – 3 July 2014**

### **FINAL REPORT and FINAL DOCUMENT**

The Third International Conference “Linguistic and Cultural Diversity in Cyberspace” was convened in Yakutsk, Russian Federation, from June 28 to July 3, 2014. This Conference is part of the activities of the UNESCO’s Information for All Programme (IFAP) and is an important contribution to the implementation of the decisions of the World Summit on the Information Society (Geneva, 2003, and Tunis, 2005).

The Conference was organized by the Russian Committee of the UNESCO Information for All Programme, the North-Eastern Federal University in Yakutsk and the Interregional Library Cooperation Centre with the support of the Government of the Republic of Sakha (Yakutia), the Ministry of Culture of the Russian Federation, the Federal Agency for Press and Mass Communications of the Russian Federation, the Commission of the Russian Federation for UNESCO, and in cooperation with UNESCO.

This interdisciplinary forum was attended by leading experts from 48 countries: specialists working in the fields of science, culture, education, communication and information, researchers on philosophical, sociological and anthropological issues emerging from the growing use of Internet and other ICTs, representatives of international and national governmental and nongovernmental organizations, governmental policy makers in the field of knowledge societies development, managers of ICTs and media programmes from the private sector and civil society institutions, as well as executives from Russia’s various governmental bodies.

The Conference was built on the recognition of the importance of cultural and linguistic diversity in the digital world. It addressed political, cultural, social, ethical and technological aspects of activities aimed to support and develop linguistic and cultural diversity. The discussions focused on policies, standards and tools necessary to ensure linguistic and cultural diversity safeguarding and preservation and on specific tools for promotion of multilingualism.

To accomplish their work the participants held two plenary sessions and eight sessions of four specific thematic sections:

- Section 1. ICT for linguistic and cultural diversity in cyberspace.
- Section 2. Socio-cultural aspects of linguistic diversity in cyberspace.
- Section 3. Preservation of linguistic and cultural diversity in cyberspace: national vision and experience.
- Section 4. Education for preservation of linguistic and cultural diversity in cyberspace.

Creation and implementation of policies to develop and preserve languages and identification of the best practices in these areas of activities were the conference crosscutting issues.

In conclusion of their work, participants of the Conference thanked the organizers and supporters of the event and adopted the final document – **Yakutsk Declaration on Linguistic and Cultural Diversity in Cyberspace**.

# YAKUTSK DECLARATION ON LINGUISTIC AND CULTURAL DIVERSITY IN CYBERSPACE

## Final document

of the Third International Conference  
“Linguistic and Cultural Diversity in Cyberspace”  
Yakutsk, Russian Federation, 28 June – 3 July 2014

### Preamble

The participants of the Third International Conference “Linguistic and Cultural Diversity in Cyberspace” are conscious that:

An overwhelming majority of peoples in the world have no statehood and sovereignty. As a rule, their languages are not the state languages of their country of residence because a majority of countries are multi-ethnic and multilingual. Even in the most beneficial situation, when the government and the larger, dominant ethnic entities display the utmost care of ethnic and linguistic minorities, most of languages are marginalized to varying extents. They develop or decline in the shadow of a major and fitter language dominant in its country and used in all spheres – political, economic, educational, cultural, scientific, etc.

The relationship between language and culture is one of interdependency. No language can develop outside the culture of the ethnos that created and speaks it. Culture is a function of language, and language is a vector for culture; no one exists without the other. Every time we talk about culture we are addressing language, and every time we look upon language we are reaching culture through it.

The linguistic and cultural diversity of humankind is the tip of an “iceberg” that includes cultural identities, the sense of belonging to a community, personal rootedness, intangible heritage, popular life-crucial knowledge and achievements over the centuries, proper interpretation of local content and much more.

The dissemination of multilingual information on the history, languages and culture of different nations enriches our ability to analyse facts, events and behaviours thanks to multiple viewpoints contributing to the promotion of tolerance and mutual understanding and a peaceful sustainable development of contemporary civilization. Cultural diversity and multilingualism are enablers of well-being and of the successful flourishing of humans.

Languages are stores of a rich and vast amount of human heritage and life-crucial knowledge, i.e. the knowledge necessary for health, well-being, and participation in the local and worldwide community and economy, as well as necessary instruments for social life, the expression and dissemination of social and cultural traditions, self-identification and preservation of human dignity of their speakers, whether these are native to the territory or migrants.

Urbanization and globalization promote the assimilation of ethnic cultures and challenge their majority status, moving them ever farther into the margins. Knowledge and historical and cultural experience stored by these cultures vanish gradually, and the potential of those cultures and languages is reduced. Cultural and linguistic marginalization is an interrelated and interdependent process. A unique culture vanishes with the death of its languages. Meanwhile forecasts say and UNESCO has been continuously warning that more than half of the currently alive approximately 7,000 languages may become extinct within several generations.

Migration and human mobility have experienced an unprecedented increase over the past few years. For the first time ever in 2010, the majority of the world's population was predominantly urban, and this proportion continues to grow. By 2050, more than 70% of the world's population will live in a city. The high concentration of people in urban settings has resulted in an increasing linguistic diversity, a trend that will continue over the next years.

An increasing number of studies show that a well-planned strategy on managing diversity, including the languages of migrants, can lead to social and economic benefits for the society as a whole. Diversity can also create benefits as it increases the variety of goods, services and skills available in urban environments. The increased level of competences provided by diversity can also foster creativity, innovation and economic growth.

### **The role of ICTs**

The global information society is forming rapidly, and the recent relevant social impact of improvements in Information and Communication Technologies (ICTs) makes this a turning point for the preservation of cultural and linguistic diversity.

Ever more people become active users of ICT, particularly of the Internet. It has become an inalienable and essential part of the life of the young majority, due to the extensive opportunities for communication, access to information and knowledge, self-expression, education, leisure and a greatly extended picture of the world. However, Internet services and information are mainly available in the dominant languages and the current absence of certain languages in cyberspace contributes to the widening of the already existing digital information gap. While globalization encourages the merging of cultures and languages into a de facto standard, at the same time emerging ICTs potentially enable the exploitation of different languages and cultures and the flourishing of new alphabets and writing systems.

One of the main issues that is against the strengthening and diffusion of indigenous languages is that they are languages with no written tradition. In the context of our modern world, only a written tradition allows a language to become recognizable and useful. Cyberspace offers a unique opportunity for creating a writing tradition at low cost and with maximal possibilities of diffusion.

The digital era in which we live nowadays provides a unique opportunity to support the active promotion of well being, inter alia via the enabling of multilingualism and preservation of cultural diversity in cyberspace. Existing ICTs offer new opportunities to promote linguistic and cultural heritage for equal and universal access to life-crucial knowledge.

Being aware, in addition, that the increasing number of social media applications available and accessible may offer a relevant contribution to minority languages and cultural preservation and promotion thanks to services, communities and crowd initiatives, we must support initiatives to encourage them further.

Of course “availability” does not always mean “real use”; free or affordable access to ICTs is still a problem in many areas of the world and for many potential users. However, thanks to smart and mobile solutions both the new generation, and even those previously digitally excluded, have entered the digital age. Furthermore we are aware of the potential opportunities and threats connected to this process.

Guaranteeing linguistic and cultural diversity and the survival of every language and culture must be a common goal for humanity. Institutions ought to make commitments and assume responsibilities in relation to linguistic diversity and coexistence between languages.

Differences of languages and cultures should not create either manifest or hidden artificial obstacles for reasonable and fruitful cooperation among nations. This cooperation should be based on the equal treatment of all parties and it should not be governed by any cultural or linguistic prejudices.

The protection of linguistic and cultural diversity should include promoting and sustaining it in cyberspace, by enforcing digital opportunities for all languages.

### **Taking into account all the above and recalling the**

- Outcomes of the First and the Second International Conferences on Linguistic and Cultural Diversity in Cyberspace (Yakutsk, Russian Federation, 2008 and 2011) as well as the Bamako International Forum on Multilingualism (Bamako, Mali, 2009), the 1<sup>st</sup> International Symposium on Multilingualism in Cyberspace (SIMC I - Barcelona, Spain 2009), the 2<sup>nd</sup> International Symposium on Multilingualism in Cyberspace (SIMC II - Brasilia, Brasil 2011) and the 3<sup>rd</sup> International Symposium on Multilingualism in Cyberspace (SIMC III - Paris, France, 2012);
- Universal Declaration on Cultural Diversity which says that “cultural diversity as a source of exchange, innovation and creativity is just as indispensable for humanity as biological diversity for Nature, and is a treasure shared by the entire human race”;
- UNESCO Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace;
- Key documents of the World Summit on the Information Society (Geneva, 2003, and Tunis, 2005) and the Vision for WSIS Beyond 2015 (WSIS+10, Geneva, 2014) which emphasize the importance of the preservation of cultural and linguistic diversity and suggest a set of measures necessary to achieve this goal;

## The Conference agrees on the following recommendations:

### General framework

Local, regional and central governments should play a wider and significant role in preserving, developing and sustaining local indigenous languages and their cultures by providing, in particular, resources for the development of digital tools, and the promotion of education and literacy for these languages to be present in cyberspace.

Governmental bodies at all levels should build professional communities and further develop necessary resources and tools (training courses, higher education courses, educational curricula, preparation of teachers, training for trainers, seminars, research, etc.) to strengthen linguistic and cultural diversity in cyberspace as digital language vitality is only sustainable where the language is spoken and taught. “Digital natives” should not be left alone in the digital arena. They belong to the always-on global communication community. They create their own forms of language to exchange text messages, instant and multimedia messages as an additional legacy for future generations.

This can be done with the help of academia and thinktanks providing the expertise and identifying the best practices on language policies that not only promote all languages and put them on equal footing but also foster dialogue between co-existing languages in specific territories.

The development of natural language processing technologies (Text understanding, Question answering, Information querying, Speech Recognition, Speech Synthesis, (Spoken) Machine Translation and others) is a crucial step for ensuring equal digital opportunities for all languages. Mobile phone, Internet chat and social media interaction should be included in any definition of digital vitality and use of minority languages.

All institutions, organizations, associations and even individuals involved in language development, language planning or language promotion should set up collaborative projects to support lesser spoken languages, with a special attention to

- development of culture-based terminologies;
- production and dissemination of written materials and digital documents in these languages.

Local digital communities (not just read-only material) are also needed for digital ascent. Micro-grants to small communities (literary, theatrical, whatever brings people together) should be provided to document in their native language what they are doing.

Further examination should be made of the:

- identification of all the factors necessary to sustain linguistic diversity;
- link between digital vitality and spoken language vitality;
- impact of digital stillness on a spoken language.

The setting-up of language policies should include the state language, the national/regional language, and also migrant languages, as this is the only way to ensure that all citizens, regardless of their legal status in a territory, can be recognized equally by recognizing the plurality of their languages.

Diversity management of the communities enables a real representation of language minorities to promote stable and sustainable development.

Corpora, the lifeblood of modern computational linguistics, must be unencumbered by Copyright. A research exemption must be enshrined in the legal framework. In addition national projects need to make their corpora not just searchable but also downloadable by ROAMing (randomize, omit, anonymize, mix). Open access to materials collected, as a precondition of funding, must be assured.

The significant part in linguistic diversity is linguistic diversity in scientific production. “Grey” literature naturally incorporates a greater linguistic diversity in scientific production particularly in developing and less developed countries. Promoting “grey” scientific literature can ensure linguistic diversity in knowledge production. Efforts should be deployed to raise the interest of the Academy in “grey” literature and acknowledge the alternative knowledge production it represents.

The open access movement makes scientific publications openly accessible and proposes that they give a greater priority to linguistic diversity so that the production of knowledge in multiple languages is promoted and facilitated, especially life-crucial knowledge.

All publicly funded translations of works should be available under free license for everyone to use and re-use without additional restrictions or exemption from copyright. This should apply both to works that are in the public domain as well as works still being under copyright, so they can be used as soon as copyright to the original work expires. International and national Copyright law systems should be amended in a way to allow all educational, scientific and non-commercial use of global cultural heritage.

In order to promote a widespread positive adoption of the notion of linguistic diversity and a favourable cultural climate that is the precondition for its flourishing, educational and informative tools need to be developed, aiming at correctly informing society at large and at educating the new generations about the value of multilingualism.

Efforts should be made to:

- support, enable and assist the documentation, protection and promotion of regional, minority and endangered languages;
- bring together specialists in specific areas of the world with members of endangered language communities in these areas.

It is very important to ensure long-term preservation of audio and video recordings reflecting linguistic and cultural diversity, specifically of orally transmitted cultures, key elements to ensure demo-anthropological studies. Over the past 60 years, rich collections of such audio-visual recordings have been produced, forming the basis of our present knowledge. Nowadays they can only be preserved by digitization and proper digital preservation of data.

Presently, however, the availability of replay equipment for magnetic audio and videotapes is dramatically shrinking which may bring digitization programmes to a halt. Adequate measures must be taken to respond to this threat in order to prevent such unprecedented loss of irreplaceable documents of the linguistic and cultural diversity of humankind.

### **At the political level**

1. All stakeholders should seek to facilitate the emergence of knowledge societies respecting human rights and values and based on four principles: Promoting freedom of expression in traditional and new forms of media, including the Internet; Access to quality education for all; Respect of cultural and linguistic diversity; and Universal access to information and knowledge, especially in the public domain;
2. UNESCO, especially through its Information for All Programme (IFAP), should pursue in cooperation with relevant UN agencies, IGOs and NGOs the efforts for further development and promotion of ethical, legal and societal principles and norms for preserving linguistic and cultural diversity worldwide, in particular in cyberspace;
3. All stakeholders should encourage governments to enact and implement more effective national policies in support of preservation of linguistic and cultural diversity;
4. All the stakeholders should continue to promote and support the creation and free dissemination of language resources (alphabets, diacritic marks, phonetic language resources, Wikipedia, Wiktionaries, and related technical means (e.g. spell checkers, and generally speaking natural language processors), with specific reference to the use of virtual keyboards), necessary for the use of indigenous and minoritized languages in cyberspace ensuring equal digital opportunities for all languages;
5. UNESCO and its Member States should continue to develop with the relevant IGOs and NGOs policies to enhance the presence (localization and content) of all languages in cyberspace, based on media and information literacy, access to resources and promotion of participation, developing programmes of inclusion of knowledge from languages unrepresented on the Internet, creating a comprehensive and sustainable set of indicators, and promoting a comprehensive view of the digital divide which encompasses the content and linguistic divide;
6. Governments should strengthen existing discussion platforms involving all concerned stakeholders in a continuous interdisciplinary debate on preservation of linguistic diversity in the context of current socio-cultural transformations in globalizing information society/knowledge societies;
7. All stakeholders, especially in academia should develop interdisciplinary research and comprehensive study on the various political, social and cultural challenges especially in education with regard to the preservation of linguistic diversity;
8. All stakeholders, especially governments, scholars and experts in academia, should develop and strengthen educational and awareness-raising programmes, especially among the youth, to form stronger respect of linguistic and cultural diversity and deeper understanding of the necessity to preserve all languages particularly minority/minoritized ones.

**The Conference also especially recommends UNESCO, and other relevant international, regional and national stakeholders, to**

- a. develop and propose an international act on global linguistic and cultural diversity in cyberspace as well as in other communication spaces;
- b. stimulate the creation of a worldwide network of competence centres for the study and promotion of multilingualism in cyberspace and for sharing expertise on the subject;
- c. set up a working group representing each continent to identify language policies, initiatives, and digital opportunities that best respect the linguistic reality of the territory;
- d. invite the National IFAP committees to support the development of culture-based terminologies and promote online publication of indigenous and minority history, events, raw data (Newspapers, Books, Radio-TV Broadcast, Videos, etc.), as well as the production and distribution of annotated corpora, lexica, dictionaries, grapheme-phoneme convertors, parallel corpora, etc. allowing for the development of language technologies;
- e. invite the National IFAP committees to create and support a specific action aimed at activating crowdsourcing in order to address autochthonous and minoritized language content digitization (Adopt an endangered language/culture!) and constitute related communities;
- f. emphasize the role of the broader literacy context for digital language ascent (work the chain of literacy);
- g. conduct comparative study on national policies to sustain languages, including linguistic preservation and development in cyberspace;
- h. conduct a survey of the state-of-the-art regarding language resources and technologies for all languages;
- i. set up a clearing-house on language technologies to be used for identifying and assessing digital language development;
- j. start focusing (including through IFAP) on the possibility of using cyberspace as a laboratory for creating writing traditions for endangered and minority languages;
- k. further work on the development of language technologies for minority languages, which can be easily adapted for application from one language to another (easier localization techniques), especially within language families;
- l. ensure the availability of language technologies for the largest number of languages through the cooperation of all stakeholders (Member States and regions, public and private research laboratories, industries) under the general coordination of UNESCO;
- m. design an Index of Digital Language Diversity, as an instrument for measuring the digital language diversity of a given region and for assessing the type of intervention needed to ensure all languages equal digital opportunity;

- n. invite universities in all countries to submit project proposals to international institutions (such as UNESCO Chairs and UNITWIN) to promote multilingualism and cultural diversity in cyberspace;
- o. support the documentation of endangered languages in their area and provide an inventory of existing material;
- p. start working on the modernisation of the existing Atlas of World Languages by using advantages of modern ICTs;
- q. set up fund-raising events and look for possible sponsors of the work in the area.

A Virtual Observatory for Multilingualism and Digital Language Diversity (possibly as a part of the IFAP Information Society Observatory) should be set up in order to:

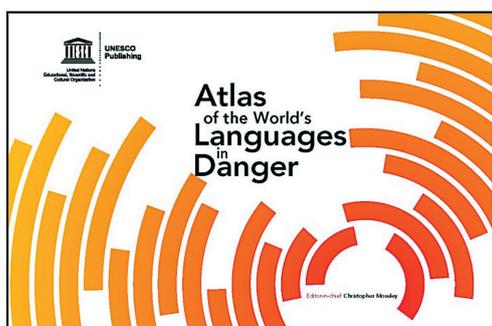
1. accumulate reliable and up-to-date data about the presence of the world's languages on the Internet, the availability of digital technologies supporting languages, and of infrastructural conditions enabling presence of languages in the digital world;
2. accumulate publications on academic and civil society projects concerning multilingualism in digital world;
3. closely monitor existing language policies that best respect the linguistic reality of the territories, and the efforts and initiatives taking place worldwide to support multilingualism both offline and online;
4. help identify best practices being developed in each continent;
5. highlight what works best in each geographical location and to monitor the extent to which language diversity is digitally reflected;
6. map the researchers working on the subject and the fields of knowledge.

The Conference finally urges UNESCO and other relevant international, regional and national stakeholders to initiate a preparatory process for a World Summit on Multilingualism as it is highly desirable for the preservation and development of the world's languages and cultures in the epoch of galloping globalization.

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This document was produced through a collaborative process involving participants from the following countries – Albania, Argentina, Austria, Azerbaijan, Belarus, Botswana, Brazil, Bulgaria, Central African Republic, China, Colombia, Czech Republic, Dominican Republic, Ecuador, Estonia, Finland, France, Hungary, India, Israel, Italy, Japan, Kazakhstan, Kyrgyzstan, Latvia, Macedonia, Moldova, Netherlands, Nigeria, Oman, Peru, Poland, Republic of Korea, Republic of Maldives, Russian Federation, Rwanda, Slovakia, Spain, Sri Lanka, Sudan, Sweden, Syria, Thailand, Togo, Turkey, UK, USA.

## UNESCO's Atlas of the World's Languages in Danger

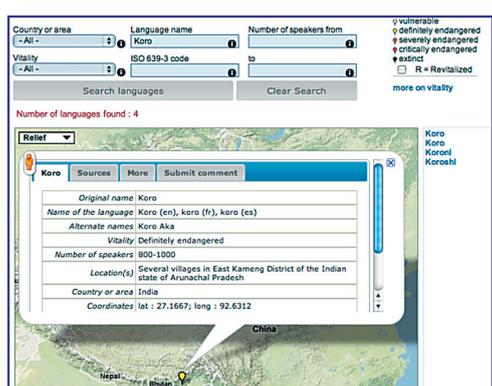
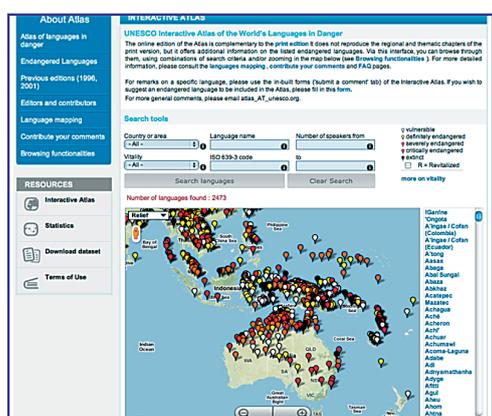


UNESCO's *Atlas of the World's Languages in Danger* is intended to raise awareness about language endangerment and the need to safeguard the world's linguistic diversity among policy-makers, speaker communities and the general public, and to be a tool to monitor the status of endangered languages and the trends in linguistic diversity at the global level.

The first edition of the Atlas was edited by Stephen Wurm and published in 1996, including *12 pages of maps showing some 600 languages*. The Atlas met with vivid scholarly and journalistic interest and soon became a valuable reference book for the wider public.

A **second**, thoroughly updated edition of the Atlas was produced by UNESCO in 2001, and expanded to include *14 pages of maps showing some 800 languages*. The update reflected the fact that research on endangered languages had proliferated since the first edition of the Atlas.

The **third edition** of the Atlas was published in 2010; it lists some *2,500 endangered languages worldwide and provides analytical reports by region as well as 62 maps*. It attracted much academic, media and public attention, underlining its impact as an awareness-raising instrument regarding language endangerment. Available in English, French and Spanish, this third edition achieves the high visibility of its predecessors and is the first resource for journalists, educators and policy-makers concerned with the state of the world's endangered languages.



The **online edition** of the Atlas is an interactive digital resource that can be continually enriched with updated and more detailed information and that can be accessible globally, free of charge, to anyone with a computer and an Internet connection. It can be continually supplemented, corrected and updated, thanks to contributions from its users.

The publication of the third edition and the creation of the online edition were supported primarily through UNESCO's regular programme and the generous contribution from the Government of Norway.

<http://www.unesco.org/culture/languages-atlas/>



