# UNESCO-ITU

# Global Symposium
# on Promoting
# the Multilingual Internet

## Geneva
## 9-11 may 2006

# Linguistic & Cultural Diversity in Cyberspace

1. A framework to understand the complexity of the digital divide.

2. Its application to the understanding of the diversity issue.

3. Some fresh figures about some languages in the Internet

4. WNLD initiative

The hurdle track from
**Information & Communication Technologies (ICT)**
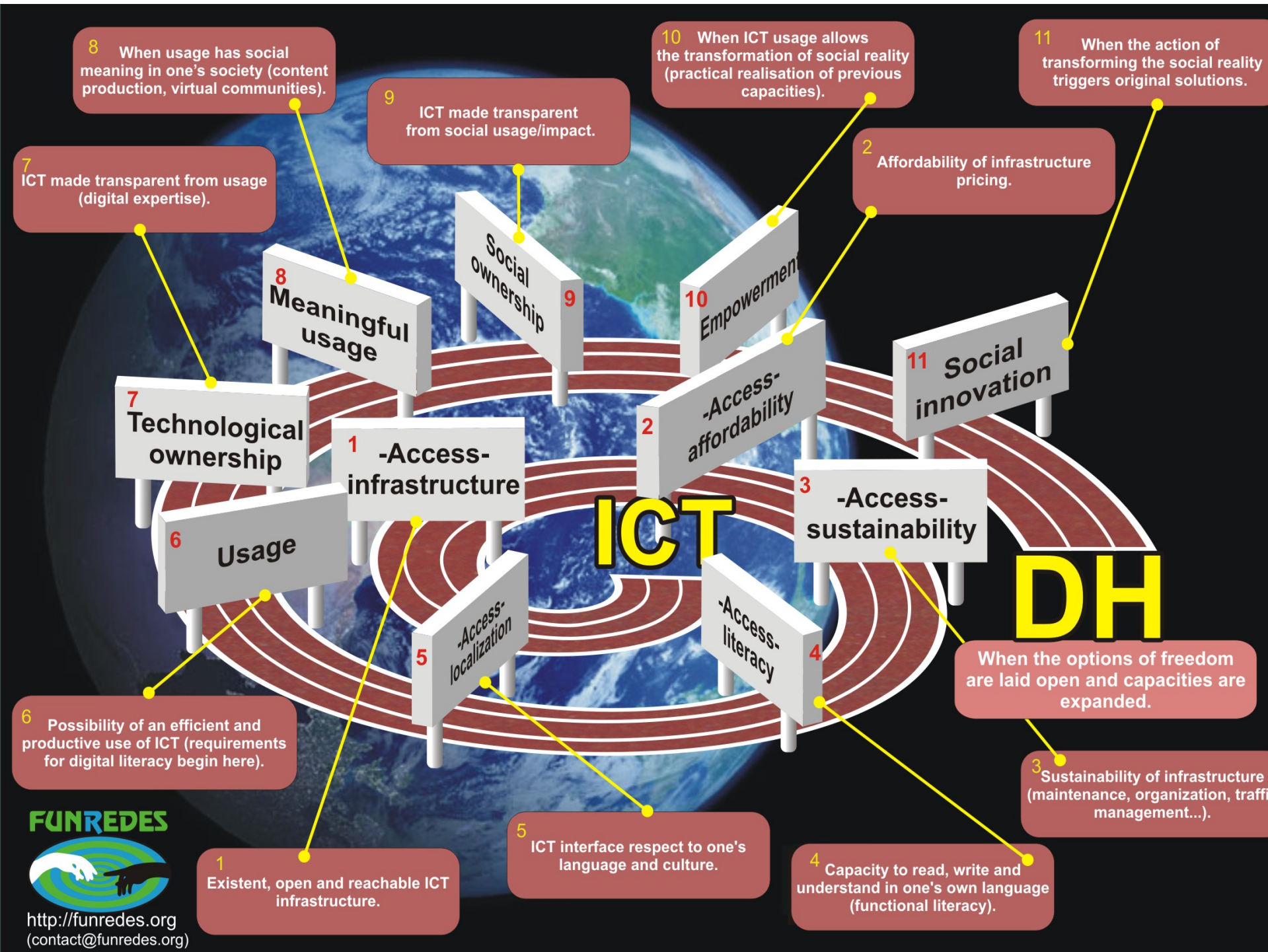**to ICT for Human Development (ICT4HD)**
and the process minded approach

ICT

HD

FUNREDES

http://funredes.org

Concepts: Daniel Pimienta
Collaboration: Álvaro Blanco
Graphic Design: Claudio Pizetiti (gerencia@i95digtal.com.ar)

8  When usage has social meaning in one's society (content production, virtual communities).

10  When ICT usage allows the transformation of social reality (practical realisation of previous capacities).

11  When the action of transforming the social reality triggers original solutions.

9  ICT made transparent from social usage/impact.

7  ICT made transparent from usage (digital expertise).

2  Affordability of infrastructure pricing.

8  Meaningful usage

Social ownership  9

10  Empowerment

11  Social innovation

7  Technological ownership

1  -Access- infrastructure

2  -Access- affordability

3  -Access- sustainability

6  Usage

ICT

DH

-Access- localization  5

-Access- literacy  4

When the options of freedom are laid open and capacities are expanded.

6  Possibility of an efficient and productive use of ICT (requirements for digital literacy begin here).

3  Sustainability of infrastructure (maintenance, organization, traffic management...).

FUNREDES

http://funredes.org
(contact@funredes.org)

1  Existent, open and reachable ICT infrastructure.

5  ICT interface respect to one's language and culture.

4  Capacity to read, write and understand in one's own language (functional literacy).

**While telecommunications, hardware and software components are (predictable) prerequisites, the real pillars of Human Centred Information Societies are: EDUCATION, ETHICS & PARTICIPATION articulated as a systemic process.**

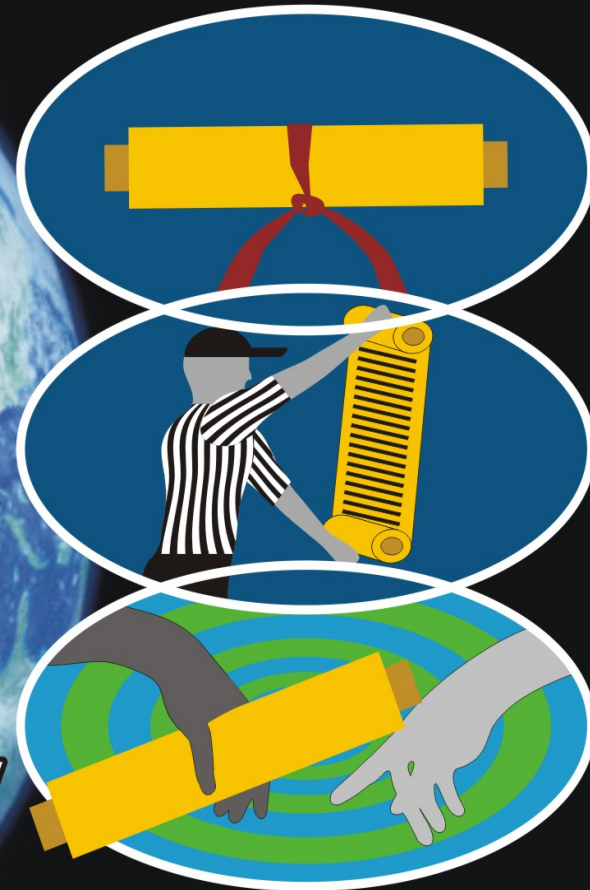**Education about culture of**
- networking
- information
- process

**Ethics of**
- networking
- information
- processes

**Participation in**
(end to end and multi-stakeholder)
- public policy creation
- application design
- all information society building processes.

References:
- "Development as Freedom", Amartya Sen, Oxford University Press (1999)
- "Working the Internet with a social vision", Mistica virtual Community, (2002)
  http//funredes.org/mistica/english/cyberlibrary/thematic/eng_doc_olist2.html
- "Linguistic Diversity in Cyberspacemodels for development and measurement",
  D. Pimienta, in Unesco (2005) http//unesdoc.unesco.org/images/0014/001421/142186e.pdf

**FUNREDES**

http://funredes.org
(contact@funredes.org)
http://funredes.org
(contact@funredes.org)

http://www.uis.unesco.org/template/pdf/cscl/MeasuringLinguisticDiversity_En.pdf (Ingles)

# APPLICATION
# OF THE PREVIOUS
# FRAMEWORK ICT4HD
# TO CULTURAL & LINGUISTIC
# DIVERSITY

## HOW DOES THE HURDLES TRANSLATE IN TERMS OF LANGUAGE AND CULTURE?

# ACCESS/INFRASTRUCTURE

Technological neutrality  is a myth (ref.) however the interfaces concentrated most of the probmes realted with cultural and linguistic diversity.

Ref: Charles Ess, (2005) "Can the Local Reshape the Global? Ethical Imperatives for Human Intercultural Communication Online, in Capurro, R & al (Eds), Localizing the Internet. Ethical Issues in Intercultural Perspective,

Ver http://icie.zkm.de/congress2004

# ACCESS/AFFORDABILITY

Universal access must include the consideration of a price coherent with the level of revenues of the target population

→ Lenguages & cultures of poor segments of population (basically in the South but also immigrants in the North)

# ACCESO/SUSTAINIBILITY

Telecenters' organization scheme should be coherent with local cultural practices.

Maintenance documentation in local language.

# ACCESS/LOCALIZATION

Interfaces shall allow access in mother tongue and be natural to user's culture.

→ Keyboard layout
→ Alphabet codification
→ Online dictionnaries and other support software (Ref)
→ Automatic Translation (in the future)

Ref: José Antonio Millán, "How much is a language worth..." – Ver http://jamillan.com/worth.htm

# ACCESS/LITERACY

The aim of universal acces is to reach knowledge and then start by a afunctional literacy at 100%

# USE

Here starts the requirement for
## digital literacy

which shall be conceived as a process which pays tribute to local languages and cultures.

# TECHNOLOGICAL OWNERSHIP

How to really own a tool which does not understand your mother tongue?

# MEANINGFUL USAGE

Local content production and virtual communities in local languages.

# SOCIAL OWNERSHIP

Network & Information's Culture & Ethic no are neutral and shall go thru a process of sincretism with local cultures.

# EMPOWERMENT
# SOCIAL INNOVATION

The closer we get to Human Development more the importance switch into the cutural aspect.

What is the meaning of those concepts in a given cultural context?

# HUMAN DEVELOPMENT

We will get close to this goal only if people's participation has been a reality along the described process, if persons are subject and no object of the process.

¿What meaning has "participation" and how does it get real in a given cultural context?

¿Does real participation exists if a language different form mother tongue is imposed?

# SITUATION OF LINGUISTIC DIVERSITY IN THE INTERNET

**FROM RESULTS OF FUNREDES DIVERSITY OBSERVATORY**
**HTTP://FUNREDES.ORG/LC**

**METHODOLOGY CREATED WITH CONTRIBUTION/SUPPORT OF UNIÓN LATINA AND SUPPORT OF FRANCOPHONIE**

**1998-2005**

# CONTEXT

**ONLY 6.000 LANGUAGES
STILL ALIVES FROM UN ESTIMATED
40.000**

**Every two months one language dies…**

# MOST TALKEN LANGUAGES

**Source Ethnologue (first and second tongues)**

**ABOVE 500 MILLIONS**
**Chinise (Mandarín + other)**
**English**
**Hindu (includes Urdu et Penjabi)**

# MOST TALKEN LANGUAGES

**BETWEEN 200 & 500 MILLIONS**
Spanish
Russian
Arabic(s)

# MOST TALKEN LANGUAGES

## BETWEEN 100 & 200 MILLIONS
**Bengalese**
**Portugese**
**Japanese**
**Indonesian**
**Deutch**
**French**

# INDICATORS 2005

| | INGL | SP. | FR. | IT. | POR. | RUM.. | Deutch | RES. | TOT. |
|---|---|---|---|---|---|---|---|---|---|
| **SPEAKERS (millions)** | 630 | 375 | 130 | 60 | 190 | 30 | 120 | 5370 | 6000 |
| **SPEAKERS %** | 10,5% | 6,3% | 2,2% | 1% | 3,2% | 0,5% | 2% | 89,5% | 100% |
| **INTERNAUTES (MILLIONS)** | 300 | 80 | 49 | 42 | 38 | 4 | 71 | 516 | 1100 |
| **INTERNAUTES % SPEAKERS** | 47,6 | 21,3% | 37,7% | 70,0% | 20,0% | 14,7% | 59,2% | 9,6% | 18.3% |
| **INTERNAUTES % POPULATION** | 5.0% | 1,3% | 0,8% | 0.7% | 0,6% | 0,1% | 1,2% | 8,6% | 18.3% |
| **% INTERNAUTES PER LANG.** | 27% | 7% | 4% | 4% | 3% | 0,4% | 7% | 25% | 100% |
| **WEB PAGES%** | 45% | 4,6% | 5% | 3,0% | 1,9% | 0,2% | 6,9% | 33,4% | 100% |
| **PRODUCTIVITY PAGE PRODUCTION** | 1.57 | 0,66 | 1,14 | 0,81 | 0,55 | 0,70 | 1,06 | 1,32 | 1 |
| **WEB PAGE PER SPEAKERS** | 4.29 | 0,74 | 2,28 | 3,05 | 0,59 | 0,33 | 3,47 | 0.37 | |

(Sources: Global Reach & Funredes)

# EVOLUTION % WEB PAGES COMPARED TO ENGLISH
## FUNREDES 1998-2005



Evolution of Latin languages compared to English

Legend: Español, Francés, Italiano, Portugues, Rumano, Aleman
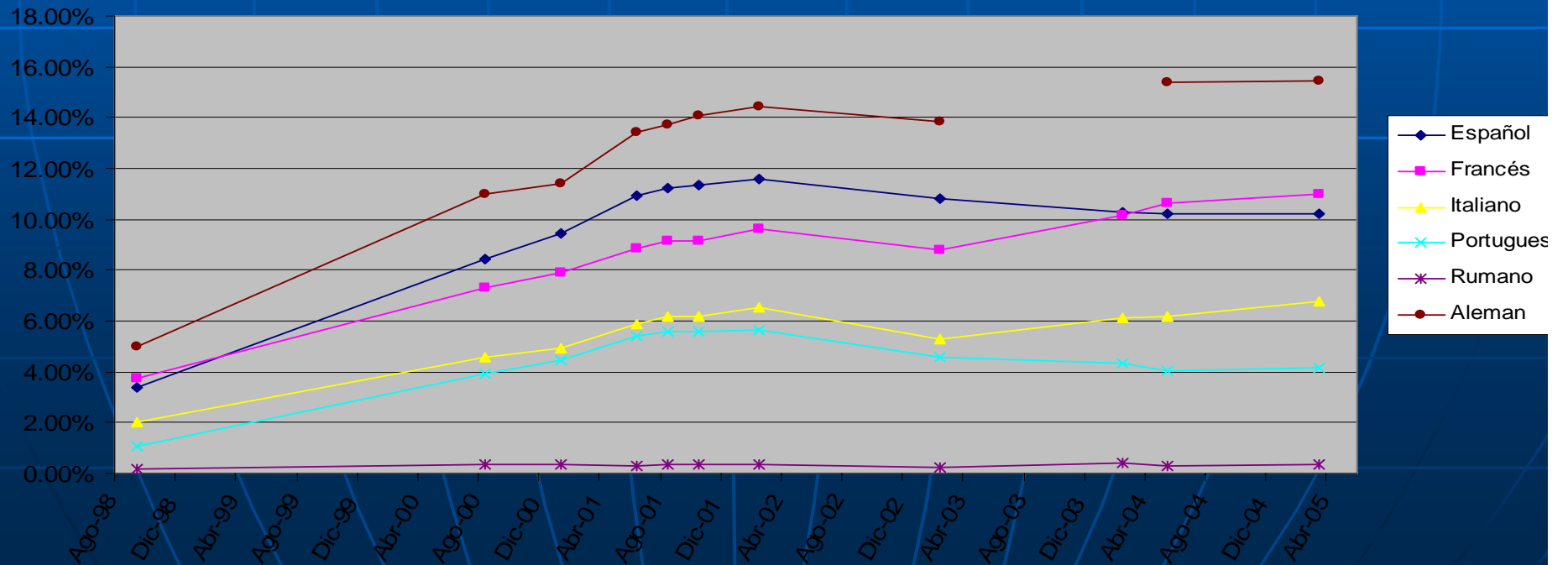
# EVOLUTION ENGLISH
# % WEB PAGES & INTERNAUTES

Porcentaje pagina web en inglés (Fuente: Funredes)
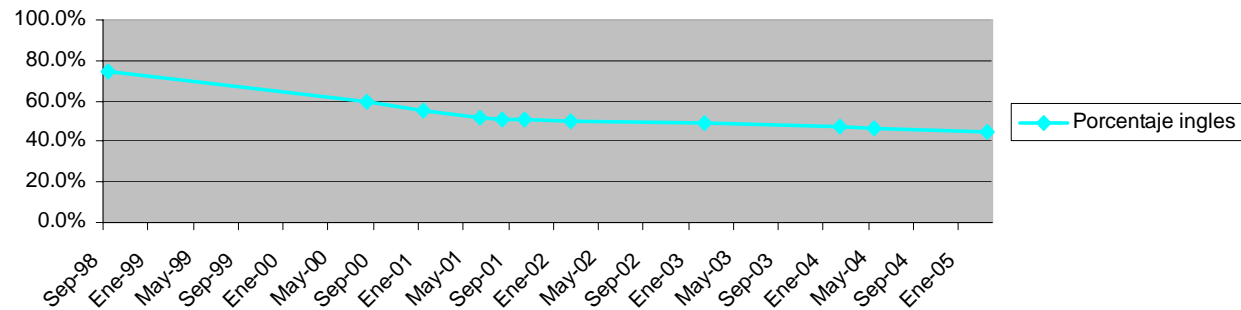


| | Sep-98 | Ago-00 | Ene-01 | Jun-01 | Ago-01 | Oct-01 | Feb-02 | Feb-03 | Feb-04 | May-04 | Mar-05 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Porcentaje ingles | 75.0% | 60.0% | 55.0% | 52.0% | 51.0% | 50.7% | 50.0% | 49.0% | 47.0% | 46.3% | 45.0% |

porcentaje de internautas en inglés (Fuente: GlobalReach)
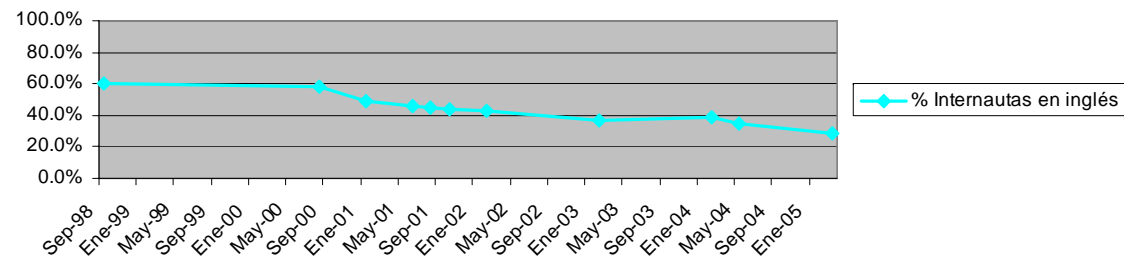


| | Sep-98 | Ago-00 | Ene-01 | Jun-01 | Ago-01 | Oct-01 | Feb-02 | Feb-03 | Feb-04 | May-04 | Mar-05 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| % Internautas en inglés | 60.5% | 58.0% | 48.5% | 46.0% | 45.1% | 44.4% | 42.5% | 36.9% | 38.6% | 34.8% | 28.6% |

# OBSERVED TRENDS SINCE 1998

→ **CONSTANT REDUCTION** OF ENGLISH DOMINANCE

→ SLOW NITIAL GROWTH OF **FRENCH** COMPARED TO **SPANISH & PORTUGUESE** THEN SWITCH

→ OBSERVATION LEFT TO **MARKET** … WITH LACK OF SERIOUSNESS

→ MARGINAL PRODUCTION OF **DEVELOPING COUNTRIES** & NO PROGRESS

# PARADOXES TO THINK ABOUT

- **"DEVELOPMENT" LOOKS LIKE A TERRIBLE RÉDUCTOR OF BIOLOGICAL, LINGUISTIC & CULTURAL DIVERSITY**

- **STRONG CORRELATION BETWEEN REGIONS WITH STRONG BIOLOGICAL & LINGUISTIC DIVERSITY**

- **RICH COUNTRIES ARE MORE MONOLINGUAL & POOT COUNTRIES ARE MORE PLURILINGUAL!**

# RECOMMENDATIONS

- **MAKE PLURILINGUILALISM A VALUE IN INDUSTRIALIZED COUNTRIES**

- **RETHINK LANGUAGES TEACHING**

# RECOMMENDATIONS

- **UNDERSTAND IMPORTANCE OF LINGUISTIC POLICIES & SPECIALLY IN VIRTUAL SPACE.**

- **UNDERSTAND THAT DIGITAL DIVIDE ID NOT ONLY A QUESTION OF INFRASTRUCTURES.**

# MONOLINGUISM IS A SERIOUS HANDICAP IN THE GLOBALIZED WORLD...

## INCLUDING FOR ANGLOPHONES!!!

## SEE BRITISH COUNCIL STUDY:
## "ENGLISH NEXT"
### David Graddol, 2006

http://www.britishcouncil.org/files/documents/learning-research-english-next.pdf

# English Next's Foreword

The growth of the use of English as the world's primary language for international communication has obviously been continuing for several decades. But even as the number of English speakers expands further there are signs that the global predominance of the language may fade within the foreseeable future.

Complex international, economic, technological and cultural changes could start to diminish the leading position of English as the language of the world market...

...should therefore end any complacency among those who may believe that the global position of English is so unassailable that the young generations of the United Kingdom do not need additional language capabilities.

# World Network for Linguistic Diversity (WNLD)

- MULTISTAKEHOLDER CONSORTIUM

- LAUNCHED BY ADAMA SAMASSEKOU (ACALAN) AFTER WSIS PROCESS

- IN THE PROCESS OF GETTING MOMENTUM

- NOT SOLELY FOCUSING ON CYBERSPACE ISSUES.

# WNLD MISSION

Value and promote
linguistic diversity
as a basis of the unity
of human communication.

# WNLD OBJECTIVES

- Encourage governments & institutions to implement measures enhancing equitable multilingualism.

- Promote mother tongue based bilingual / multilingual education at all levels of education as a means of promoting both social and gender equality.

- Promote software localization and equal access of all languages to cyberspace.

- Facilitate the empowerment of language communities worldwide in developing and using their own languages.

- Contribute to the creation and sharing of language resources.

- Observe the implementation of language policies and serve as a focal point for linguistic research projects.

# WNLD EXPECTED RESULTS

- Contribute reduce knowledge divide through the construction of concrete, specific and adapted programs, which enhance the use of languages as means of the world's cultures.

- Implement Multi-Stakeholder Partnerships in the field of cultural and linguistic diversity.

- Contribute to strengthen the dialogue of cultures and civilizations for a world of peace and solidarity.

# WNLD MEMBERS

- ACALAN..............................................→ President: Adama Samassekou
- AIF
- BISHARAT
- Casa de les Llengües Catalunya .....→ Secretariat: Vicent Climent
- EC Codice Idee per cultura SRL
- E-Africa NEPAD Commission
- ENSTA
- FUNREDES ......................................→ EC (Executive Committee)
- GKP (to be confirmed)....................→ EC
- GREF
- Intlnet,
- ICVolunteers...................................→ Secretariat: Viola Krebbs
- INTIF
- ITU
- Language Observatory....................→ Executive Secretariat : Yoshiki Mikami
- Linguasphere Observatory..............→ EC
- ILI - University of Pennsylvania
- MINC
- RECLA
- SIL International ...........................→ EC
- Thai Computational Linguisitcs Laboratory
- Toile Métisse
- UNESCO
- Unicode IDN in Africa
- Union Africaine
- Union latine...................................→ Deputy Exec. Secretariat: Daniel Prado

# MORE ON WNLD

## See
### http://icvolunteers.org/index.php?what=pub&id=413&start=2