

EMERGING LEADERS FOR THE DIGITAL WORLD

Stories from Diplo's Internet Governance Programmes



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Foreword



These pages contain the stories of talented people likely to play an important role in future Internet-related developments; all of them former participants in Diplo's Internet Governance Capacity Building Programme (IG CBP) held between 2005 and 2007. It may seem strange that we have used such a traditional means of communication--storytelling--to describe such a contemporary field as the Internet. Stories have always been a powerful tool of human communication. Through stories, elders have shared wisdom and the lessons of the past with younger generations since time immemorial. In parallel and in combination with the many new entertainment options provided by the media, storytelling continues as a powerful method of communication.

What is unique in these stories? They are the stories of people taking bold steps in the new field of Internet governance. This is a field yet to be developed and charted, and for which no formal educational programme exists. While doctors prepare for their careers by attending medical schools, and lawyers study law, people involved in Internet governance have to grasp the new subject on-the-go. This is probably why such diversity of professional backgrounds exists among Internet governance specialists, ranging from the expected computer specialists to the unexpected lawyers, sociologists, economists, and artists. Although the people featured here come from diverse professions, varying educational backgrounds, distant lands, and different personal experiences, they all share a common element--the curiosity needed to enter the uncharted terrain of Internet governance.

These are the emerging leaders of the digital world. Their leadership is based on their knowledge, experience, dedication, and professional integrity. Some of them are already involved in ICANN and the Internet Governance Forum. Others play leadership roles at universities and in local communities. Some are involved in grass-root activities. Like the Internet, leadership in Internet governance is “distributed” and exercised on various policy levels and in various contexts.

All of the featured emerging leaders have participated in Diplo’s nine-month IG CBP, which starts with a course on Internet governance, moves to policy research, and ends with immersion in policy processes such as the Internet Governance Forum. For most participants, the end of the programme marks the beginning of their involvement in the various policy processes at national, regional, and global levels.

For us at Diplo, this programme has been a fascinating experience. Every creative effort we made in preparing the course was multiplied by the responses and creativity of the participants. Soon, the IG CBP will be managed by people who were once participants. After having placed the stepping stones, the initiators will withdraw and let it grow. We invite everyone in the Internet governance community to help these emerging leaders further develop the IG CBP and their own individual initiatives, for the benefit of the Internet and for all those who may be empowered through it.

Many new powerful stories are waiting to be written!



Jovan Kurbalija
Director
DiploFoundation

Introduction

Introduction

ABOUT

The Internet Governance Capacity Building Programme (IGCBP) assists individuals involved in Internet governance issues from countries with limited financial and human resources to develop the skills and knowledge required to participate meaningfully in the global debate on Internet governance. In the past two years, Diplo has trained 267 individuals - government officials, businesspersons, civil society activists, journalists, and academics - from over 82 countries worldwide. The programme has three main components: training, policy research, and policy immersion. These activities are organised during the year, culminating in participation at the annual Internet Governance Forum, usually held in November.

TRAINING COURSE IN INTERNET GOVERNANCE (MARCH – JUNE)

The training course starts with a two-month introduction to Internet governance, followed by two months of specialised studies on issues such as privacy and security, jurisdiction, arbitration and liability, the digital divide and universal access, infrastructure and economic models, e-commerce, multilingualism and diversity, e-governance and e-voting, emerging issues, and network neutrality.

The course uses a collaborative approach to online learning: intensive discussion and interaction among participants and tutors enhance the individual learning experience. Assessment of participants combines on-going evaluation and an end-of-course examination. Participants who successfully complete the programme receive a certificate in Internet Governance from the DiploFoundation.

POLICY RESEARCH (JULY – OCTOBER)

In this period, participants address in greater depth some of the important issues in the field of Internet governance. This year, the research themes included:

- Business models and legal responses dealing with digital content
- The balance between citizen rights to information and the rights of IPR holders
- E-commerce in developing countries
- Security issues and wireless technologies
- Regulation vs. spam
- Human rights, privacy, and identity
- Strategies for bridging the digital divide without external funds
- WiMax and fibre optic submarine cables
- Internet governance institutions and framework
- Information and communication technology for civic participation and youth involvement
- E-democracy

The research demands online team participation involving three to four members.

The results of each team's research is presented and promoted both through the Internet and at the main Internet governance meetings.

POLICY IMMERSION (DURING THE PROGRAMME)

Policy immersion consists of a series of fellowships and capacity building packages that provide participants with practical experience in Internet governance issues. These include placements with the Secretariat of the Internet Governance Forum and other partner institutions and participation at the main regional and global meetings related to Internet governance. This year the IGCBP participants have been involved in a number of events: the European Internet Governance Summer School in Meissen, the ICANN Studienkreis in Warsaw, other ICANN meetings, the "Connect Africa" Conference in Kigali, the Internet Governance Forum in Rio de Janeiro, and the Global Knowledge Partnership in Kuala Lumpur.



“If capacity building in Internet governance is to be successful and effective it has to be a process: a process that involves training, research and policy immersion. This programme is a good example of providing timely, low cost, and effective capacity building. It creates the foundation for establishing networks or communities of experts in developing regions. (...)”

Bring in what you learned in the creation and the formation of your national policy. Be a leader, go for it, do what you believe in, believe in what you are doing. I wish you good luck!”

Excerpts from the address of Ambassador Walter Fust, Director General of the Swiss Agency for Development and Cooperation, at the IG CBP Virtual Graduation Ceremony (July 2007).



Emerging Leaders

Emerging Leaders



ULEMU NYASULU

MY HOME

I was born in Zomba district of Malawi, a town where I now live. Zomba is also known as the University Town and is a small town in the southern part of Malawi, which forms part of the Shire Highlands. The town was founded by European settlers in the mid 1880s and became the capital city of Nyasaland (now Malawi) during the colonial era. Zomba has a few industries, mainly wood and lime processing.

Chancellor College, a constituent college of the University of Malawi is what makes the town popular. The college is one of the biggest employers in the town. When semesters are in session, students at Chancellor College set the rhythm of the small town, with hundreds flocking to the college every morning from surrounding locations and returning home in the evening. The small shopping area is also flooded with students over the weekends as they do their shopping in the supermarkets and the open market.

To the north of Zomba is the Zomba Plateau, which rises to about 2,100 metres. This plateau is a popular tourism

destination, as it is rich in natural flowers and trees--some are not found anywhere else in the world. The mountain is also famous for the Chingwe hole, which is known to be bottomless by the locals there. The Mulunguzi dam up the plateau also offers an opportunity for fishing for those with this hobby and plenty of beautiful birds for bird watchers.

MY FAMILY

I am second born in a family of four girls. My father was an economist, and my mum, a nurse. My father was once a diplomat in Brussels, Belgium. On return, we lived in Lilongwe, the capital city of Malawi, where he worked in the Ministry of Foreign Affairs. In 1989, when I was aged nine, my dad was detained by the authorities without trial for one month. While in prison, he developed a serious liver infection, resulting in his death. At that time, Malawi had a dictatorship and one political party with a life president, Dr Hastings Kamuzu Banda. That government was toppled in 1992, when multi-party politics and democracy won in a referendum.

The death of my father shook the family badly. We were given three months to move out of the house we were occupying, as it was government property. We moved to stay with relatives and later rented a two-room house in which we lived as a family.

While this was happening, my eldest sister was twelve and we were all in primary school. My mother worked hard to provide for the family and the school fees were taken care of from the savings my father left. The second year of my secondary school coincided with a project called Girls Attainment of Basic Education (GABLE). This project paid for school fees for secondary school level girls. In 1997, I wrote my Malawi School Leaving Certificate (O-Level) exams and passed with distinction. I was then selected to pursue a Bachelor of Science Degree in the University of Malawi, through the normal selection programme.

Since I had been selected through the normal university entry programme, the tuition fee I had to pay was very low. When I was doing my final year, tuition fees were raised by over 600%, but, fortunately, the government introduced a loan scheme for students from which I benefited to finish my education. While still studying in college, the family savings were depleted, and my mother was the sole provider for the family. This was not easy with four girls, some still in secondary school then, one

“The Internet Governance Capacity Building programme (IGCBP) has equipped me with considerable knowledge of ICT in some areas where I was lacking. My orientation has always been technical, rather than the social and human aspects of ICT. Since the IGCBP of 2006, my perspective of ICT in Africa has changed.”



4 years old in Lilongwe



3 years old with uncle



Final year student (BSc), Chancellor College



Ulemu in her current office - Chancellor College



Ulemu at home in Zomba



Ulemu with husband, Gerald, and son, Merari

pursuing a professional course, and myself in college. It was hard to get personal needs met sometimes. However, I had a lot of support from family, family friends, and I also used to work during the school vacations and holidays to earn money. My husband (who was my fiance then), was especially helpful in getting vacation employment for me and my friends soon after he got his first job. He also supported me a lot financially.

MY EDUCATION

My first degree is a Bachelor of Science (Computer Science major), from the University of Malawi. It was awarded with a distinction in 2002. Soon after graduation, I secured a job as an associate lecturer with Chancellor College, where I am still working as a lecturer. I am also Deputy Head of Department for the Mathematical Sciences Department and Head of the Computer Section within the department. After working for a year and a half, I was offered a scholarship by the Australian government under the AUSAID programme, through the government of Malawi. I pursued a Master of Information Technology at James Cook University in Queensland, Australia majoring in Networking.

My experience in Australia was wonderful. Initially I had fears because this was my first time to live outside Malawi as an adult. However, living in Townsville, a small town on the Eastern Coast of Queensland was fun as I noticed that the people were friendlier than I had imagined. I was also impressed by their various systems, for example, social systems, government, immigration, higher learning, transport, and health, which I found to be very organised, and highly automated. The lecturers at James Cook University were very friendly and available to help at any time. My stay in Australia was made even more enjoyable because my family joined me under the scholarship. While studying in Australia, I worked as part-time tutor in the School of Information Technology. I also worked as an information and communications technology (ICT) support worker for North and West Queensland Primary Health Care.

THE EFFECTS OF IGCB ON MY LIFE AND CAREER

The Internet Governance Capacity Building programme (IGCBP) has equipped me with considerable knowledge of ICT in some areas where I was lacking. My orientation has always been technical, rather than the social and human aspects of ICT. Since the IGCBP of 2006, my perspective of ICT in Africa has changed. The challenges faced are clearer, not only needing technical solutions, but also policy and social solutions.

In fact, my career development plans have completely changed. Before attending the programme, I had plans to pursue a Ph D in a networking related field, for

example, routing protocols or Quality of Service. My inclination was to be in the technical area of ICT. I now have plans to do a Ph D that will focus on diplomacy, policy, and legal issues in ICT. I realise that it is very easy to learn technical ICT, and be able to implement different systems. However, plans for implementation of infrastructure, development of information systems, are inhibited by policy makers, who sometimes for lack of insight into ICT, tend to be hesitant to support such initiatives. Consider the case of the EASSy cable. The biggest issue in the delay of this project is policy and not implementation. I, therefore, think there is a huge gap at policy level. To articulate policy issues, one has to be well versed with all the issues that surround a subject area. I consider myself to have a good overview of technical aspects in ICT and that is why I would like to explore legal, diplomatic, and policy aspects in my Ph D studies. This will give me good grounding to represent and lobby for my country and Africa at international forums.

Career wise, the IGCBP has empowered me to be a more balanced teacher. I am able to introduce college students to global Internet Governance issues. I am also able to confidently talk about global ICT issues that I learnt from the programme in conferences, meetings, or workshops.

I have also learnt through the IGCBP programme that Africa can have a voice that can influence global policy in ICT only if capacity issues are articulated and presented from a well-informed perspective. The complaints about a lack of voice for Africa may actually be because few qualified people properly represent our nations. For example, my contributions in reviewing the National ICT Strategic Plan for Malawi were mainly due to the IGCBP. The knowledge I gained in that programme helped me to look at the document in a holistic manner.

Other than this, one of the major gains from this programme is an opportunity to network with professionals from law, infrastructure, and policy areas who are now involved in ICT. This network has benefited me in numerous ways. I always seek advice on different ICT issues from members of this network and the advice is always invaluable.

THE E-LEARNING EXPERIENCE

E-learning was a new experience for me. The main difference I noticed from other courses I have attended is that e-learning was a student-centred approach. I learned because I wanted to learn. I have a purpose in life, and I thought that this programme was going to help me achieve what I see myself in the next decade. In addition, the tutors were very helpful, ever present, encouraging, and made the learning experience a pleasant one.

Time was always a limitation in this course. Sometimes our jobs require travelling and that might mean that one has no access to the course updates for a while. However, asynchronous learning helped as one was able to work at any convenient time.

As mentioned above, the first valuable thing I received from this course is to network with different people from different backgrounds, as one of the criteria for class composition is diversity. It has helped me to be a more balanced person in terms of my perspective of the world, people around the world and different fields that relate to ICT.

Second, Diplo programme made it possible for me to attend an international forum for the first time in my life-- the Internet Governance Forum in Athens. This is the most important benefit I got from this programme. I do not think I would have gotten this experience any time soon from anywhere else. This experience was a huge eye opener for me. I saw for myself what happens at such forums, and this is one of the major things that has helped me decide what future career I would like to pursue.

Good capacity building is one that offers the candidates a chance immediately to practice what has been learnt in a real environment. For example, one problem I see with graduates in the area of ICT is that once they do their studies, either abroad or locally, they are placed in managerial positions without an opportunity to do hands on work with their expertise. I believe that a good programme should help the candidate work in a relevant area and produce results before changing to managerial positions. This is not to discourage promotion, but one can be promoted across the ranks while working hands on using their expertise.

The Diplo programme is a great stepping stone, as it allows one to immediately participate in global issues. Diplo should continue to introduce the alumni network to conferences, workshops, initiatives, fellowships, and scholarships so that the empowering process continues for the members through other avenues.

PLANS AND VISION FOR THE FUTURE

The main challenge for the digital world in Malawi is the infrastructure. Funding for ICT infrastructure is a problem and many schools and colleges still do not have access to the Internet. My vision for Malawi is to have a country where all educational institutions are connected to the Internet and to each other. This would provide for reduction in cost, as we would take advantage of synergies and use lecturers/teachers from other institutions to teach students across the country through

the use of video conferencing, for example. We would be able to have common resources, platforms for collaborative research, reading material, and findings accessed locally without having to pay the Internet service providers.

My second vision for Malawi is to have local professionals in the area of ICT have a local and global effect through research and development. It is saddening to see graduates that have degrees equivalent to their counterparts in the developed countries, but unable to effect our country and the region. This is mainly due to dominance of foreign products that keep us on our toes, learning all the new things deposited in the country, one after the other. Local consumers are attracted to these products, causing a demand for them. This forces a Malawian graduate to learn the new technology and try to master it, and before he or she does that, something new arrives. We are basically kept on our toes learning this new thing and that new thing. In other words, we are still colonised technologically, ruled by foreign technology, and unable to choose what is good for us. Of course, issues of market for our products would arise, where can one sell Malawian innovation in ICT? Well, with the advent of the Internet, all things are possible. We would then end up with improved lives and a better economy.

Globally, I am looking forward to a day when Africa will have access to bandwidth at rates as low as that currently paid in developed countries. I am optimistic that this could happen in the short term. I look forward to a fully decolonised Africa.

Today, I am involved in a number of projects.

- I work as a research tutor in the Internet Governance Capacity Building Programme. My students are quite diverse, coming from Malawi, Nigeria, Burkina Faso, Kenya, Uganda, Sudan, Ghana, Burundi, Canada, and Zambia.
- I am also involved with of the development of the first Malawi ICT Policy for the next decade, with focus on ICT for development. It is expected that the document will be presented to parliament this year. The University of Malawi is part of the group working on this document, and it is through representing the university that I contribute to the production of the document. However, I also have been making contributions towards the production of this document as a member of the ICT Association of Malawi. The working group comprises the private sector, academicians, civil society, and government.
- Most universities in Africa do not have access to sufficient bandwidth or to online materials, as is the case

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“Initiatives such as those of DiploFoundation are highly appreciated. I think what we need in Africa is exposure to global forums and issues. This is the only way we can have an effect. I feel that with the number of university graduates that we currently have in Africa, if each one of them were able to contribute meaningfully in their field to help the government and advise it on global issues, Africa would never be the same.”



Chancellor College, Malawi

in developed countries. In order to promote Internet connectivity for the tertiary education and research sectors, the Malawi Research and Education Network (MAREN) was established in October 2005. I joined MAREN in 2006 soon after my return from Australia and I am part of a task force that oversees its operations. MAREN has successfully lobbied for the use of existing fibre owned by the Electricity Supply Commission of Malawi (ESCOM). This is strategic because the main fibre line runs close to most tertiary education and research institutions. MAREN is now seeking financial, technical, and material assistance to connect institutions that are not close to this main fibre line. The options explored at the moment are fibre and wireless connection.

- I am also a board member of an organisation involved with the distribution of computers to secondary schools and other youth organisations in Malawi, Computers for Malawi. As was the case with MAREN, a colleague introduced me to this organisation and requested if I could take her place as she was leaving the country for further studies. At the time, my plate was full but the noble objectives of this organisation are worth the sacrifice. The computers are solicited mainly from Computer Aid with the help of donations from well-wishers.
- As already noted, I am a lecturer in the University of Malawi. Apart from the normal duties of a lecturer, I am deputy head of Mathematical Sciences Department and head for the Computer Science Section within the department.

PERSONAL COMMENTS

Over the years, I have learnt to accept circumstances that surround my life at the time. I am a Christian, and I believe that God let those things happen for me so I could be who I am today, and especially for me to be able to think the way I think, and perceive life the way I do. I believe in life with vision and purpose, seeing the end before the beginning, and with God's help, taking steps to reach there.

Initiatives such as those of DiploFoundation are highly appreciated. I think what we need in Africa is exposure to global forums and issues. This is the only way we can have an effect. I feel that with the number of university graduates that we currently have in Africa, if each one of them were able to contribute meaningfully in their field to help the government and advise it on global issues, Africa would never be the same.

Africa has many educated people with a great local perspective; however, they have little global influence. I find that it is not enough to invite people to forums where it is a known fact that they will not contribute meaningfully. It is better to invest time in training them and, if this is done properly, through different avenues, even the Internet, their voices will be heard.



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“I have met many of Diplo's alumni and have been truly impressed by their enthusiasm and dedication and the difference that Diplo is making to their life chances.

The IGF has profited greatly from Diplo's work and the commitment of its alumni, some of whom have worked directly as interns in the IGF Secretariat.”

Nitin Desai
United Nations Secretary-
General's Special Adviser
for Internet Governance



"I was delighted to meet and guide so many young and enthusiastic leaders brought together under Diplo's auspices for training and capacity building in the complex field of Internet Governance. More, much more programmes like Diplo's courses will be required to empower young leaders of future generations in Internet Governance before the Internet, already a global public good, can also truly become an effective part of the universally normative common heritage of mankind."

Dr. Alex Sceberras Trigona
Former Minister of Foreign Affairs, Malta



DHRUPAD MATHUR

MY BACKGROUND

I was born and brought up in the legendary state of Rajasthan, popularly known as the Land of Kings and Palaces in India. I did my schooling in Jodhpur, where my father was posted for the government of Rajasthan. My mother was a homemaker.

Fascinated by the folklore and inspired by the stories of brave warriors of Rajasthan, in the initial year of my college life I wanted to join the armed forces; I participated actively with the National Cadet Corps during my college years. I was a cadet in the air wing during the first year. In the second year, I attained the rank of Cadet Sergeant and started leading the contingents. In third year, I received the rank of a Cadet Warrant Officer and was actively involved in parades, skit-shooting, range-shooting, gliding, and para-sailing. These activities infused both self-confidence and risk-taking ability in me, along with the discipline and sincerity that they demand.

I was associated with the National Service Scheme as a volunteer for social service, attending social service camps, participating in AIDS awareness rallies and literacy

campaigns. I was also a volunteer in a crematorium. I was and still am touched by the sight of destitution. I don't know whether I have done anything substantial, but this is the spirit that drives me towards volunteering for causes.

MY EDUCATION AND TEACHING

I have a Bachelor's degree in science and did my MBA from Udaipur. During this time, I worked part-time as a web content developer. Thereafter, I did my Doctorate degree from Jodhpur and started teaching in the government engineering college. This was the beginning of my journey in teaching and research, which continued until two years ago. I had opportunities to teach at several prestigious colleges in the country, most notably the S.P. Jain Institute of Management and Research in Mumbai.

Prior to teaching there, I taught courses at colleges typically under a university setup, but the S. P. Jain Institute was radically different as a professional institution. As well, the frequent interaction with industry and bright students was tremendous. The major advantage that I had at that point was a versatile skill-set acquired from my studies of pure science with a management degree and information technology certifications. A Ph. D in e-business helped as did an understanding of physical and biological systems.

I have been fortunate to become involved with Diplo, first as a participant and then as a tutor and fellow. I used to browse for information related to my research and, in 2005, I had my very first contact with Diplo after I spotted the web site. The details of programs and courses were interesting. Later, I applied for the Internet Governance Capacity Building programme (IGCBP) and under the able supervision of my tutor Veronica Cretu I started the course, which I found very interesting being my very first live e-learning experience.

I completed the IGCBP in 2005 and since then Diplo has been a blessing and has added dimensions to my development. The United Nations Fellowship at the Working Group on Internet Governance (WGIG) was a great learning experience. With the fellowship, I had an opportunity to work on the final draft of the WGIG report and participate in the WGIG process, which gave me tremendous understanding of international multi-stakeholder diplomacy. Working at the WGIG secretariat was my first exposure to the UN system. I got a chance to interact with people from diverse backgrounds.

"I draw considerably from my experiences in Diplo's IGCBP and translate them to the local needs of India. We interact with many people from different government agencies and ministries on different projects and proposals, advising on policy issues pertaining to capacity building (...). It is a sustainable project with great results. The participants of our capacity building projects are currently taking charge of managing local initiatives, drafting regional ICT policy plans and training their own teams.

Before the IGCBP and my fellowship in Geneva with the WGIG secretariat, I would not have felt confident to become part of such a complex task force."



MY CURRENT WORK

In the last two years, I have been working on the National e-Governance Plan of the government of India as Senior Consultant for Capacity Building in the Programme Management Unit at the Ministry of Communications and Information Technology, Government of India.

The National e-Governance Plan of the Government of India is an initiative of over INR 240 Billion. Working at the Capacity Building wing of the Programme Management Unit of the National e-Governance Plan, at Ministry of IT, Government of India, I am responsible for fostering the Capacity Building initiatives at the Program level, which includes policy, design development and implementation of the Capacity Building Programme across States, Union Territories and Ministries.

I draw considerably from my experiences in Diplo's IGCBP and translate them to the local needs of India. We interact with many people from different government agencies and ministries on different projects and proposals, advising on policy issues pertaining to capacity building, including specialized training, curriculum, content development, staffing and human resources for expert units for e-governance. It is a sustainable project with great results. The participants of our capacity building projects are currently taking charge of managing local initiatives, drafting regional ICT policy plans and training their own teams.

Before the IGCBP and my fellowship in Geneva with the WGIG secretariat, I would not have felt confident to become part of such a complex task force. But I have constantly drawn on my experience with the WGIG and we not only manage well inside our group, but also have successfully divided external tasks among group members. I have been assigned advising policy issues on specialised training, curriculum, content development, staffing, and human resources for expert units for e-governance.

The greatest outcome of the IGCBP has been the confidence that it has given me. By exposing me to an emerging body of knowledge and then by providing me with an opportunity to interact with a diverse international community, I have gained in abilities and self-respect. The biggest asset that I have today is that I have friends and acquaintances in almost every part of the world.

A SUMMARY AND A VISION

The IGCBP has been beneficial for my career. The programme gave me a hands-on understanding of various

aspects of capacity building. Continuous interaction and learning since 2005 on the Diplo platform has provided me with skills that I use in the capacity building implementation here in India.

I want to make a difference by contributing to the social cause. I believe that committed and planned interventions can reduce the miseries in society. I aspire to touch and improve the life of common men. I see information technology as an enabling power that can be used for sustainable development. While fully aware that we have many issues to deal with, I feel that if we can ensure education for the masses, leading to respectful living and earning, we can transform society. It will require sustained efforts and perseverance on the part of nations and society to make it happen; yet, I believe that life is the greatest thing that that has happened to this planet and that all human beings equally need nurture and care.

I look forward to contribute substantially in the areas of

- public policy and programme management for large-scale development of technology
- the use of information and communication technology for sustainable development
- capacity-building and delivery of training.

A VISION FOR INTERNET GOVERNANCE CAPACITY BUILDING

Internet governance finds considerable challenge in the proliferation of activities in a networked society. India is developing fast as an information and communication technology based industry. Due consideration needs to be given to Internet governance with an inclusive approach towards various issues like security, privacy, freedom of expression, human rights, access, cybercrime, multilingualism, public policy, and cross-jurisdictional issues. These issues have a direct effect, not only on commercial activities, but on society at large.

India will be hosting the Internet Governance Forum in year 2008. Now is the time to initiate awareness and sensitisation of important stakeholders; and also for initiating an ongoing dialogue on Internet governance issues in India. To promote a multi-stakeholder approach in India, we need to sensitise and involve the stakeholders in this process. Hence, we need to have Internet governance capacity building for the government, corporate actors, academics, and civil society. Today, I feel committed to this cause.

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- public policy and programme management for large-scale development of technology
- the use of information and communication technology for sustainable development
- capacity-building and delivery of training.”





FUATAI PURCELL

MY HOME

I was born in Falealupo village, in the island of Savaii, in Samoa, a small island developing country in the Pacific. Savaii is the largest of the nine islands that make up Samoa, but the capital is on the island of Apia. These islands were settled as part of the general settlement of the Pacific by Polynesian culture.

Briefly, at the end of the last century, Samoa played a significant part in the colonisation of the Pacific by western powers. Samoa was first colonised in 1899 by Germany and in 1914 by New Zealand at the outset of the First World War. At the end of the First World War, New Zealand retained control of Samoa under a mandate from the League of Nations. New Zealand continued to control Samoa until 1962, when Samoa became the first Polynesian state in the Pacific to gain independence.

MY FAMILY BEFORE I GOT MARRIED

I am eldest in a family of thirteen children. As eldest, I instructed and directed my younger siblings as we all had to help out in gathering coconuts or ripe cocoa pods, open them and dry them in the sun. During the orange season, we helped our parents pick oranges and pack them with care in sacks, which our father took to the market to sell.

Looking back now, I can say that teamwork is nothing new to me, as it is the environment that I grew up with;

even the youngest, at three years, had to buddy with older children to pick up the rubbish and dry leaves around the house before breakfast. After school, we all had chores to do and it was my responsibility to make sure every one did her or his chores, or we would not achieve the maximum return we could get from the crops. I was also the money counter of the family after we took our crops to the shops.

We were a close bunch of happy children and wherever I went, seven followed. It was a long walk of about five miles from our home to the village. During certain times of the year, you could smell ripe pineapple along the way. The advantage of being the eldest was that you could tell the younger siblings to go and fetch some ripe pineapples growing wild in the bush for a snack before we reached our destination.

I must have done a great job, because I got everything I needed and handed it down to the younger siblings when I did not want it or, in terms of clothing, when it did not fit anymore. I remember that on White Sunday (second Sunday of October every year), I was the only child in the family with a new dress. Everyone else wore old dresses handed down from me. White Sunday is the Children's day in Samoa and it is still a tradition that every child wears white to church and a new outfit for a special lunch.

Even when I came home from the holidays when I was attending intermediate school and college in the island of Upolu, I continued to direct my siblings and tell them off when they disobeyed our parents.

MY EDUCATION

I attended the Falealupo primary school and when I turned twelve, my parents decided that it would be best for me to attend intermediate school in the capital so I could get a better education. It was the hardest time of my life having to leave my family and move to the island of Upolu to live with my aunty and attend school there. I went to my village every vacation, except when we did not have enough money to pay for bus and boat fare to go home.

Because I was privileged to go to the capital of Apia for my education, I worked very hard at intermediate school so I can get good marks to move up to a college. My family was happy and proud when my name was read out over the radio as one of the students to enter Samoa College in 1969.

The big problem, though, was school fees. In fact, after the second term in Samoa College, I could not return until my fees were paid in full. During the second term

“Because of the benefits I gained from the IGCBP, I have encouraged young people in Samoa to apply for the IGCBP and hope the government will continue this initiative in the future. Three young people from Samoa are currently participating in the IGCBP with the DiploFoundation. I encourage governments to have their public servants, in particular youth to study Internet governance in the Diplo IGCBP.”



Fuatai, (in the middle with arm bands of tea leaves) in traditional costume for Samoa College entertainment at the dedication of the Chanel College Fale.



Eldest daughter graduating with a Bachelor degree in Anthropology, Massey University.



Eldest daughter getting married the traditional way.



Fuatai, her husband, and their immediate family



Mr. Purcell, Fuatai's husband, the public speaker



Mr Purcell, Fuatai's husband, with their grandchildren.

holidays, I went home and worked for two weeks non-stop to help my family raise my school fees. Even on Sundays, which are a day of rest in Samoa, I snuck out and gathered ripe cocoa pods and piled them far away from our home so that our parents would not know that I was working on a Sunday. Then, on Mondays, I woke up very early in the morning, and went with the four younger girls to cut the cocoa pods I had collected on Sunday.

I returned to college with the full fees and I stayed for the last term of my first year. However, I was still worried about the fees for my second year at college. The only thing I knew was to work hard at our plantations during the holidays. But at the end of my first year at college, it was announced that the government of New Zealand had five scholarships for the new year for all students who wanted to sit an exam and who were in hardship. I fit the criteria and started studying for the exam. I came second and it guaranteed me a scholarship that included full payment of school fees for the year as well as full fees to live in the hostel, plus a small daily subsistence allowance.

Eventually, I was also awarded a scholarship to study abroad doing primary teaching. At the time, I did not want to become a teacher, but an accountant. Instead of taking up the scholarship for primary teaching, I found a job at a public library and studied accounting part time through the University of the Pacific extension courses in Apia. I thoroughly enjoyed accounting and had a few more papers to do when I met my husband, got married, and started my own family.

My university education did not start until much later in life, when I was 43 years old in 1998. I went to Victoria University in 1997 to enquire about a formal qualification. I was told that I could not attend the university because I did not have a first degree. I gave them my C.V. and asked them about some part time studies to get a university qualification of some sort. I passed courses with flying colours and I graduated in 1999. In 2000, I enquired about doing my Master of Commerce and Administration with a major in Information Systems, by thesis only. I completed my Masters degree in 2003.

MY OWN FAMILY AND LIVING OUR DREAM

I got married in 1978 and have four children. We both worked for the same company and when we decided to get married, we both looked for jobs as we believed that it was not a good idea for a husband and wife to work together. I have no idea where we got this belief from, but I did get a job with the New Zealand High Commission in Apia. So I moved to my new job and my husband remained in his previous job. We both enjoyed our jobs and were blessed with twin girls the following year, and a son the year after.

In 1983, my husband and I decided to move to New Zealand to give our children a better education and better opportunities than we ever had. This idea was my husband's, because he was educated in St Paul's in New Zealand and returned home after his education. We paid for a container and packed all our possessions that my husband knew we could use in New Zealand. I had to listen to him because I had never been to New Zealand before. We took most of our kitchenware and bedroom furniture including pillows and sheets.

But our turn of wonderful experience turned into ashes when our youngest son was diagnosed with a very rare cancer called rhabdomyosarcoma, a cancer of the muscle tissue. During this time, I did a research into this type of cancer. I must have read every article available in books and online concerning rhabdomyosarcoma, asking the question "why me"? With my faith, I led my family to stand together in good, bad, and sad times. My precious youngest son died in 1997, which devastated our lives as a family. It is an experience that will always stay with me. In fact, it made me continue to lead my family to learn how to live with it and that it is something that will never be forgotten and will stay with us until we die. The death of my youngest son made me even stronger and I continued to lead by example through going to university for the first time, and getting A grades which encouraged my children who were all in college at the time. Leading by example helped my older children to do well in their studies.

THE STRUGGLE OF FINDING A JOB IN NEW ZEALAND

When we arrived at our new adoptive country, we stayed with my brother-in-law and his family while we looked for jobs and also a flat. It was a challenging experience. While our CVs and references were of highest standard, the simple fact that we did not have computer experience was against us. I interviewed well, but when prospective employers asked what computer experience I had, I answered them by asking, "what is a computer?" Computers were unheard of in Samoa at the time. Other people I met said they simply answered that they had data entry experience. But I did not even know what data entry was, as I knew only the typewriter. In my time of depression over difficulties in finding a job, I felt I had only two options for me and my family: either I looked for a factory job or returned to Samoa.

But my guardian angel was with me. Just when we discussed returning back home, the New Zealand government recognised the big gap in computer experience and offered free courses for those people needing computer skills. Two types of computers courses were offered for free. One course was called

the “computer user’s course” and the other one was called the “computer operator’s course.” I wanted to take the latter, but no seat was available, so I started with the computer user’s course. However, after three weeks, a student from the computer operator’s course left and I quickly took up the challenge.

After this nine-month course, I got the first job I interviewed for. Since then, I have never looked back, but was on my way to a challenging and enjoyable adventure for my husband, my children, and me. Not long after I started working, my husband found a job as a prison warden, something he never dreamt would appeal as a job but he had no choice. But like me, with all the opportunities at the workplace including courses paid for by the Corrections Department, he welcomed them with open arms. In the end, he became the first Pacific Islander to move up the ranks, studying at Victoria on full pay and fees all paid for, and ended up as the first Pacific person to hold the position of Principle Policy Officer. We had to move from Auckland to Wellington because of his job with the head office.

I am sure it is determination and believing in God and in ourselves that had given us our opportunity to work, study and learn well into our mid 40s in a new country.

While working in NZ, I sent money back home to my siblings regularly to help them. This is because I realised that our parents put all their efforts into educating me and when the younger ones started schooling, it was like they were too tired and did not work as hard as they did for my education. This is one of the reasons why I chose to return home. Upon my return, my extended family unanimously decided to bestow the family title “Gisa” to me. It was difficult being a woman but with the skill of my younger brother Tai’i Tulei who is an orator, the village council agreed to bestow the title on me, because I was the eldest and it was my extended family’s decision.

Our three children are now in NZ and only the girls are married. We now have three grandchildren. Our youngest son still lives through our older children and now our grandchildren. God’s name be praised.

THE EFFECTS OF DIPLO IGCB PROGRAMME IN MY LIFE AND CAREER

I have found the Diplo Internet Governance Capacity Building Programme (IGCBP) very practical and very useful. The IGCBP helped me a great deal with understanding issues around Internet governance and it has been helpful for my work as a national ICT project manager in Samoa. I am the Secretary of the National ICT Committee. I am also the Assistant CEO of the Ministry of Communications and Information Technology, managing

the ICT Secretariat, a body set up by Cabinet to lead the implementation of the national ICT Strategy. Apart from developing ICT at the national level, my other responsibility is to represent my country in regional and international ICT conferences, workshops and other gatherings so Samoa can continue to be kept abreast with understanding the issues and solutions offered globally, as in acting locally and thinking globally. I have attended numerous such conferences and in particular, the WSIS summits, the ITU World Development conferences and Study Groups, and, regional or international donor workshops. I have built a great international network that I work very closely with, and thoroughly enjoy online meetings. What I really enjoyed is learning not just about Internet governance, but about other issues that affect the secure and affordable use of the Internet.

I studied Internet governance at a time when the World Summit of the Information Society (WSIS) was in progress. This course allowed me to understand the key issues of Internet governance and it also allowed me to be very diplomatic when I delivered the views of my country during discussions.

In September 2007, I was appointed the Rapporteur for the new International Telecommunication Union study question for small island developing states. My experience gained from the IGCBP will be very useful in studying the issues surrounding Internet governance in these states.

Because of the benefits I gained from the IGCBP, I have encouraged young people in Samoa to apply for the IGCBP and hope the government will continue this initiative in the future. Three young people from Samoa are currently participating in the IGCBP with the DiploFoundation. I encourage governments to have their public servants, in particular youth to study Internet governance in the Diplo IGCBP.

THE ONLINE LEARNING EXPERIENCE

The vast knowledge I now possess for Internet governance issues was attained through participating and attending the IGCBP with Diplo. It was my first exposure to using online learning tools. It is amazing how classmates from the 4 corners of the world can all discuss issues online. It makes enjoy my job more and strive to ensure that online learning can be established in Samoa so that those students in rural villages no longer have to move to the city to attend good schools.

Providing online learning tools to those in rural village can also help in reducing migration from rural villages to the city. There is an emerging issue of increased crime rate due to those people from rural villages who all of a

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“There is a huge need for online learning infrastructure at the national level in my country and I am sure it is the same in other small island developing states.”



Fuatai's nieces and nephews on the deck of her beach fale in Falealupo.



Fuatai and her family traveling to Namu'a Island after her daughter's traditional wedding.

sudden find that they no longer has the village council rules to adhere to.

Furthermore, online learning from my experience means cheaper tertiary education because families and governments do not have to spend so much money in sending people overseas to study. Online learning will also assist in combating the issue of lack of tutors and teachers especially in the field of information and communication technology.

There is a huge need for online learning infrastructure at the national level in my country and I am sure it is the same in other small island developing states. While this need exists, Samoa has an online course for doctors and this is an initiative that needs expansion to formal and informal education.

Leaders, regardless of any age, culture and beliefs must continue to learn and keep abreast with what is happening worldwide, in order to help their families, and countries develop knowledge and an information society.

PLANS AND VISION FOR THE FUTURE

I plan to do research on Internet governance and information and communication technology development in small island developing states, preferably as part of a

Ph D degree. There is a dearth of information about Internet governance in small island developing nations, in particular in those in the Pacific Ocean. However, funding is a significant issue. While scholarships are available, most specify an age limit of 45 years. This criterion does not provide opportunities to those people with a vast array of work and life experience that qualifies them to study at the Ph D level. I believe that some people with leadership skills over this age limit are those most qualified to study.

My plan for the future is to continue helping my country to develop information and communication technology for youth and for people living in rural settings. It is a pleasure to live in an adoptive country and have the opportunity to return home and contribute to your native country's development. I am enjoying it and look forward to more challenges. I am especially looking forward to representing my country in development initiatives and development conferences at the international level. It is only by participation with development organisations at the regional and international level that those organisations will understand the issues we face and help us resolve them.

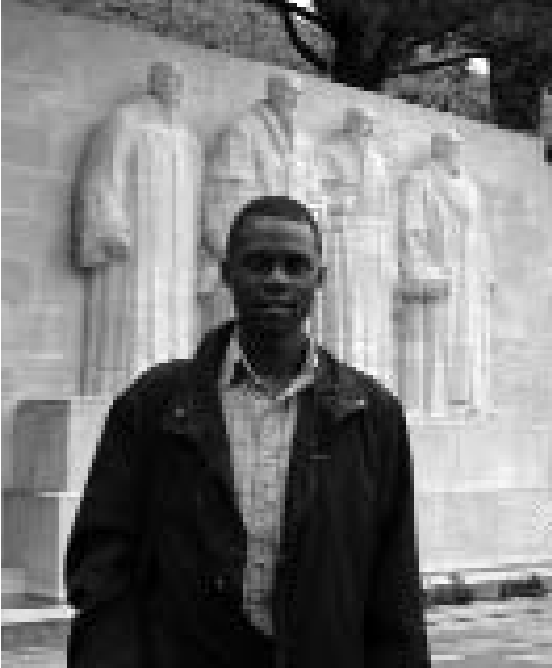
I also plan to do more study with DiploFoundation in the future, particularly with diplomacy online course. As one gets older, the opportunity arises to work as a diplomat in overseas embassies.



“Diplo continues to amaze me with the quality of its global network of dedicated and skilled people who take part in its distant learning programmes. While many speak about the need for capacity building, Diplo gives an example of how capacity building can successfully be translated into action. For the past three years, first with Secretariat of the Working Group on Internet Governance and then with the Secretariat of the Internet Governance Forum, we had

a mutually beneficial cooperation. We gave fellowships to alumni from the IGCBP who were fully integrated into the Secretariat team and assisted us efficiently in our work, while they gained a first-hand insight into key Internet governance issues and got to know some key actors. We hope to deepen this cooperation, which is a hands-on way of promoting capacity building on Internet governance.

Markus Kummer
Executive Coordinator of the Secretariat
of the Internet Governance Forum



JOHN WALUBENGO

BACKGROUND AND EDUCATION

My name is John Walubengo, a Kenyan, born in Nairobi in October 1969. My dad was a secondary school teacher and my mom was a telephone operator at the national telecommunication company. I went to the local public schools for my primary education, but was lucky to get into the reputable Strathmore School for my secondary education. In school, I studied science and interacted with computers during extra-curricular activities, and later did a BSc in Mathematics and Computing at Kenyatta University, Nairobi. There, I completed my first degree in 1992 and immediately found employment as a computer trainer at a small rural town. In 1994, I was “poached” by my former school, Strathmore, to be their information technology course director in their newly opened Strathmore faculty in Nairobi. The high school had grown into a college and has since matured into one of the leading private universities in East and Central Africa.

I would say that the six years (1994-1999) I spent as the information and communication technology course director at Strathmore enabled me to expand my knowledge in the rapidly changing industry. My favourite courses to teach were programming and networking and, towards the late 1990s, I preferred Internet technology. The thing I learnt the quickest while at Strathmore was that with regard to this technology, what you learn at the university is never sufficient. This is because it is maybe obsolete by the time you get employment. Therefore, we

had to learn fast and keep learning each day in order to be able to teach tomorrow.

In 1999, I married and made another move to a public telecommunication training school, Kenya College of Communication Technology, where I am today. What made me move was simply that the public college had more training opportunities and capacity to sponsor candidates for a Masters degree. Here I got the opportunity to take a Masters programme in Strategic Business Information Technology from the University of Portsmouth and take industry qualifications such as the Certified Cisco Network Associate and the Certified Information Systems Auditor. The Portsmouth MSc programme blended computing with business strategy and, what was even better, the course was offered online! I could study anytime, anywhere, at my convenience. It was at Portsmouth that the wonders of the digital world was opened to me, since students and professors e-studied, e-chatted, e-discussed and e-whatevered in ways that I thought would have been impossible had I attended the local university for my post-graduate studies.

CURRENT WORK

When I moved to Kenya College of Communication Technology, I was placed in charge of the newly opened City Center Branch that specialised in offering information and communication technology courses. For the next five years (2000-2004), I spent a lot of energy putting together a new campus that initially had no students, no facilities, and no lecturers. By the time I was redeployed to the main campus, I had developed a full-fledged campus with over 500 students and 60 lecturers giving courses. It was at the City Center Campus that we launched the first ever e-learning centre in Kenya in the year 2000. This was a joint effort between the school and a leading university partner in South Africa, the University of Free State.

It was also at the City Center Campus that we executed a couple of consultancy jobs for the government, such as an analysis of the existing Kenya National Assembly information system with a view to modernizing it. Another interesting project was the design and development of the Ministry of Education information and communication technology policy. This three-month exercise was the first of many that would make use of the strategic business component of my Masters programme.

During my spare time, I am also actively involved in national and international initiatives. Three bodies, Diplo, the Kenya Information and Communication Technology Action Network, and the Information Systems Audit and Control Association - Kenya Chapter have continued to give me sufficient challenges to apply my knowledge.

“At an international level, through Diplo, I have researched and submitted a paper to the Internet Governance Forum Athens on ways in which developing countries can have affordable access to the Internet. I suggest alternative models for Internet interconnectivity. This was followed by an internship with the Secretariat of the Internet Governance Forum in Geneva from June to August 2007. The internship or fellowship programme is quite relevant to both my work at home and general interest in Internet issues.”

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I found that living in a developed economy is quite different from living in my developing country environment. Things like the Internet are taken for granted and yet, when I think retrospectively, I realise that most of the technical research I was able to do in Geneva could not be effectively done at home since here, 90% of my technical research resources get pulled off the Net at very high speeds, with no disruption and at minimal time. The quality and reliability of the Internet seems to be a requirement for the work or output I can deliver within a given time. In sub-saharan Africa, lack of the same (Internet) resources would automatically discourage me from exploring certain lines of action or research, given the constraints on the quality, cost, and availability of the Internet.

THE EFFECTS OF THE INTERNET GOVERNANCE CAPACITY BUILDING PROGRAMME

The Diplo IGCBP brings contemporary, future, and global Internet issues to focus. I did this programme in October 2004. The call for applications popped up on one of the many lists I belong to and since I had a craving for e-learning, I thought I could join and see how different the experience might be from my Masters programme.

Indeed, it was quite different in many ways. The programme was not strictly academic and so there was slightly more flexibility. However, it had more of practical experience and demanded more from the students in terms of research contributions. It was a perfect example of the increasing pedagogical shift from teacher-centric to student-centric education. The online tutor facilitates the learning, giving pointers for the student to dive deeply into the unknown and come up with new knowledge. Once one successfully completes the program, he or she tends to have the electronic skills to be on a continuous learning path.



VERONICA CRETU

BACKGROUND

I was born in the southern part of the Republic of Moldova. Actually I was born in the USSR, in “the most powerful and the richest country of the world,” as we were taught at school; later, in 1991, I became a citizen of the Republic of Moldova, one of the former soviet countries, after it had obtained its independence. I grew up in a family in which children kept their parents busy almost all the time, as this was part of the former soviet working style: parents used to spend little time with their kids, while the ruling party was convinced that both schools and society must educate children.

In the 1990s, my parents moved to my native village where I graduated from secondary school and where I continued my studies in Romanian (which was quite difficult, as I was also studying in Russian, and I had learn by myself everything related to the Latin alphabet, to spelling and grammar rules). During my nine years of primary and secondary education, I changed schools five times (because of my father's job). Yet, when I think back about these changes, I think they were really great. I had new beginnings all the time, new people around me all the time; I had to adjust to new environments. I think these kind of experiences help children a lot; sometimes it is stressful, but, on the other hand, children learn more.

EDUCATION

I went to secondary school in 1992. It was actually the first high school in Moldova, since during Soviet times, no high schools existed, just general school. It was my first experience of being away from home. I was thirteen. I studied languages and history as basic subjects and, because of my passion for languages, especially English, when I graduated I became a student at the Ion Creanga State Pedagogical University, Foreign Languages Department. I graduated from university in 2000 and became licensed in English philology.

While a first year student at the university, I got my first job as a Program Assistant within the Arts and Culture Department with the Soros Foundation Moldova. I was interested in issues related to culture and especially in how to promote culture and arts at the rural community level in a country in a transitional period. I worked in this position for almost three years. In my fourth year of studies, I won a contest that provided me with the opportunity to act as an English language trainer with the International Language Training Center based in Chisinau, the capital city of Moldova. Along with that, I acted as a translator and interpreter for the Reading and Writing for Critical Thinking Program, implemented by the ProDidactica Educational Center.

WORK

After I graduated from university, I decided to start my own business, and I opened an English language school that operated until 2002. In April 2002, I reorganised the school with new areas of interest and registered it as a non-governmental organisation called the CMB Training Center. “CMB” stands for the Romanian *Cel Mai Bun*, which means, “The Best.” I wanted to do more than just provide high quality English language training programs; I was interested in social programs that would have as target beneficiaries youth, rural communities, women, and civil society organisations.

Thus, in 2003, I coordinated a US embassy supported project called, “Creating Job Opportunities for Young Women in Moldova.” In the years 2003-2006, I coordinated a “Developing Critical Thinking and Career Planning Skills” project supported by the Better JL World Institute. I spent 2004-2005 in a very interesting project, “Transforming the Moldovan Museum into a Cultural and Educational Center of the Rural Community,” supported by Moldova Soros Foundation. During 2005, I organised “Creating a Sustainable Informational Framework in the Field of Social Protection and Labor Rights.” Alongside these projects, I developed several training programs that

"Here in Moldova, I coordinate a project called, "Youth Leaders for Community Development through Internet Governance," which is supported financially by the Global Knowledge Partnership Malaysia and implemented in collaboration with the DiploFoundation, Malta. DiploFoundation has provided learning materials and training support (...). The most important aspect of this project is that it is a replication of the Diplo Internet Governance Capacity Building programme online, which we adjusted to local context and needs."



Training Program organized for Trade Union representatives on HIV/AIDS policies at the work place held in March 2007. The photo captures a session focusing on the multistakeholder approach to policy development in this area. The game "Mine field" has several steps, but the key part is having several participants take turns to cross the field with eyes closed while being guided by someone else. While debriefing the game, the participants were asked "What can really help a person cross through this mine field?" Participants answered that proper guidance from someone who knows the situation and has experience would help, and that crossing the field with open eyes could help even more. Participants drew parallels to the multistakeholder approach to policy development and the importance of the 'guide' in the process.

allowed me learn more about project management, strategic and operational planning, public relations, critical thinking, efficient presentations, and communication techniques.

During 2002-2004, I also acted as a Romanian language trainer for the former US Ambassador to Moldova, Pamela Hyde Smith; for the International Monetary Fund Resident Representative, Edgardo Ruggiero; and for the OSCE mission to Moldova. In all these cases, I applied accelerated learning training methodology, so that my participants could make rapid progress in their language learning. These experiences with the diplomatic community raised my interest in diplomacy and, as a result, I discovered a post-graduate program in diplomacy delivered by DiploFoundation. I applied and in 2004 I received Diplo's Scholarship for the Post-graduate Diploma in Diplomacy.

TODAY

Well, I must say that the most important "projects" of my life are my 2 daughters Madeleine (7) and Pamela (2) and, of course, my husband. I am doing my best to spend as much time with them as possible. I really enjoy being a mummy. I became a mother at the age of 22 and I think it is great to be a young parent because this gives you energy for initiatives and ideas; the more time you spend with kids, the more creative you can become. And, in general, I adore kids and I am very proud to be a young mother! The biggest challenge for me is to be able to serve as a good model for my kids, as I think that a parent's model or example is the best education for children.

Professionally, I am involved in Internet governance matters at the moment. Here in Moldova, I coordinate a project called, "Youth Leaders for Community Development through Internet Governance," which is supported financially by the Global Knowledge Partnership Malaysia and implemented in collaboration with the DiploFoundation, Malta. DiploFoundation has provided learning materials and training support (IG Booklet and IG DVD which were both distributed for free to the Program participants. Besides, Diplo's Internet Governance Capacity Building Program Coordinator, Vladimir Radunovic, has been invited as an expert in this initiative). The most important aspect of this project is that it is a replication of the Diplo Internet Governance Capacity Building programme online, which we adjusted to local context and needs.

I was interested to adjust Diplo's Online Internet Governance Capacity Building Program to an off line Program, in which there would be both the main IG

program as well as the research phase. This Program ends in April 2008, but more details can be found on www.cmb.md/igf

In May 2007, I was elected to the At Large Advisory Committee of the Internet Corporation for Assigned Names and Numbers (ICANN). This position also takes much of my time, but I am enjoying it very much. I am proud to be a member of this community, because here, everyone brings his or her local experience to bear in formulating proposals and recommendations at the international level. Not only that, but other interesting developments have taken place this year: I was invited by the Global Knowledge Partnership to be one of the jury members for the Young Social Entrepreneurs Competition. I was selected as one of the Internet Society Ambassadors for the Rio Program and I will be part of ICANN Los Angeles meetings, the Internet Governance Forum in Rio, and Global Knowledge meetings in Kuala Lumpur, Malaysia.

MY E-TEACHING EXPERIENCE

In general, I like being with people in a face-to-face environment, so being tied to a computer I cannot apply things that I normally would in face-to-face training programs. The biggest challenge for me in online teaching was to apply as many techniques as possible, adjusting them from face-to-face training, testing them to see what worked best, what did not work well.

I had to use all possible means of getting people to participate actively in the programme. How should I guide their learning? What learning style does a person have? Is it part of his or her culture or not? - these were the questions for which I looked to find answers. It was up to me to try to break the routine and make every day a new one both for me and for the participants. Moderating group activities and online sessions required much time and imagination. I tried many different things: online meetings with role plays, organising mock court cases, round table discussions, expert roles. All these have certainly helped me improve my facilitation skills both for online meetings as well as for other program activities.

I still want and need to find some time to write a guidebook on efficient facilitation of online meetings so that anyone interested in online facilitation techniques of Internet governance programmes can learn from my good practices and lessons learned.

EFFECTS OF THE INTERNET GOVERNANCE CAPACITY BUILDING PROGRAMME

To discuss the effects that the Internet Capacity Building programme have had on me, I must start with the effects

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of Diplo in my life and career. Overall, my involvement within Diplo activities has been quite gratifying during the last three years. This is related to the fact that with Diplo I have been working in a multicultural and multilingual team of people from all over the world, which has been a great experience. This experience has, in turn, opened new perspectives on issues like tolerance, multiculturalism, diversity, and openness.

I became involved with Diplo right after I completed the diplomacy program in 2004. Diplo provided me with the opportunity to work on the Internet governance portal first. This online portal provides anyone interested in Internet governance issues the opportunity to learn more about initiatives, institutions, frameworks, and legal aspects. I focused on education and mass-media aspects. When Diplo launched its Internet Governance Capacity Building programme, I stayed as a tutor, happy to keep my

participants active and interested in the issues discussed during the program. Their feedback has always been positive on the learning methodology, tutor techniques, online meetings, and the interesting learning environment. Diplo has contributed to three important aspects of my development:

- I gained an enormous amount of new knowledge related to various aspects of Internet governance.
- I developed and improved skills while working with Diplo. These skills are related to interactive facilitation of online meetings; online coordination of activities with participants of different backgrounds; efficient online communication with other program tutors and supervisors; application and testing of new online techniques; elaboration of program support materials; dissemination of good practices.
- I changed many attitudes as a result of my collaboration with Diplo.



GINGER PAQUE

BACKGROUND

I was born in Milwaukee, Wisconsin, USA and, with six sisters and three brothers, I learned to work in groups pretty early. I graduated from the University of Wisconsin-Milwaukee in 1974 with a BS in Education and a wide background in film arts. After graduating, I travelled to Venezuela on what I hoped would be a tour of South America, including especially Machu Pichu, before starting a professional career—but I never left. I did basic coursework for an online MBA in 2000-2001, but foreign exchange controls in Venezuela forced abandonment of that project.

After discontinuing the online MBA, I took a Human Rights Defender and Voting Observer course with the United Nations Association of Venezuela, where my interests in voting rights were strengthened. As a natural outgrowth of translating documents from English into Spanish, which involved learning new jargon, concepts, and policies, I took charge of the United Nations Association activities for the World Summit on the Information Society (WSIS). I acted as the representative on the World Federation of United Nations Association's Task Force on WSIS, which launched me into Internet governance, although I had been a computer fan from the moment the first desktop computers came out.

TODAY

I'm currently involved in the DiploFoundation Internet Governance Capacity Building programme (IGCBP) research phase. I read about the IGCBP on the WSIS Plenary List, and thought it would be perfect for me as a chance to fill in some of the weaknesses in my policy background. To my surprise and pleasure, I was accepted into the programme, and have enjoyed every text, assignment, and project. I had actively enjoyed proofreading and post-proofing projects for other online initiatives, but I found Diplo to be a more personally stimulating online activity. Going to conferences, networking through Diplo links, and working on the task force, I became familiar with other organisations active in IG.

Sebastian Bellagama, Pablo Hinojosa and other LACNIC members are examples of people who motivated my affiliation to ISOC and ICANN. Other relationships grew online long before I ever met some people in person. As a volunteer translator I worked with CPSR and met Katitza Rodriguez, who later was a participant in the first bilingual group in the Diplo IGCBP07 which I tutored. Other people weave into the fabric of meetings—I first met Robert Guerra at one of the WSIS PrepComs, and he seems to be everywhere, including Diplo. I knew Diplo tutor Veronica Cretu online before meeting her at the 1st IG Forum in Athens, then in Puerto Rico at the ICANN meeting. But most of my relationship with her has been online chatting, exchanging notes!

I'm looking for final financing for solar and wind powered sustainable community Internet centres for the Venezuelan coastal towns of Chuao and Cepe (which have no road access). I chose these two towns as I tried to reconcile risks, remoteness, and need with the changes the Internet might bring to an area that was not yet linked to information technology. Chuao and Cepe are both remote from and part of the modern world. They have exciting, vital populations working to retain their heritage while taking advantage of new technologies. This is not an outside imposition of technology, but an enthusiastic acceptance of support. I think this is the ideal situation, where just a push, just a bit of help, can enable the local population to maximise use of resources under their own direction. The project aims to leave a self-sustaining Internet centre in each town, which will cover its maintenance costs by offering Internet services to tourists.

"So my focus or vision for the future is to become more concrete, physical, and local, and less theoretical and global. The exception is my plans for online education, which will give tools for local and regional work. This interest in educational tools has motivated my interest in the current project for the two coastal Venezuelan towns of Chuao and Cepe. (...) With this, we will achieve real, concrete change for real people, not theoretical change for theoretical groups."





THE EFFECTS OF THE INTERNET GOVERNANCE CAPACITY BUILDING PROGRAMME

A particular, very personal effect the IGCBP had on me was the result of the levelling and non-discriminatory nature of the programme, the facilitators, and the groups, enhanced by the online environment. These factors affected me in two ways: first, it was easy to perceive and accept the work of each colleague without prejudice regarding their backgrounds. We all sat down at our computers and started “new.” I took each and every colleague as a professional on the basis of their inputs, not on their curriculum or background.

The flip side of this was that my own self-perceived weaknesses did not come into play, and I have learned that they do not have to be negative. One such factor is age. At 54, I am one of the oldest Diplo fellows. While I feel young inside and out, I tend to allow age to be a complicating factor: I am “older” physically, and “younger” in Internet governance. I come from a completely different career, used to being the “boss,” into a new set of parameters. With Diplo, this has seemed completely irrelevant. The programme seems to have the “just do it” attitude: take the tools and get to work. That is empowerment without politics.

My programme culminated in a fellowship to the opening of the Internet Governance Forum in Athens. This was a wonderful experience for me, as much in the interpersonal exchanges as in the formal proceedings. Coming after

frustrations and victories in the WSIS process, the Forum left me with questions I continued to examine this year. I am going to the second Internet Governance Forum asking questions I would like to see aired, but do not ask, because I am not sure if they are disruptive to the process. For instance, I would like to ask some online forums to question whether we might have been better off taking all of the WSIS and Forum monies and installing Internet access throughout several African countries, instead of talking, writing papers, doing research, and filling conference rooms. Did we really help anyone besides ourselves and our own careers?

THE FUTURE

So my focus or vision for the future is to become more concrete, physical, and local, and less theoretical and global. The exception is my plans for online education, which will give tools for local and regional work. This interest in educational tools has motivated my interest in the current project for the two coastal Venezuelan towns of Chuao and Cepe. Working with Scott Phipps, who originates from Canada and has spent most of his life studying and working around much of the planet, I hope to establish community Internet centres which will give access to the local community and allow the community to cover costs by offering Internet access to tourists and travellers. With this, we will achieve real, concrete change for real people, not theoretical change for theoretical groups..



KEN LOHENTO

BACKGROUND

My name is Ken Lohento. I was born in 1973 in Cotonou, economic capital of the Republic of Benin, a small and beautiful country in West Africa. My father, Eskill Lohento, was a singer and a charismatic leader of the legendary music band of Benin, Poly Rythmo. My mother, Etiennette, works as civil servant. I have several brothers and sisters, as do most Beninenses. I have been married since 2002 to Regina, a very nice woman from Abomey, the historical capital city of Benin. We have two children born one spring night in 2003, in France. We live currently in Senegal for professional reasons. Even though I'm working now as an information and communication technology specialist, I'm most known in Benin as an actor as I was very active in that area. But this was another life, which I can tell in another opportunity.

MY YEARS AT UNIVERSITY

At the only university of Benin at the time, the Université Nationale du Bénin (now called Université d'Abomey Calavi), I first studied English. But, because of difficulties with student strikes, I chose to study Information Sciences at the prestigious Ecole Nationale d'Administration. I studied information sciences from 1994 to 1997 in its center called CEFOCI. In the meantime, Benin acquired its first Internet connection in December 1995.

I really enjoyed using the Internet. I met new friends and, in particular, it helped me keep in close contact with my

girlfriend, who was in France at the time. The last year, we had to do an internship and write a thesis. Studying the state and perspectives of Internet in Benin was one of the two themes I proposed to the staff of the CEFOCI. Eventually they decided I would do my thesis on the second subject, because they said Internet was too new in Benin and that I would not have much information to analyze. But I had decided to study the state of Internet and had started gathering some information. There was much to say in reality. I refused their choice. I was told it was the consensus resulting from a panel of teachers' deliberations. I claimed that I'm sure their choice was the theme dealing with Internet, and that I wanted to double check their decision. I don't know for sure if I was right or if the coordinator of our study finally changed his mind but it was finally accepted that I worked on Internet in Benin! I did my internship at Centre Syfed-Refer (now called Campus Numérique Francophone) at the University, wrote my thesis, and it was accepted with distinction by the panel of judges. I got my diploma for a Bachelor in Information Sciences.

For some years, this document, which I put online with the help of a friend met on the Internet, was a reference regarding not only the state of Internet in Benin, but also in African countries. It was published in 1998 on a CDROM produced by the United Nations Institute for Training and Research and a synopsis of it was published in a collective book edited by a French researcher and published in France.

After this thesis, I met various opportunities. I created with some friend ORIDEV, an NGO which aims at promoting ICT4D in 1998. I worked three years for ORIDEV as coordinator of the Information and Communication programme but decided to pursue my studies and obtain a Masters degree in information sciences. I saved money and in September 2001, I bought an air ticket and left Benin for France. Eventually I wrote a thesis in 2003 on information and communication technology and knowledge mediation in rural areas in Africa. All these documents I wrote can be downloaded from my personal website www.iafric.net/benin.

TODAY

I'm currently working for the Panos Institute West Africa (PIWA), as coordinator of its programme dubbed "Uses and Policies of Digital Technology" (or ICT Programme)." PIWA is a regional non-governmental organisation based in Senegal, which works to promote citizenship, democracy, and change through the communication sector. The programme that I coordinate fall within three specific objectives: strengthening strategic thinking on ICT policies and uses (activities implemented via the

“I felt really empowered and more confident in my understanding of the issue after having attended the programme. At that moment, I was planning regional e-debates on Internet exchange points and intellectual property rights. Research undertaken, documents read, and the mentorship provided during the IGCBP helped me to plan and organise these activities. Some of my fellow trainees participated in the debates. Another valuable aspect of the programme was the assistance granted to the best students and that allowed them to get involved in international initiatives. I won one of these scholarships and attended the Prepcom 3 in Geneva (September 2005) as a Secretariat of the Working Group on Internet Governance intern.”

“Following the programme, I was able to interact with my former classmates including Jean Philemon Kissangou, Jean Philbert Nsengimana, Mawaki Chango and hope I will have the opportunity to work consistently with others from non-African developing regions. The alumni list is really useful in that perspective. Something I appreciate in Diplo initiatives is the focus on developing countries and South-South cooperation.”

framework of the CIPACO - Center for ICT Policies - West and Central Africa); building capacities for media and communicators on ICTs; supporting the production and dissemination of information resources through ICTs. My role is to initiate, coordinate, implement and manage the programme and its activities, with the support of project managers and consultants if appropriate.

I was a bit involved in WSIS before PIWA, but when I started working as the organization employee, I became deeply involved in the process. We studied African participation in WSIS, disseminated information about the whole process and supported civil society (CS) contributions to documents being negotiated. For example, together with the Association for Progressive Communications (APC), we supported the African Civil Society on the Information Society (ACSIS, a Pan-African network launched to serve as umbrella organization for various local CS bodies) to inform stakeholders on key issues debated in the Working Group on Internet Governance (WGIG) report. This was done through a bilingual e-discussion. Moreover, PIWA funded an ICT expert to support African CS contributions in Geneva, during the Prepcom 3 meeting. I was also in Geneva on this occasion, but as a WGIG secretariat intern, due to a scholarship I won after having participated successfully in the first IGCBP organized by Diplo. I naturally worked with the CS group and several oral and written contributions had been made, through ACSIS, at Geneva.

In May 2006, I was appointed by the UN as a member of the Multi-stakeholder Advisory Group of the Internet Governance Forum in May 2006, as a CS stakeholder. The main task of the Advisory Group is to prepare the substantive agenda and programme for meetings. I felt very proud of the appointment, not only because it was my first official appointment a UN level, but because of the nomination and selection processes : I was proposed by various CS constituencies. Knowing that these international bodies are confident in you is satisfying, but it's also a bit scary at the same time, because it is an important responsibility.

Apart from WSIS and IGF issues, I coordinate various projects and activities at PIWA. I have organized bilingual e-debates, organized workshops and coordinated reports on ICT policy issues. Some activities are related to strengthening media capacities in West Africa. Another important project I'm coordinating for West and Central Africa is the EuroAfrica-ICT initiative, supported by the European Union to promote scientific and technological cooperation between the European Union and Sub-Saharan Africa.

THE EFFECTS OF THE INTERNET GOVERNANCE CAPACITY BUILDING PROGRAMME

I participated in Diplo's Internet Governance Capacity Building programme (IGCBP) in 2005. I was very glad to have been selected and it was very timely for me. The program helped me to understand Internet governance as a concept, at a time where there was a lot of debate and controversy around it.

I felt really empowered and more confident in my understanding of the issue after having attended the programme. At that moment, I was planning regional e-debates on Internet exchange points and intellectual property rights. Research undertaken, documents read, and the mentorship provided during the IGCBP helped me to plan and organise these activities. Some of my fellow trainees participated in the debates. Another valuable aspect of the programme was the assistance granted to the best students and that allowed them to get involved in international initiatives. I won one of these scholarships and attended the Prepcom 3 in Geneva (September 2005) as a Secretariat of the Working Group on Internet Governance intern; I then collaborated for the first time with what would become the Internet Governance Forum Secretariat. During Prepcom 3, I contributed to African comments to negotiated documents. My involvement in the programme is, therefore, certainly one of the significant elements that facilitated my appointment to the Internet Governance Forum Advisory Group.

In addition, my experience of the Diplo programme was exciting as it was the first time I had used an online platform for learning. In e-learning courses where you use exclusively an online platform, you gain a lot in personal time management, but being alone before your computer is sometimes unsatisfactory, as online interactions can never replace physical interactions with tutors and fellow students. However, the overall experience was positive. It can be a cost-effective option. Regarding the Diplo e-learning platform, I found the HyperText, Forum, and Chat tools very interesting and innovative.

But it was for me a real challenge to attend the Programme and at the same time implement my activities at PIWA. It was only during my personal extra time (week end, nights, in particular) that I could do my exercises and participating in chats organized during work time was difficult.

Following the programme, I was able to interact with my former classmates including Jean Philemon Kissangou, Jean Philbert Nsengimana, Mawaki Chango and hope

I will have the opportunity to work consistently with others from non-African developing regions. The alumni list is really useful in that perspective. Something I appreciate in Diplo initiatives is the focus on developing countries and South-South cooperation.

VISION FOR THE FUTURE

Development challenges are enormous for Africa and they go beyond promoting information and communication technology. One important issue currently is how Africa will solve its energy problems, which are an important threat to progress on the continent. Effective, democratic political governance is another important issue. Regional and continental integration will definitely strengthen Africa's position at the international level. I believe multi-dimensional capacity building, which has at its core the promotion of education, is where we need to invest primarily, whatever adjustment measures we might be advised or be inclined to put in place. My perspectives are to contribute to the promotion of information technology, but, at the same time, to contribute to the promotion and implementation of policies necessary for African communities to overcome poverty and for the continent to become an advanced economy.





Ken LOHENTO

IPAO



“When the Imagining the Internet project was founded, the primary goal was to illuminate issues and share insights. Our aim is to help inform global policy decisions that will lead us to a better future. We traveled to the Internet Governance Forum in Athens in 2006 to record interviews with Internet stakeholders from all walks of life and all areas of the world. We met and conducted in-depth interviews with dozens of people, recording their hopes and fears for the future of networked communications. Our success in Athens led us to IGF Rio 2007, where we captured more captivating interviews.

At both forums, the people who stood out among the most engaged, informed and insightful were those trained by Diplo. Our in-depth visits with Diplo alumni who participated in the ICGB programme have been amazing. Technology is only as good as the people who build and use it. Diplo people are highly educated, well-spoken and inspiring. I have a great deal of respect for the leaders at Diplo, and I trust and respect the people they train.”

Janna Anderson
Assistant professor and director of
internet projects at Elon University's
School of Communications
<http://www.imaginingtheinternet.org/>



VLADIMIR RADUNOVIC

BACKGROUND

On a warm June night of 1978, I was born in Belgrade, the capital of the Socialist Federative Republic of Yugoslavia. Ironically, the country of my birth does not exist any more; moreover, I have lived in not less than four countries since I was born, in spite of the fact that I have never left Belgrade! Probably the gloomy political reality in the Balkans shaped my social interests, apart from the “genetically given” ones by my parents towards natural sciences.

Given that my parents are professors at the University of Belgrade - my father with the Faculty of Electrical Engineering and mother with the Faculty of Mathematics - and that my four-year older brother now holds a Ph D in Computer Networks, it appears that I could hardly have deviated much from engineering. Following the verified educational path of my older brother, I enrolled and completed Mathematics Grammar School in Belgrade, a prestigious grammar school in the region (though not that heavy for one loving mathematics and physics, as I did). For university, my choice of faculty was not easy. After hesitation, I finally decided for a family tradition and enrolled in the Faculty of Electrical Engineering. This started my interest in technology; accidentally, it started my interest in social action as well.

POLITICS AND EDUCATION

In 1997, at the time of my enrolment in the university, Belgrade was the capital of the Federal Republic of Yugoslavia. The Faculty of Electrical Engineering was one of the leaders in anti-Milosevic rallies and the repression over freedom of speech at the university, within media, and all over the state, including the bludgeoning and arrests of protestants by the police, encouraged me to get into the somewhat more severe and less structured resistance movement known as “Otpor!” [the Resistance]. My resistance involvement lasted up to the 5th of October of 2000 and the “October Revolution” that finally removed the dictatorship in Serbia.

Subsequently, along with organising resistant rallies and activities, I have been an active member of a large network of students from European universities - AEGEE. My activity has brought me invaluable knowledge and experience in cross-culture cooperation, project management, networking, and - above all - gave me the chance to visit Europe and meet people out of Serbia. Last, but not least, being a student representative in a working group of the Stability Pact for South East Europe in Serbia and later, in the University Council of the University of Belgrade, enriched my socio-political experiences, as well as interests.

In 2006, Belgrade became the capital of Serbia and Montenegro, and I finally grabbed my Diploma in Electrical Engineering. A common electrical engineer would be expected to dive deeper into the engineering. Not me, though - I went broader instead of deeper. At this moment, I am undertaking a MA programme in Contemporary Diplomacy with the Mediterranean Academy of Diplomatic Studies, University of Malta. It is still not easy to explain why, not even to my parents and friends. Nevertheless, with my background in social and political activity, my professional engineering background, and my personality, this course is more than expectable, for me, at least. The chance to get involved with information and communication technology and diplomacy comes as result of my long and successful cooperation with Diplo's expertise within these interesting areas.

TODAY

Not only because the autocratic regime was finally dethroned and the further struggles for democracy were at last moved from the streets to official institutions and organisations, but also because a time has come for me to start becoming financially independent, I have started working in information technology support firstly for the

“The concept of knowledge - and experience - sharing is vital. The course is not based on an ex-cathedra approach, with lecturers on one and students on the other side of the desk. Instead, the participants effectively build the knowledge of the group by sharing their thoughts and experiences related to the basic reading material. It is important to mention that all the participants are professionals--legal, technical, economic, cultural, and many others. Nevertheless, they have not linked their knowledge with the problems of the Internet, and are certainly missing knowledge from other relevant fields.”



October revolution in Serbia, 2000 (Copyright Igor Jeremic/www.jwork.net)

Alternative Academic Educational Network (AAEN), and latter on for the well-known media station B92 - portrayed in many books as being a decisive source of information to the whole world by the Internet on the political chaos installed by Milosevic, today being one of the most powerful radio, TV and Internet media in Serbia and in region.

It was a rainy August evening of 2003 when a phone call interrupted my concentration in dismantling a computer. An acquaintance of mine informed me that he and the organisation he was working with at the time - DiploFoundation - were organising a course on the Internet that would present different aspects than a technical one. Knowing my wide interests, he suggested that I apply. This opportunity made me think heavily about my decision; it was a time that I had finally withdrawn from student activism, had started working in a full-time job, and had determined to complete my studies. Another activity could have cost me much. Yet, this was another break-through in my life.

The winter of 2003 opened for me the world of the information society, Internet responsibility and liability, threats and opportunities, globalisation, and emerging issues. My course activity and the final research work on privacy on the Internet were obviously liked by the course tutors and I was given the chance to participate in the first World Summit on the Information Society meeting in Geneva, December 2003. After that unique experience, however, I went back to my studies and left the Internet governance sphere. For a while.

Was it due to my incidental, renewed contact with Diplo, or due to their planned recruitment action? In the winter of 2004, I was offered to edit the Internet Governance Portal, collecting the information about my nearly forgotten obsession. At the time, I felt that the relatively limited field of information technology administration was already choking my wild interests--and this offer came as a rescue. A few months latter, I was fully bewitched and accepted without an objection the organisation of a huge and complex training programme, the Internet Governance Capacity Building programme (IGCBP).

Now, at the end of 2007, I am a proud coordinator of Diplo's third annual training programme. I shall not be modest about this--it is a great pleasure to witness the involvement of over 250 persons from all over the world within the Internet governance process! I am indeed grateful to them, as I have not only obtained a network of like-minded friends, but have also learned much from them about the Internet. I have also gained invaluable cultural insights and interests. As an illustration, I have

started learning Arabic, as an attempt to understand that culture and its habits. Not to get too much off my original track and to please my hyperactivity, I also currently work as a Managing Director of an information and communication technology company in Serbia, AVAcom Ing, founded in 2005 by a group of my colleagues.

THE EFFECTS OF THE INTERNET GOVERNANCE CAPACITY BUILDING PROGRAMME

Unlike most of the tutors of the programme that have gone through the course prior to taking a tutoring role, my own perspective is fully from behind the scenes. However, two aspects of the programme are particularly interesting and beneficial for all of us involved with it.

First, the concept of knowledge- and experience-sharing is vital. The course is not based on an ex-cathedra approach, with lecturers on one and students on the other side of the desk. Instead, the participants effectively build the knowledge of the group by sharing their thoughts and experiences related to the basic reading material. It is important to mention that all the participants are professionals--legal, technical, economic, cultural, and many others. Nevertheless, they have not linked their knowledge with the problems of the Internet, and are certainly missing knowledge from other relevant fields. Once they become familiar with the Internet governance issues, the link is made between their existing experience and this new field of interest, with value added by the knowledge provided by other participants. All this results in an amazing amount and quality of ideas and analysis.

Second, a worldwide community of people is built, accompanied by the network of the organisations and institutions each one represents. Such a community has an enormous analytic and decision-influencing potential once introduced to the global process. I dare say that this is the most important outcome of the programme that I felt: maintaining such a network actively encourages and enables the successful undertaking of numerous regional and local initiatives.

The existence of such a proactive community further motivates me to stay on the same track and, being in position to initiate and coordinate further IGCBP-related activities of Diplo, assist the fellow-colleagues to pursue similar trainings on regional levels all around the world, to help each other to fill in the gaps in our own knowledge - and interests!

THE WAY AHEAD

Each year of the course, each classroom, each discussion, widens my perspective so much that I started using mind maps to be able to encompass all the areas involved and



mixed up, and track those of my particular interest. For me it was particularly challenging to notice the difference of focus and interest in particular issues among different regional groups. Latin America colleagues are more concerned about network neutrality, privacy and security, and human rights. African groups are passionately analysing and discussing connection models, costs, and the telecommunication infrastructure, while the South-East Asian friends are interested in e-commerce and e-business issues.

My Serbian compatriots and, more generally, colleagues from South-Eastern Europe discuss the liberalisation process, monopolies, and regulatory aspects. Most of all, we are active in raising awareness about the relevance of information technology among decision makers. In countries of transition, it appears that the most challenging issue is to encourage official institutions to realise the important role of the Internet in overall welfare. Overall awareness building is needed in a transition society as a first step forward, to enlarge the front and achieve a multiplier effect. Once everyone starts

understanding the importance of the Internet, for both businessmen and the government, students and peasants, the way forward will become much more passable.

Again, in order to please my hyperactivity, while arranging further training programmes on a global level with my colleagues from Diplo and our Internet governance community, as well as local Internet governance-related initiatives and Information technology literacy activity with a business aspect through my company, I sometimes dig within the areas of my particular interests. My interests are a wild combination of infrastructure, market liberalisation, and socio-cultural perspectives of the Internet-needs of a common human being. A specific area I like to explore is the future of the Internet, usually referred to as “the emerging issues.” I look into the new phenomena that are arising, based on deep human needs and the new opportunities brought up by information and communication technology day-by-day. I am interested in not only how society shapes technology, but vice versa - how technology shapes society.

“A worldwide community of people is built, accompanied by the network of the organisations and institutions each one represents. Such a community has an enormous analytic and decision-influencing potential once introduced to the global process.”



JANYL BOKONBAEVA

BACKGROUND

I was born in Kyrgyzstan, a small country of astounding beauty in Central Asia, and I live in my home country. Kyrgyzstan is a land of snow-covered mountains, crispy fresh air, and gorgeous river valleys. In fact, Kyrgyzstan in particular and Central Asia in general are superb destinations for ecotourism and cultural tourism. Bishkek, the capital, is a small, quiet city with green parks. All visitors to the city and to the country appreciate the Kyrgyz people's kindness and hospitality. In Bishkek, one finds a huge number of Internet cafes, working 24/7, and the learning environment in general is good. Public libraries have suffered from a lack of literature and newspapers, but some university libraries are very good and resource centres at embassies, international organisations, and civic organisations offer up-to-date information materials. Many students from the region come to Kyrgyzstan's universities, and the student and professoriate body is very diverse, consisting of young people and scholars from all Central Asian republics, Afghanistan, China, Turkey, the US, and Europe.

EDUCATION

In 2002, I graduated from Moscow State Institute of International Relations with a B.A. in Regional Studies. I went to Moscow because I wanted a rigorous academic environment. By the time I went to Moscow, I had already had a year-long experience abroad, so the transition from my peaceful home surroundings to fast-paced Moscow living was not too difficult. Although I had a stipend that covered the cost of tuition, it did not cover the cost of living, so it was impossible to make it in Moscow without the generous and loving support of my parents. I owe them a great deal for making my academic career possible. Of course, I was not the only Kyrgyz studying

at my university; in fact, many Kyrgyz students study abroad and, what is more remarkable, many return home to contribute to a better future for their country.

PRESENT INTERESTS

My present academic interests include political systems and processes and conflict and peace studies. This interest was stimulated by the intricate milieu of Central Asian social and political networks; moreover, transition and globalisation challenges are reflected in a unique way in local realities. Processes (such as modernisation, liberalisation, or, on the contrary, archaisation) are a very interesting, as they evolve in complex, interdependent dynamics. So observing them is a very exciting thing to do. Conflict resolution is a very vibrant subject to study, too, as issues of conflict and peace go deep to the very essence of life, and studying these issues is extremely rewarding.

I have also done several study, training, and internship assignments. These included training in mission management and support, seminars, summer schools on politics and security, and internships in international projects related to social and development issues. I have been working for the Organization for Security and Co-operation in Europe (OSCE) Academy since 2004 as a Research and Training Assistant. The organisation is a public foundation that acts to promote the principles and values of OSCE, as embodied in its comprehensive security vision for Central Asia. The Academy has a high quality Masters degree programme in Political Science and a variety of training and research projects.

I have been closely involved in issues related to political science, international relations, and capacity building throughout my academic and professional life, so the OSCE Academy is just the right place to be. I find the organisation a dynamically developing, prestigious institution that offers great possibilities for self-improvement, for networking, and for change in the awareness and professionalism of its beneficiaries. As I witness these changes in our training participants' careers and knowledge, I am highly encouraged and motivated to continue with my work of coordinating, supervising, and assisting in training and research projects.

CURRENT WORK

As I stated, I work for the OSCE Academy, a public foundation for education in Central Asia. I coordinate several training projects on media and democracy, conflict transformation, human rights, and communication.

Our training participants work as civil servants, academicians (independent researchers, teachers at

“The topics of greatest interest were:

- Evolution of Internet governance – since I am interested in processes and dynamics of change, I found this topic simply irresistible;
- Human rights and education – this topic directly relates to my work;
- E-governance and e-voting – with my background in political science, I followed this discussion with interest.”

“Before the programme, my idea of Internet governance was that it was a vague phenomenon, ridden by technological difficulties and technical details. After the course, my understanding was considerably clearer, as I realised the role of diplomacy and policy aspects in Internet governance.

I now see issues of freedom of media; ethical and normative regulations for the Internet; and the legal and social-cultural implications of Internet governance from another, improved and broadened angle.”



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universities), and non-governmental activists. These are energetic and civic-minded professionals acting in promotion and protection of human rights, the rule of law, and good governance. The Academy promotes a regional (central Asian) representation in all its training events in order to foster an intensive exchange of experience and common strategies. Our trainings have a large interactive component and are always designed with consideration of participant needs and demands. Our research activities have also been quite successful, culminating in written works on ethnicity in education, legal issues in border management, and rule of law and local traditions. Our training and research alumni have been successful in continuing their academic careers, finding funds for further research and training, but also in implementing various awareness raising and educational events throughout the region. For example, two of our conflict resolution training alumni have recently received an Austrian grant for a project on prevention of torture in prisons.

THE INTERNET GOVERNANCE CAPACITY BUILDING PROGRAMMEME

The Internet Governance Capacity Building programmeme was one of the most beneficial learning experiences in my academic career, due to the programme's interactive methodology; its step-by-step, student-friendly approach; and a host of highly interesting, multi-disciplinary topics. For me, the topics of greatest interest were:

- Evolution of Internet governance – since I am interested in processes and dynamics of change, I found this topic simply irresistible;
- Human rights and education – this topic directly relates to my work;
- E-governance and e-voting – with my background in political science, I followed this discussion with interest.

The programme influenced my interests in Internet governance related processes in my country and the region. Before the programme, my idea of Internet governance was that it was a vague phenomenon, ridden by technological difficulties and technical details. After the course, my understanding was considerably clearer, as I realised the role of diplomacy and policy aspects in Internet governance.

I now see issues of freedom of media; ethical and normative regulations for the Internet; and the legal and social-cultural implications of Internet governance from another, improved and broadened angle. Before, I did not comprehend fully the scope of changes that are occurring in governance, changes that are revolutionary in terms of technologies employed and the expected effects on the lives of ordinary people. These insights have allowed me to re-shape my working priorities and plans for future directions in work and academics. The programme gave me some interesting ideas for future business projects and Ph D studies, and for topics that might be of interest in our training and research programmes.

THE FUTURE

Democratisation entails many challenges for the future of the digital world in my region and my country. Freedom of expression and freedom of media are very often at stake, and civil society should keep a constant watch on regulative measures and other restrictions imposed on Internet sites to prevent free and fair dissemination of information. For example, some Kyrgyz members of parliament have suggested abolishing the posting of viewer comments on news sites, as some of these comments were believed to be “slandorous” and “disturbing” and could threaten stability and peace. While the intellectual and ethical quality of user comments on some Kyrgyz news sites is often very low, banning



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expression of thought in an indiscriminate manner is not a solution. Rather, more emphasis should be put on responsibility of site editors and responsible staff to filter offensive, slanderous, and hate-inciting comments, and to promote a culture of non-violence and respect.

A more equitable international regime in information and knowledge exchange is needed to reduce the negative repercussions of the digital divide on rural and remote communities in the developing world. Educational software is badly needed in Kyrgyz rural schools and public universities, but the cost is too high for schools that sometimes lack funds for basic facilities.

My plans for the future are to continue working in education and training, disseminating knowledge on various social and political issues, participating in social projects, and, thus, contributing to the building of human capacity, especially among young people. I also appreciate having this job, as the development of Kyrgyzstan depends on that of its neighbours and trade partners. I get inspired by the way young people of all Central Asian countries communicate, cooperate, and engage in fruitful networking. So I believe that Internet governance knowledge and skills should be disseminated further among students of Kyrgyzstan, Kazakhstan, Tajikistan, Turkmenistan, and Uzbekistan.

MY E-LEARNING EXPERIENCE

E-learning is not really different from taking a physical-world course in the sense that one still has to apply a

certain effort to stay abreast of events, listen to classmates, and engage in fruitful discussion. I find e-learning tools extremely useful and fun.

Of course, there is a difference from taking a physical course and some nuances of real-world, human interaction were missing. Yet, in a way, this difference helped me to concentrate better. Whereas in a physical course, discussion often sways away from the initial theme, in e-learning, one can stay more focused, either because the topic is always before one, or because of the limited time for chat sessions. Also, one learns to express oneself as clearly and succinctly as possible, to avoid spending a lot of time typing.

I had no major difficulty in balancing the course demands with my other activities, as the course schedule was very flexible, allowing for entering the class anytime, leaving the assignment, and coming back when needed. To a certain degree, the asynchronous learning even helped me better organise my schedule.

It was extremely interesting to interact with people from different backgrounds, countries, and stakeholder groups. Discussion with every person was like discovering a completely different world. Finding out that many problems of socio-economic development in other countries mirrors the current state of affairs in Asian countries was a very positive insight. It meant that I could use best practices and accumulated experience from many places.

Success Stories

At the time the first IGF meeting was held in Athens, in 2006, some of the Diplo alumni were asked if the IGCB programme met their expectations. Here are some of the responses received.

Success Stories



ABIGAIL MERCY THOMPSON

Profession: Educator and ICT4D Advocate

Location: Accra, Ghana

“This course is an eye opener and has put many things in perspective, I’m better able to articulate IG issues than before.”

I have always valued the opportunity of learning new things, especially those related to ICT. When I saw the call for applications, I took the opportunity and applied for the program. I did not know what to expect when I started the course, but, as time passed, I realized the course was very relevant and I could cite examples from my background. My background is in Education and Instructional Technology. I do some advocacy work on ICT4D as well. The experience was very rewarding and worthwhile and I gained a lot of insight into the technical aspects of the Internet.

The course has been very beneficial because I’m still learning new things based on the foundation I got from Diplo. I was able to contribute meaningfully to the

stakeholders’ forum on Ghana’s e-transactions bill. During my research for issues connected to IG on Ghana, I visited the Chief Director at the Ministry of Communications and he told me about this forum. Ordinarily, I would not have understood what was said, let alone contribute in the form of questions and comments, but I found the knowledge acquired from Diplo coming in very handy. This course is an eye opener and has put many things into perspective, helping me articulate IG issues. I must say I’m familiar with some issues in ICT, but I did not know where to categorize them. For instance, I did not know security comes under IG. I thought IG only dealt with ccTLD, gTLD, ICANN, etc. I now understand the status quo of issues pertaining to IG. I’m planning on a doctoral study in ICT for Development where my research interest is

Education and ICT, Gender and ICT for Development, Local Governance and ICT and now, thanks to Diplo Foundation, Internet Governance. I would very much like to study how developing countries can develop e-payment systems, security issues, e-commerce for development etc.

In the discussions regarding the e-transactions bill, there were mainly techies and lawyers. It was a multistakeholder forum, and I participated as a stakeholder. The knowledge I gained from Diplo was very useful and timely. I was already putting into practice the knowledge I got from Diplo.

I liked the online nature of the course, which was almost like a real classroom. Interesting stories and ideas were shared from the weekly chat sessions and the forum. It was required from all of us to make some comments in the form of annotations, or put links to the materials, which made us all participate in the course, with no silent observers in class! You are obliged to make at least five contributions a week! The tutor sent weekly progress reports and it motivated me to give full attention to the program. Everyone was mandated to “talk” in class.

I have used some e-learning tools before, but Textus was quite unique, you are encouraged to make comments and make links to useful materials. The blog for our group was superb, it served as a common room where we met and shared jokes, and where occasionally the techies came in to bully us with the kind of stuff they posted on the forum!

Our tutor was fantastic; she used positive reinforcement tools to encourage the silent ones to come out of their shell. She was quite on top of the materials and was easily available off-line.

On the whole, it was a worthwhile experience that will stay with me for a long time. I plan to use this experience on ICT4D initiatives in my country. In Ghana, there are some problems associated with e-commerce. I hope the knowledge and experience will help better to address these. I also want to research into IG issues in general and e-commerce in particular.



ROMINA BOCACHE

Profession: Diplomat

Location: Buenos Aires, Argentina

When I started the IGCBP, I had concrete and realistic objectives of deepening my knowledge about IG and of becoming aware of the current IG-related debates, trends of thought, and coalitions behind them. After finishing the Programme, I can say that not only have my expectations been met, but that I have received much more than I could imagine, both intellectually and personally. In fact, within the teams and with both coordinators we discussed very interesting topics and were encouraged to express creative perspectives, opinions, and points of view. We did not restrict ourselves to repeating what great professors have said, but analyzed critically many opinions in order to elaborate our own conclusions and ideas. I would say that the following have been the three primary skills encouraged in the course:

- 1) Critical thinking: text comprehension through active reading. Each text suggests questions, the answers to which are the starting point for new questions. Texts are not points of arrival, but starting points for further discussion. This is reflected in all the annotations and links that have been posted. In fact, as Borges would say, texts dialogue with other texts and with us. Thus, hypertext is a symbol of this net of “conversation.”
- 2) Creativity: the ability to establish new connections and relationships among ideas. This is the result of re-elaborating different inputs. When two ideas that have never been put together are connected, a new paradigm (or a new way of seeing old things) may emerge.
- 3) Originality: the final step is coming up with new ideas and perspectives. In the learning process, all inputs are re-elaborated in order to generate a different output.

These three stages were catalyzed by the teamwork that produced the encounter between different cultures,

professions and personalities, thus enriching discussions. In fact, each question, doubt, or comment triggers new threads of thinking. All these processes are supported by a wide range of instruments (annotations, links, chat sessions, forum, blog) that allow dynamic interactions. The experience is very deep and has transformed my way of reading and learning. In fact, I have transferred some of the e-learning tools to traditional learning. For example, I cannot read a book any more without writing annotations and links to other ideas or authors on it!!! Thus, I have internalized hypertext as a very important mental mechanism to read and interpret the world.

Moreover, I came to know excellent people and established personal bonds that are very important to me. In fact, this net of contacts is one of the main treasures I will keep from this “e-experience.”

The Programme was important to improve my knowledge about Internet Governance as now I have a panoramic vision or mind map of the main points of debate in different “baskets,” acquired during the first phase. Also, I have a deeper insight into some specific topics (Net Neutrality controversy, the Internet fragmentation and developing countries) because this was my field of research during the second phase.

I enjoyed very much the contact with other participants and the tutors, the active exchange of ideas, the atmosphere of freedom and respect of diversity, the open-mindedness of this virtual community.

This is my second time with e-learning and Diplo (the first one was the Postgraduate Diploma in Diplomacy). From the first time, I have felt very comfortable with e-learning tools because they are very user-friendly and allow a variety of interactions (blog, forum, chat sessions, annotations, links). The experience has been very

“I have received much more than I could imagine, both intellectually and personally.”

challenging and gratifying. For example, regarding teamwork for the research project, I have enjoyed it a lot, because it has been dynamic and focused. We became such a coordinated and smooth-running team that physical distance was not a problem.

In my case, I had no difficulties with follow-up. On the contrary, I think e-learning is an excellent option for those who want to study without abandoning other responsibilities (job, families).

The level of activity is reasonable. It requires good time management, organizational skills, and discipline in order to follow the pace of work. Since I am married with no children and, parallel to this Programme, I have been finishing a two-year diplomatic training course at ISEN, the Argentine diplomatic academy, it has been a very intense year, full of intellectual challenges. However, I managed to conciliate all my responsibilities because I am disciplined and have organized my time properly to fulfill my commitments. I think planning and enthusiasm are key!!!

The tutor is essential in e-learning, since he or she has to break the initial ice, be present (by answering questions, making comments to links and annotations, “waking up” those who at a given time are a bit behind), stimulate discussions, and help create a team spirit in a collaborative atmosphere. Diplo has great tutors since they managed to do this successfully, combining high intellectual and professional skills with great personal qualities. In fact, they are highly qualified professionals in the IG field, but they have never inhibited participants. On the contrary, they encourage us to express our doubts and opinions, to discuss and to get involved in this adventure. Therefore, I would like to thank my tutors (Seiiti Arata and Andrei Mikheyev) very much for the proactive and motivating way in which they have tutored us, adding incentives to critical thinking and participation.

Finally, let me thank Diplo very much for trusting me and giving me the opportunity to be part of this proactive and motivating IGCBP. Both the Postgraduate course and this Programme made me confirm that I definitely want to go on working in this field during my diplomatic career. I feel that all the knowledge acquired during the Programme and the net of IG experts add an extra value to my diplomatic formation.

I believe that even at the Ministry this experience is highly valued. For example, my experience with Diplo has been highlighted in an article written by an engineer who works with IG-related themes at the Argentine Ministry of Foreign Affairs and teaches a course on New Technologies at ISEN. She mentioned that one of the Argentine future diplomats at ISEN was participating at the IGCBP run by Diplo (she devoted the last paragraph of this article in Spanish to talk about Diplo’s training programme according to the information I provided her and that posted on Diplo’s website). [Link to article](#)

I think this is very important because it helps propagate Diplo’s message and actions so that others in the future may be involved in its initiatives. I will be more than happy to add my bit to this aim, especially in Latin America where ICT can play an important role in promoting development.

Last but not least, I would like to let you know that Diplo and each of its members can count on me in the future and I want to keep in touch with all of you!!!



MARSHA GUTHRIE

Profession: Internet Developer and Coordinator
for the Caribbean Development Bank
Location: Barbados

“In terms of personal gratification, my relationship with Diplo has been a rewarding experience as I have been able to become more intimately involved in matters related to Internet Governance.”

In terms of personal gratification, my relationship with Diplo has been a rewarding experience as I have been able to become more intimately involved in matters related to Internet Governance. I have benefited from the various networking opportunities by my attendance at various meetings facilitated by Diplo. I have also made very good friends and become a part of a dynamic alumni community.

Professionally, I have been provided with the opportunity to work with Diplo on their Internet Governance Capacity Building Programme (first and second phases). So, not only have I been a student, but also a tutor, which are vastly different! This has provided me with a well-rounded perspective in Diplo and Internet Governance matters. I have gained expertise in the coordination of IGCBP activities and have contributed to very good pieces of research that have added to the resources available on Internet Governance.

The overall level of activity was high. At times, it was difficult to manage work within my group along with my personal and professional commitments but, as I made a commitment to Diplo, I managed my time better and gave all aspects of my life as equitable an amount of time as I could. Working regularly with my group was not an option for me, so I ensured that I allocated time to meet with the group members and address any issues they may have had. Working as a tutor and research coordinator has been a

learning experience and one that I enjoyed tremendously. It is very different from tutoring in “real life,” which I currently do.

I also acquired skills in moderating group activities and online sessions, considered “soft skills” as there is limited time to accomplish certain tasks during an online session and one has to manage not just time, but the participants who may tend to monopolise the discussion. If one is not careful, then the time will expire before all have had an opportunity to speak. I find that sometimes it is useful to set ground rules prior to the beginning of the meeting so that each person is allowed time to speak. I have also been able to better gauge the potential of a person in terms of his or her abilities and the contribution that can be made in group activities.

It was sometimes challenging to work with students who felt that they had a greater level of expertise or qualifications than I have. Many of the students are not sure what to expect at the start of the programme. Usually, by the end of the programme they have positive comments about the method of delivery, quality of the content, and the knowledge they have gained. Most of them are very motivated and either work in a related area of Internet Governance or are seeking to become involved.

I am truly appreciative to Diplo for providing me with this opportunity to utilise both my interests and skills.



JIMMY BRUCE

Profession: IT Consultant / Project Developer

Location: Port-au-Prince, Haiti (West Indies)

The Programme met my expectations because I have a degree and meaningful knowledge that I did not have before I started the Programme. It adds more value to my professional career and my whole life as a global citizen. As the concept of Internet Governance is very new in my community, I was certainly a kind of novice with reference to this. Thus, this Programme was more than beneficial to me as far as my empowerment regarding this issue of Internet Governance.

I liked the interactivity with the other team members and the tutors. I also liked the timing that gives you a sense of accomplishment when a task is done. Finally, I liked the online meeting session that always put most of us together to discuss matters.

The e-learning tools and the whole process of Diplo's online course itself are very remarkable and user-friendly. The learning platform is well designed and accessible for even a non-computer user as long as one can read and understand.

As far as a computer and the Internet go, they are great parts of my current life – both personally and professionally. It was not too difficult for me to merge the online learning with my other regular commitments. Weekly and promptly requested tasks or activities were not too demanding in my view, requiring only a half day of concentrated activity. The tutor was very impressive in keeping not only the group working, but each of us individually. She was present any time to give her support when requested.

Thanks go to the initiators (the DiploFoundation Staff) of this wonderful Capacity Building Programme in such an interesting issue as Internet Governance. It really gives people from developing countries a certain empowerment so that we can have our voice in the decisions and policies that shape this New World.

“I liked the online meeting session that always put most of us together to discuss matters.”



ANAS TAWILEH

Profession: IT Consultant

Location: UK

“The breadth of knowledge covered in an integrated manner, increased my understanding of the areas in which I am particularly interested, in addition to areas that compliment my core interests.”

The Programme exceeded my expectations. When I started, I thought the Programme would enhance my understanding of a few aspects of Internet Governance, but after its completion, I was totally satisfied with its breadth and depth of the subjects covered.

The Programme was very helpful in improving my knowledge of Internet Governance. The breadth of knowledge covered in an integrated manner increased my understanding of the areas in which I am particularly

interested, in addition to areas that complement my core interests. Considering my technical background, before the programme I had a tendency to consider technical issues as the most important and critical element of IG. However, and thanks to the unique setup of the online course and the diversity of skills and expertise of participants, the experience was a great eye-opener that enabled me to think outside the box and consider the larger, more encompassing perspective of IG. This understanding, in return, increased my awareness

“Looking back, I can see the time and effort spent in the course as a great investment that is currently paying me dividends.”

of the difficulties inherent in such dialogue and the importance of proper preparation and understanding of the diverse issues involved.

Diplo did an excellent job in producing high quality materials very well suited to delivery in an online environment. They accepted the challenge of presenting a diverse amount of new and controversial topics in a concise and understandable fashion. Based on my own experience, I can accredit them with a significant success. Dividing the large number of issues and topics into baskets and Diplo's IG framework provided a reference framework to organize ideas and to guide debates and discussions. I particularly benefited from the rich, informed, and thought-provoking discussion with my fellow participants. The Programme's success proved that a motivated group of individuals with different backgrounds, professions, origins, and geographical locations can engage in a meaningful and exceptionally useful discussion that would enrich each participant's understanding and add to the value of the overall topic.

The eLearning tools were innovative, and the use of annotations was user friendly. By annotating a basic, easy-to-understand text, a group of professionals with different skills and frame of reference can transform a text from a static, authoritative source of knowledge. A text becomes

a stimulus for debate and discussion that makes assumptions and expectations explicit in a way that facilitates the collective creation of knowledge and motivates individual research and critical thinking.

During the course, I had some difficulty attending online chat sessions due to many professional responsibilities. It was much easier for me to catch up with other activities, as they are not time-bound and could be scheduled around my professional life and frequent travels. However, I strived not to miss the online discussions, and they were certainly worth the effort.

Because the course was of a very high quality, I endeavoured to squeeze as much time as possible in my busy schedule to follow the course. I believed that this course was a particular opportunity for me to learn and improve, so committing time and effort was not a very big deal. Looking back, I can see the time and effort spent in the course as a great investment that is currently paying me dividends. I am participating more actively now in the international IG debate, with a more open attitude to discussion and negotiations after I realized the importance of diversity and the criticality of considering other's opinions and backgrounds. This also gave me much more confidence in the whole IG process, something I was very doubtful about before the course. Thanks Diplo!



GUILHERME ALMEIDA

Profession: Lawyer

Location: São Paulo - Brazil

“The high quality material of the course transmitted, in plain language, a great range of information from different fields of knowledge... interacting with highly qualified participants with different backgrounds was fully enriching.”

The Programme certainly met my expectations! During the Programme, I had the opportunity not only to consolidate my knowledge as regards Internet structure and governance, and related questions, but also to have fruitful and highly qualified discussions concerning such topics, in a quite receptive environment!

The Programme was of paramount importance in order to put together an ensemble of knowledge that I already had, but not in a systematic manner. Such consolidation allowed me to have a clearer and more critical view of the main political and technical questions concerning the Information Society, which may permit my stronger participation not only in spreading such knowledge, but also in taking part in civil society initiatives concerning such questions.

What I liked most about it was the programme’s critical, yet not necessarily biased approach to the more controversial issues related to Internet governance. Also, the high quality material of the course transmitted in plain language

a great range of information from different fields of knowledge. Last, but not least, interacting with highly qualified participants with different backgrounds was fully enriching. The level of activity was sufficient to promote interaction and a great exchange of information. It required attention on a regular basis. Considering that my personal and professional commitments (such as regular travel and meetings) would, in some cases, impede my participation online on a regular basis, I tried to print out weekly materials, or read other participant comments, for offline insights, and, in some cases, I would write comments on the printed materials prior to submitting them to the online environment.

My tutor was of fundamental importance in keeping a good ambiance for the group and providing the necessary enthusiasm in order to make such a virtual environment a humanised and interactive place. The tutor was also quite efficient in promoting discussions, highlighting controversial issues, bringing out interesting examples that promoted insights and questions, and motivating less active colleagues.



VIOLETA BONCHANOSKA

Profession - Marketing Consultant for ICT solutions and products

Location - Macedonia, Skopje

The IGCBP more than met my expectations. Having in mind that Internet governance is quite a new area, unknown in my country, I had only vague expectations from the brief online program outline, but, in general, I wasn't expecting that it would be realized in the way it was. I had some assumptions that all Internet issues were technically oriented, but that, overall, a comprehensive approach would have a good result where any kind of professional could find a place.

I had some previous knowledge about the Internet and about governance as separate issues. The programme put all the pieces into a complex but easy-to-understand picture of Internet governance.

I liked the entire program, including the topics, the platform, the forums, and e-meetings. Each part contributed to different segments – knowledge-building, knowledge-sharing, communication, and cooperation with other participants. The e-learning tools made the program what it is: easy to use, interesting, and innovative. They made our learning and cooperation feasible, which is a complex

task because interaction in an online environment requires more than reading and writing on your own. The required level of activities was high, but the time for finishing tasks was flexible, meaning that even if you were a very busy person, you could finish the task during the weekend.

I believe that the IGCBP will follow existing topics of interest during the next period and any "hot" topic should and will be included in the program, so the program will never be the same.

I had a great tutor, always innovative and taking initiatives, never letting us give up, or lose interest, inventing the most creative ways for conducting on-line meetings and for discussing the topics.

Thank you, Diplo, for this great opportunity. My eyes are open to a new perspective of the world and the Internet, and I commit myself to continue working on Internet governance, trying to give the best from the Internet to world development.

“I had a great tutor, always innovative and taking initiatives, never letting us give up, or lose interest, inventing the most creative ways of conducting on-line meetings and for discussing the topics.”



NITYESH BHATT

Profession: Associate Professor – MIS and Marketing Area,
Pacific Institute of Management
Location: Udaipur (Raj.), India

“The structure of the Programme, the logical sequencing of topics and evaluation method of participants were very exciting.”

The Programme met my expectations fully. I completed my PhD in E-Governance (first of its kind in India) in 2004. After my PhD, I was planning to enhance my knowledge and skills in the ICT domain in some emerging discipline. I read some articles on Internet governance and learned about this prestigious Programme conducted online. This Programme not only fulfilled my objective, but also gave me exposure to a totally new mode of learning and pedagogy, that is, online learning, which I had heard and read about, but not practiced.

Ease of use, convenience to the users, customisation, and flexibility of timings was of immense value. Probably e-learning may soon be the only and best method for offering innovative, value-added courses across the globe. I've been closely associated with some other distance learning programmes (not online) in India, but this method is far superior to paper-based distance learning in terms of student involvement, prior preparation, class dynamics, examinations, absenteeism rate, and dropout rate.

While many of the topics covered in the different baskets (on technological, social, economic, and legal issues) were known to me, learning about a new discipline encompassing everything related to the Internet gave me new insights. In addition, I also learned of many broader strategic issues related to each topic and their connections with other topics. Furthermore reviews, comments, and constructive criticisms of peers and faculty facilitators added great value. First, the formation of a new discipline named Internet governance was a well thought-out and timely decision, since the Internet has affected every sphere of human life across the globe. Second, the design of the IGCBP course was very innovative. This opened to participants a wide range of issues concerning every country, society, business community, and other stakeholders.

The e-learning tools were very interesting and a new experience. As an academic, they helped me in understanding this innovative and modern pedagogical

method. The structure of the Programme, the logical sequencing of topics and evaluation method of participants were very exciting.

The programme commenced with familiarization of participants to this mode of education. Initially, overview topics were discussed followed by different baskets. Due to lack of time, each basket covered the strategic issues only, leaving the transactional issues to be studied only by participants with enough resources mentioned in the study module.

I'd also like to extend my sense of appreciation for the comprehensive evaluation system. It judged the participants on multiple dimensions, for example, on participation, links added, research proposals, and the final exam. Participants were judged both qualitatively and quantitatively.

I would also comment that the final exam questions were full of applications and addressed participants' accumulated wisdom. Kudos to the entire Internet governance team.

I convinced my family members (wife, son, and parents) that this Programme will open new doors for my career and, therefore, needs sacrifice for some time. Similarly, I made my college management understand that the new

knowledge and skills would be instrumental in accelerating the intellectual capital of their faculty, which, in turn, would enhance their image. Furthermore, the knowledge gained will be transferred to the student community and faculty colleagues. This course is a logical extension to my previous knowledge and qualifications (e-governance) and I opted for it for its long-term advantage in the future. The nascent stage of Internet governance in India definitely pushed me to go for this course so that I can contribute to the country's transition to this new frontier at the appropriate time and at an appropriate level.

The tutor was really superb, not only in terms of his knowledge, but in his interpersonal skills. The way he managed, lead, and motivated each team member from diverse backgrounds (academicians, researchers, freelancers, activists, government employees) demands big rounds of applause. He continuously motivated all the team members to give their best, which finally culminated into a productive and long-lasting learning experience. He not only was instrumental in furtherance of ongoing discussions, but also gave new dimensions to the arguments in the class forum and in meetings. He also instilled a sense of purpose in every member and exhibited extraordinary leadership qualities. He played the roles of facilitator, teacher, and friend.

“This course is a logical extension to my previous knowledge and qualifications (e-governance) and I opted for it for its long term advantage in the future.”



HANANE BOUJEMI

Profession: ICT researcher, focusing on the effects of ICT on development

Location: Malta

“The challenge that was brilliantly accomplished by Diplo in this program was to bring together all the capacities from different geographic locations to meet in a virtual spectrum.”

In my opinion, the IGCBP is a very successful e-learning program. It gathers individuals in the ICT field who are very motivated to share their experience and learn new knowledge and, most importantly, propose recommendations to improve Internet governance policy. The challenge that was brilliantly accomplished by DiploFoundation in this program was to bring together all the capacities from different geographic locations to meet in a virtual spectrum.

The Programme increased my interest in the Internet governance field and improved my knowledge by covering all the different issues related to Internet governance and how they should be addressed. The methodology that was followed is to move from general knowledge about

Internet governance in the learning phase to specific tasks assigned to the participants in the research phase.

What I liked the most was the fact that the course was divided into different baskets. This helped me a lot in locating the issues of Internet governance and the stakeholders involved in setting up an adequate Internet governance system. I find the e-learning tools of DiploFoundation very helpful and that they provide easy access to the different sections. I had no particular difficulties to follow the Programme. I had the chance to be part of two very active groups; the job of the tutors was more one of monitoring, but it was crucial in keeping group productivity at a high level.



ADELA DANCIU

Profession: Legal expert within the Committee for IT&C (Communication Information Technology) of the Romanian Chamber of Deputies

Location: Bucharest, Romania

The Programme met my expectations and actually exceeded them. When I first signed up to the program I didn't have a clear idea about how it would progress. I was already familiar with the Internet governance booklet and I thought it would be an introductory overview of the issues presented there - read the text, make a comment, and move on. But the course went way beyond it and it was really interesting and even fun! It tackled various, up-to date and controversial aspects of Internet governance on which we were asked opinions and ideas, and that made us, the students, more creative.

Before my participation in the program I used to focus on one specific subject of Internet governance (for example, the laws on electronic signatures, and on e-commerce).

The Programme helped me to get the whole picture, to understand better the interrelations between the different aspects of Internet governance and to go into some issues with which I wasn't familiar.

Basically my work is closely related to the legislative activity of the Committee for IT&C, that is, research for bills, analysis of bills under the Committee's examination, preparing reports on adopted bills, keeping minutes of the Committee meetings and maintaining contact with the professional IT&C association for consultations. Since I started my work for the Committee (five years ago), I was interested in Internet affairs. My attendance at the ICANN meeting in Bucharest was very important as an event that kept me interested in these matters. Further,

“The fact that multiple communication tools were used (e-mail, chat, forum, blog) helped maintain the interactivity and the interest.”

the President of the Committee in Romania is a tech-savvy person and was also another source of inspiration for me to seek more knowledge in this field.

What I liked the most was the team and the communication amongst us. The fact that we had different professional backgrounds (lawyers, IT practitioners and specialists) created a multi-disciplinary environment into which each tried to bring knowledge from their field of expertise. The online meetings were something I always looked forward to, because it was the most pleasant way to share opinions and experiences, and also because of the “scenarios” we played, which made the learning process more fun.

The learning platform was very user-friendly and I got accustomed to it quickly. It was the first time for me to use an online system like that and I really enjoyed it. The annotation technique is very useful for the learning process as it adds considerable value to the presented text and it stimulates information-sharing. The fact that multiple communication tools were used (e-mail, chat, forum, blog) helped maintain the interactivity and the interest.

I had minor difficulties sometimes with finishing the weekly tasks in time, but it was overcome. It was a good thing that you could return to the previous week to complete the work. I think the schedules and the amount of work were quite balanced. I was lucky that during the course period the activity at my job was more relaxed and I could dedicate enough time to the weekly tasks. The rest was just effective time management. The advantage of online learning is that you can schedule activities to suit your own convenience while respecting deadlines; this is another point I liked very much about the program.

Our tutor was somehow omnipresent. She was constantly in contact with us, encouraging and stimulating us to be active in class and keeping the course attractive and interesting by asking questions, creating debates, and stimulating conversation in the online meetings. She was a great help with this constant energy and encouraging presence.

Overall it was a great experience. The program is very well organized and the people are dedicated professionals with witty spirit.

Organisers

Organisers



JOVAN KURBALIJA

Programme Chair

Jovan Kurbalija is the founding director of DiploFoundation. He is a former diplomat with a professional and academic background in international law, diplomacy and information technology. Since the late 1980s he has been involved in research into ICT and law. In 1992 he established the Unit for IT and Diplomacy at the Mediterranean Academy of Diplomatic Studies in Malta. In 2003, after more than 10 years of successful work in the field of training, research and publishing, the Unit evolved into DiploFoundation. Dr. Kurbalija currently directs online learning courses on ICT and diplomacy and lectures in academic and training institutions in Switzerland, the United States, Austria, the United Kingdom, the Netherlands and Malta. His main areas of research are diplomacy and the development of an international Internet regime, the use of hypertext in diplomacy, online negotiations and diplomatic law.



YASMEEN ARIFF

Until summer 2007, Yasmeen Ariff played the important role of project manager for Diplo's Internet Governance initiative and was responsible for engaging partners and organising courses and events related to Internet governance. She coordinated Diplo's internship programme, as part of Diplo's community-building exercise. Within Diplo's educational programmes, she lectured on web-development and design and also supervised web-based projects for the Postgraduate Diploma in Diplomacy participants. In summer 2007 Yasmeen left DiploFoundation to work in another field.



VLADIMIR RADUNOVIC

Programme Coordinator

Vladimir Radunovic is the Coordinator of the Internet Governance Capacity Building Programme with DiploFoundation, Malta. He started working for DiploFoundation in 2004, after successfully completing the online programme in “Internet Governance” a year before. He has coordinated training and research activities related to Internet Governance, and has actively participated in the global process since WSIS Geneva meeting in 2003. Vladimir has a background in Electrical Engineering and is completing his MA studies in Contemporary Diplomacy with the University of Malta. He has worked as an IT administrator with the Alternative Academic Educational Network and B92 Media House. Currently he is also a Managing Director of AVAcom Ing, an ICT-deployment company based in Belgrade, Serbia.



EVA TANNER

Project Development Officer

Eva Tanner directs DiploFoundation’s development of new projects and is responsible for identifying strategic partnerships. She has been associated since 1992, with DiploFoundation when it first started as the Unit for IT and Diplomacy at the Mediterranean Academy for Diplomatic Studies, as a conference assistant for the Unit in Malta. Eva is now based in Geneva and works extensively with the diplomatic and international community, particularly with developing country missions and NGOs working with the various specialized UN agencies. She has experience in fundraising and communication while working with the Quakers UN Office Geneva. Her educational background includes a B.S. in Business Administration and Psychology, and a M.S. in Transportation Planning and Engineering. Her previous work included working in a number of private consulting firms in transportation planning, assisting in conducting academic research on driving behaviour, and finally as a pricing analyst for engines at Caterpillar Europe.



HANNAH SLAVIK

Educational Coordinator

Hannah Slavik is the educational programmes director for DiploFoundation. She has eight years of experience in designing educational methodology, planning educational policy, coordinating materials development, and evaluation for online learning programmes in the fields of diplomacy, international relations, and human rights. Her regular travels and encounters with different cultures have made her particularly sensitive to intercultural issues in course design. Hannah holds a Postgraduate Diploma in Online and Distance Education and an MA in Linguistics. She has edited/co-edited three recent Diplo publications: Language and Diplomacy, Intercultural Communication and Diplomacy and Roma Diplomacy.



VALENTIN KATRAN DJIEV

Knowledge Management Coordinator

Valentin Katrandjiev has been working for DiploFoundation five years as the Knowledge Management Coordinator. Valentin holds PhD in international relations from Peoples' Friendship University of Russia. He is a content developer for the thematic portals in the field of public, cultural, multistakeholder diplomacy and diplomacy of the EU. He contributed to Internet Governance portal with annotations on content policy, digital divide and the multi-stakeholder perspective on Internet Governance. He participated in the Internet Governance Capacity Building Programme as a research consultant and coordinator. Before joining Diplo team, Valentin was a researcher with the Mediterranean Academy of Diplomatic Studies, Malta, in the field of crisis diplomacy.



DEJAN DINCIC

Technical Coordinator

Dejan Dincic is technical director of DiploFoundation, where he designs software and coordinates technical activities supporting innovative online learning and research programmes. With a professional and academic background in information and educational technologies, Dejan has more than 20 years of experience in information architecture and management, online communications and systems design. Before joining DiploFoundation, he worked on harnessing the potential of information and communication technologies in the developing world. His major research interests include software usability, instructional design and online communities facilitation.

Tutors



ADELA-ELENA DANCIU

Parliamentary Committee for ITC, Chamber of Deputies, Romania

Adela is from Bucharest, Romania and has been working since 2001 as a legal expert for the Parliamentary Committee for ITC within the Chamber of Deputies. She is a founding member of the Association for Technology and Internet (www.apti.ro). Adela was part of the eDemocratie.ro project (www.edemocratie.ro) and held a course and seminar on e-government and e-democracy for 3rd and 4th year students at the Faculty of Political Sciences. She graduated in Law (1998) and Political Sciences (2004) and obtained an MA in International and Community Law (2005). She attended training in ICT Policy in Budapest in 2003 and as Diplo fellow she participated in IGF Athens 2006 and the first European Summer School on IG in Meissen, 2007. Adela was a student of the Internet Governance Capacity Building Programme 2006 and facilitator on advanced legal issues and research tutor in IGCBP 2007.



ALFONSO AVILA

International Centre for Science and High Technology/United Nations Industrial Development Organization (ICS/UNIDO), Italy and University of Sussex, England.

Alfonso is Associate Scientific Officer at the ICS-UNIDO and part-time Lecturer at Sussex University. His main interests include Economics of the Internet and Telecommunications, ICT Policy, development of ICT projects in developing countries, and business models related to new ICTs among the most important. He holds several qualifications: PhD, MPhil, MA and IGCBP. Alfonso has more than thirteen years of experience in the ICT sector demonstrated in several governments jobs at senior and middle management levels, e.g. the UK, Mexico, the Netherlands, and Spain; various private firms, e.g. British Telecom, Lloyds Bank, Hewlett Packard, McKinsey and other Consultancies; and in Diplo as a Tutor and Researcher since 2006. One of his latest hobbies is to run marathons.



ANAS TAWILEH

Anas is a lecturer, consultant and researcher working in the areas of information security, ICT for development, collective creation of knowledge, Internet governance and systems thinking. He has published several books and delivered many workshops and training session all over the world. He has a Masters degree in Information Systems Engineering in Cardiff University. Anas founded Arab Commons, Linux Syria and is involved in several international projects, including Global Text Project, Internet Society and Wireless for Development. He is currently working as a consultant for the International Development Research Centre (IDRC).



ANDREI MIKHEYEV

Moscow State Institute of International Relations, Russia

Andrei lives in Moscow, Russia. He holds a PhD in Political Science from Moscow State Institute of International Relations (MGIMO) of the MFA of Russia and currently works at MGIMO as Director of the Internet Politics Center, lecturer and researcher. His research interests include internet governance, IT in international affairs and diplomacy, and the role of non-state actors in world politics. As Director of Internet Politics Center, Andrei manages a variety of internet-related projects including website and software development and e-learning. Andrei has been with Diplo since 2004, first as student in the Postgraduate Diploma in Diplomacy course, and then as tutor/lecturer for Diplo's IGCBP, Internet Governance Research Programme and other Diplo courses. His other involvement with Diplo includes translating books into Russian, including, most recently, Diplo's Internet Governance booklet.



BILJANA GLISOVIC MILIC

EUnet, Serbia and Montenegro

Biljana is from Belgrade, Serbia. She is an electrical engineer and is currently working as an account manager with EUnet, an Internet service provider. She has been involved with Diplo since 2005 as a participant of the IG course in Belgrade, IGCBP 2006 and Internet Governance research projects. Biljana participated in the WSIS PrepCom II in Geneva, WSIS in Tunis and in the IGF in Athens as a Diplo fellow. Her main interests are in the extension of the telecommunication infrastructure in developing countries and ICT national strategies. Her research topics included Telecommunication Infrastructure: Recommendations for Reasonable Costs of Internet Access. Biljana's future plans are to follow any future activities on Internet Governance.



DHRUPAD MATHUR

Ministry of Communications and Information Technology, India

Dhrupad works as Senior Consultant in the National eGovernance Plan - Programme Management Unit of the Government of India at the Ministry of Communications and Information Technology in New Delhi. With nine years of professional experience, in IT training, academics, research & programme management, he holds a PhD in 'e-Business process transformations for developing new business models'. An MBA by training, he has international publications to his credit. He is also a Certified Programmer and Certified Solution Developer. He has been a UN-DESA fellow & has worked with the Secretariat of the Working Group on Internet Governance at United Nations in Geneva. Earlier, he worked as Assistant Professor at S.P. Jain Institute of Management & Research, Mumbai. He has been associated with Diplo since 2005 and has guided IGCBP groups and researches.



HANANE BOUJEMI

Research coordinator, DiploFoundation - Malta

Hanane is from Morocco and took part in the IGCBP 06. She received a fellowship to attend the first edition of IGF Athens. She completed her Master degree in Human rights and democratization where she completed a research at the Institute of advanced legal studies in University of London with a specific focus on freedom of speech in cyber space. She completed many research papers that encompasses various issues related to IG. She joined the Malta office team during 2007 and she represented Diplo in many workshops and meetings. Hanane is very keen on going further in decoding the various issues of Internet governance.



MARSHA GUTHRIE

Caribbean Development Bank, Barbados

Marsha is from the island of Jamaica and currently resides in Barbados, where she works in the Information and Technology Solutions Department of the Caribbean Development Bank. Marsha is a graduate of the IGCBP 2005. She has since been tutoring subsequent phases and has represented Diplo at various conferences including the first Internet Governance Forum in Athens, Greece in 2006. Her areas of interest include e-Commerce in developing countries and the use of technology for sustainable development. Marsha is a graduate of the University of the West Indies, Cave Hill, Barbados and the University of Westminster, London where she obtained an MA in Applied Social and Market Research.



MWENDE NJIRAINI

New Technologies unit at the Communications Commission of Kenya

Mwendé's involvement with Diplo began in the IGCBP 2005, where she carried out research on "IP Allocation and IPv6". Mwendé has since been involved with Diplo tutoring groups of participants from the African region during the IGCBP 2006 and 2007. Given her research interests in development of internet access infrastructure models, she was engaged in supervising the 2006 online research project titled "Telecom Infrastructure Development: Recommendations for Developing Countries" involving participants from Europe, North Africa and Asia.

Mwendé currently works as an engineer in the New Technologies unit at the Communications Commission of Kenya, responsible for research in new and emerging technologies. She holds a Masters Degree in Communications Management from Strathclyde University, Glasgow, Scotland and a Bachelor in Electrical and Communication Engineering, Moi University, Eldoret, Kenya.



NIKHIL AGARWAL

Director of Zensar Center for Business Innovation (ZCBI), India.

In 2006, Nikhil was nominated as High-Level-Advisor to UNGAID. Prior to ZCBI he was Professor of Information Systems at a leading business school in India. He has done MPhil (Technology Policy) from University of Cambridge and Doctorate in Management from India. He has lectured on IT Strategy, Ecommerce and Technology Policy across the world. Since 2005, he is Editor-in-Chief of Journal of Internet Banking and Commerce (JIBC). He has 27 research publications to his credit in leading academic journals like IEEE. He is very active advocate of Internet Governance and ICT4D specially in developing world.



NIKOLA BOZIC

Petnica Science Center, Serbia

Nikola Bozic is a facilitator for the IGCBP, coordinator for Diplo's e-roundtable "Youth and IG" as a part of preparation for IG Forum (summer/autumn 2007), and the coordinator of Diplo's IG Portal during 2006. Nikola is an electrical engineer and he finished Diplo's Internet Governance Course (2004/2005). He participated in the 2nd Prep Com Meeting for WSIS in Geneva, also as on World Summit on Information Society in Tunis in 2005. He is involved in national and regional (SEE) IG processes. He had a rich non governmental experience. Nikola is founder and director of Center for implementation of new technologies. His fields of interests are DNS policy, emerging issues and Internet security.



PRIYANTHI DALUWATTE

Priyanthi is from Sri Lanka. She has been working in ICT4D for three years. She holds a Masters in Computer Science from the University of Colombo. She was a speaker at the launching of telecentre.org in WSIS, Tunis (2005). She has participated in other conferences in ICT4D including GKP International Forum 2005, 2006, and eAsia 2007. Her interests are internet governance, research on ICT4D and telecentre community.



RAQUEL AGUIRRE VALENCIA

Raquel holds a Bachelor's Degree in International Relations from ITESM in Monterrey, Mexico. She has also studied Conflict Transformation with the European Network University. In 2001 she was an exchange student at the University of Maastricht, and also holds a certificate in Psychology. Her work experience includes time as a research assistant at the Pearson Peacekeeping Centre in Canada, and has worked on different projects with her local government like the Foreign Affairs office and the Ministry of Economic Affairs in Mexico. She enjoys taking assignments as a volunteer for World Vision, while also practicing her negotiation skills in the business sector. She has published on "The Role of Non-State Actors in Multistakeholder Diplomacy", and in 2005 took part in the International Forum on Women's Rights and Development. Her current areas of interest include cultural diversity, peace and conflict resolution, and humanitarian issues; while also currently enrolled in a postgraduate degree in International Logistics.



ROMINA PAOLA BOCACHE

Romina was born in Buenos Aires, Argentina. She studied law at the University of Buenos Aires and graduated in 1999. She received the "Roque Fortunato Garrido Prize" for her marks in civil law and the Golden Medal prize for having the highest mark average of her graduation. She worked as a lawyer, both in public and private sectors. In 2004, she attended the Postgraduate course on ICT and Diplomacy by Diplo and the University of Malta. In 2006, she participated in the IGCBP and attended the IGF held in Athens, as a Diplo fellow. During 2005 and 2006, she attended the two-year diplomatic formation course at ISEN, the Argentine diplomatic academy, graduating in December 2006 with a Golden Medal. In January 2007, Romina was appointed diplomat and later sent to Brasilia (Brazil) in order to attend the Rio Branco Institute (Brazilian diplomatic Academy). During 2007, she tutored a working group on Net Neutrality in the Internet Governance Research Programme.



SEIITI ARATA JR.

Secretariat of the Internet Governance Forum, United Nations Office in Geneva, Switzerland

Seiiti is a graduate of the São Paulo University Law School, with a JD equivalent degree and a masters in international law on "International Internet Governance and Standards-Setting Regulations". He has more than nine years of experience working as a lawyer specialized in the information technology, media and entertainment industry. Seiiti participated in the IGCBP in 2005, was a UN-Fellow in the Secretariat for the Working Group on Internet Governance in Geneva and currently works in the Secretariat of the Internet Governance Forum. Seiiti was an invited expert on Internet governance in the Interministerial Sessions for the Preparation of the Brazilian Committee at the WSIS at the Foreign Relations Ministry in Palácio do Itamaraty, Brasília, Brazil. He is author of legal opinions, global surveys, academic articles and book chapters on intellectual property, security systems, privacy, database protection, censorship and content regulation, civil liability of Internet service providers, digital signatures, online gambling, spam and communications and media policy.



STEPHANIE PSAILA

Lawyer, Malta

Stephanie joined Diplo in 2005, first as a participant in the IGCBP, then as supervisor, and later as tutor. She graduated as a lawyer two years ago, writing her dissertation on the jurisdictional problems of the Internet. Her areas of interest include legal aspects, freedom of speech and human rights on the Internet. She currently works as a notary public in her private practice. She is also the education correspondent for the leading daily newspaper, The Times of Malta, and reports on conferences related to education, law, and the Internet, for the leading weekly newspaper, The Sunday Times of Malta. She is also currently enrolled on the postgraduate diploma course on contemporary diplomacy with Diplo.



ULEMU NYASULU

Chancellor College, Malawi

Ulemu holds a Bachelor of Science (Computer Science) from the University of Malawi and also a Master of IT (Networking) from James Cook University, Queensland, Australia. She works with the University of Malawi as a lecturer in Computer Science. She spends most of her time doing research, preparing and delivering lectures, administering exams and sometimes doing consultancy in the area of network audit and content management systems (CMS). She is also involved in the formation of the National Research and Education Network (NREN) of Malawi. NRENs are blossoming throughout Africa with an aim of interconnecting local higher education centers with fiber so that they can collaborate in research, and also share e-resources and 'real' resources for instance, sharing lecturers through video conferencing. Since IGCBP, she has a more balanced approach to her career, encompassing policy, law and diplomacy.



VERONICA CRETU

CMB Training Center, Moldova

Veronica is the President of the "CMB" Training Center, a non-governmental organization the mission of which is promoting Innovations in Communication, Management and Business. She holds a Postgraduate Diploma in Diplomacy with Diplo. Veronica has been acting as an online tutor and online research supervisor in IGCBP since early 2005. As of May 2007 Veronica Cretu is ICANN At Large Advisory Member. She is interested in helping to get internet end users - especially of developing countries - involved in ICANN decision making processes, to strengthen civil society in Eastern Europe and considering civil liberties in setting up IT-infrastructure, promoting multilingualism and cultural diversity on the Internet and support competition in Domain market, to do outreach work in Eastern Europe. Veronica is currently coordinating the "Youth Leaders for Community Development through Internet Governance", a GKP supported pilot project in Moldova. Veronica has been selected to act as one of the ISOC Ambassadors for Internet Governance Forum in Rio, Brazil.



VIRGINIA PAQUE

United Nations Association of Venezuela.

Virginia (Ginger) Paque was born in the United States, but has lived in Venezuela for the past 30 years. An educator and administrator by profession, she has 25 years experience in business and manufacturing systems consulting. Currently, she is a tutor with Diplo for the Spanish-English bilingual section of the IGCBP. She is a board member of the United Nations Association of Venezuela and the Venezuelan member of the World Federation of United Nations Associations Task Force on WSIS. She coordinates and facilitates a series of online Spanish language Human Rights courses for lawyers and other professionals. Two areas of particular interest are Spanish language online educational projects and the research and monitoring of e-voting as a controversial but inevitable development.

Alumni

From 2005 to 2007, Diplo has trained nearly 300 individuals from a variety of stakeholder groups and from over 80 countries worldwide. Here are some of them.

Alumni



AHMED SALMAN, IGCBP 2006

Knowledge Planet Ltd, Bangladesh

Ahmed holds a Master of Arts in English literature, a Master of Business Administration from the University of Bradford, England, and a diploma in computer studies. His career objective is to help several countries reach their highest potential in the field of ICT through policy-oriented research-based innovation, while keeping in mind the ever-changing influence of the global economy and technology. His recent research work includes a programme for SMEs in industrialised and developing countries that is part of a comprehensive business plan to promote e-commerce for SMEs across the globe.



CAROLINA ROSSINI, IGCBP 2007

Lawyer, Brazil

Carolina is a Brazilian attorney and is currently pursuing the Master in Law from Boston University, focused on Intellectual Property and Innovation Policy. She holds degrees from the University of Sao Paulo (Law), Instituto de Empresa de Madrid Spain (MBA), and UNICAMP/UNESP/PUCSP Brazil (Master in International Negotiations). She previously worked as Coordinator of Legal Clinical Programs at Getulio Vargas Foundation (FGV) School of Law and as Lead of Projects at FGV's Center for Technology and Society. Carolina has served the Ford Foundation as a consultant. She also has more than five years' experience as an in-house attorney for Telefonica Telecommunications Group in Brazil. Carolina was chosen for a fellowship to attend the Internet Governance Forum in Rio. Carol is currently a research assistant at the Berkman Center for Internet and Society at Harvard Law School, helping to develop an online course on copyright and access to knowledge for librarians in the developing world, a project in association with the eIFL.

DEIRDRE ENGLISH GOSSE, IGCBP 2007

Attorney-at-law, Jamaica

Deirdre has been an attorney-at-law for ten years and has worked with the Broadcasting Commission as the Legal Officer since 2000. She holds a Master's Degree in Information Technology and Telecommunications Law and has an avid interest in matters relating to the internet, the impact of technology on developing countries and intellectual property issues.



DELIA CLAUDIA MIHU, IGCBP 2007

Master of International Relations, Romania

Delia is a Romanian graduated student of Psychology and Educational Sciences. After defending her final thesis, she started working in the civil society sector within an international organization for children rights protection. As the international environment continued to attract her, afterwards she stepped into a multinational company, going to the private sector. In the meanwhile she attended the courses of the master in computer science which were very helpful in her recently chosen business-driven work. She recently got a MA degree in International Relations, a program aligned with her interests and where she wants to pursue deeper research. Delia believes that the IGCBP was of a tremendous help, due to her passion which is the computer and her pleasure to search for the newest discoveries related to e-governance and more precisely to e-democracy field.



EDITH CHIPO KANJO, IGCBP 2007

University of Malawi, Malawi

Chipo works for the University of Malawi as a Senior Lecturer in Computer Science at Chancellor College. She is currently a PhD student at the University of Oslo in Norway, in the Informatics department doing research in the area of Health Information Systems. She holds two masters' degrees from the University of Newcastle upon Tyne in the UK, and a Bachelor of Science degree from University of Malawi. She also has Certificate of Training of Trainers; Geographical Information Systems (GIS), and a CISCO Networking Instructors certificate. She has done consultancy in establishing the role of ICT in poverty reduction in Malawi on national and district levels across sectors and research on information and information management in organisations, focusing on information is managed efficiently and effectively. At SADC level, she has done consultancy evaluating the Global Teen Age Project for South Africa, Malawi and Mozambique for School Net SA. Before joining the PhD program, Chipo was the Chairperson for the National ICT Working group for Malawi.



G. M. JOACHIM BOKO, IGCBP 2007

Advisor Local Governance and Planning, Dogbo, Benin

Joachim holds a Higher Technicien Diploma in Economics and Regional Planning (2000) from the National Institute for Economics in Benin. He worked for three years as macroeconomist first as junior consultant and later for the Ministry of Development and Prospective. He is currently holding a position of Advisor in Local Governance and Planning within an International NGO. Joachim is interested in public policy and will probably join a Master Degree Programme in 2008. Joachim is convinced that the Internet will be more and more a cross-cutting issue for every policy in the future and wants to stay aware of that in his future career as policymaker. He was very happy to join the IGCBP 2007 in which he found an opportunity to improve his knowledge of the Internet and how it influences policymaking. Joachim has joined the IGCBP because he was very curious about how governance principles apply in the specific case of the Internet. He is at present interested in the Nigerian 419 Advanced Fee Fraud and is seeking activism opportunities in this latter field.



GILSON SCHWARTZ, IGCBP 2007

University of São Paulo, Brazil

Gilson has university degrees in Economics and Social Sciences at the University of São Paulo and a PhD at the Institute of Economics, University of Campinas. As a Research Fellow at the International Relations Research Center at the University of São Paulo, he created in 1996 the portal "Brazil Investment Link", sponsored by the American Chamber of Commerce of São Paulo (1997-1999). As a Post-Doctoral Visiting Fellow at the Institute of Advanced Studies of the University of São Paulo, Schwartz created in 2001 the "City of Knowledge". He is a regular contributor to the business magazine "Época Negócios" and a Curator of the Second Life Bradesco Cultural Center. The "City of Knowledge" was among the Top 30 projects in 2006 selected by the "Development Gateway Foundation".



IFFAT ROSE GILL, PAKISTAN, IGCBP 2007

Peoples Development Organization, Pakistan.

Rose is a Pharmacy student and a social activist working for the Youth and Women's Rights. She has been involved with civil society since 2002 and worked on many diversified issues including discriminatory practices and laws against women and Peace. Rose worked for 3 provincial and national NGOs as a project consultant/technical advisor. She got interested in the IGCBP due to deep interest in access for the rural youth to ICTs. She is included in the Experts Forum of PTA, Pakistan and WSSD Youth Caucus. Latest ventures include Human Rights and youth activism at the University and College level and youth involvement in Decision Making. Currently she is researching the 'Civic Participation of Youth' and 'Impact of ICTs on the Human Rights in Pakistan.'

Her main interests include proliferation of ICTs and increased awareness related to IG in South Asia wish to continue education in IG and Policymaking.

JEAN PHILÉMON KISSANGOU, IGCBP 2005

CACSUP, RC Congo

Jean began his studies at the Polytechnic Training School in Brazzaville in 1987, from where he graduated as a teacher of electrical engineering at technical grammar schools. He then taught in Brazzaville from 1993 to 2001. In 2002 he graduated with a master's degree in networks and telecommunications from ESMT Dakar/ Senegal. Philemon has also conducted many training programmes in the country's private sector. In 1998, he was one of the founders of the CACSUP education and ICT NGO, which aims to promote the use of ICT in education in Africa. Since then, he has been serving as a coordinator at both national and African levels with this NGO.



JELENA PAJOVIC, IGCBP 2007

Consultant, Ministry of Finance Government of the Republic of Serbia

Jelena is from Belgrade, Serbia. Her academic background includes International Relations at the Faculty of Political Science in Belgrade and master's degree in Media Culture, University of Maastricht. She has gained professional experience in NGOs and think-tanks in Serbia, but is now experimenting with public administration work. Her ambition is to promote eGovernment issues in Serbia. She also has great interest in characteristics and possibilities of modern media such as virtual communities, short internet clips and video music clips in raising public awareness on important societal topics. Jelena has received a fellowship to attend the ICANN Studienkreis in Warsaw in 2007. Her hobbies include Dj-ing, web design and video editing.



KATITZA RODRÍGUEZ PEREDA, IGCBP 2007

Electronic Privacy Information Center (EPIC)

Katitza is international policy fellow at the Electronic Privacy Information Center (EPIC). She concentrates on comparative policy and legal analysis of privacy, data protection and digital copyright issues in Latin America. She is associate editor of EPIC's and Privacy International "Privacy and Human Rights Report (PHR) 2005 and 2006", the most comprehensive survey of privacy laws and developments in the world. She is a graduate of the University of Lima School of Law, with studies in E-business Project Management at Escuela Superior de Administración de Negocios – ESAN (Perú) and IGCBP 2007. She is also consultant of Harvard University for the Open Net Initiative Project of the Berkman Center for Internet and Society.



LILIANA MIHAELA MOGA, IGCBP 2006

Dunarea de Jos University and The 3rd Millenium NGO, Romania

Liliana graduated from the Dunarea de Jos University in 1997 with a degree in food economics and then in 2001 with a degree in informatics for business. In 2004 she obtained a master's degree in the management of European programmes and politics. Liliana is currently working on her PhD thesis on value based information systems for SME. She works as a lecturer at Dunarea de Jos University, but is also involved in eGovernment projects. In 2002 she was highly involved with the e-Government topic of the SIBIS EU Project (Statistical Indicators Benchmarking Information Society). Liliana's most valuable experience in the eGovernment field was her participation in the CIRN2005 conference in Cape Town, South Africa, in preparation for WSIS phase II.



MAHMAD ALEEM BOCUS, IGCBP 2007

Barrister at law, Mauritius

Aleem graduated in law at the University of Mauritius and completed the Bar Vocational Course run by the Mauritius Council of Legal Education. In 1994 he joined the Attorney General's Office as State Counsel and became a District magistrate in the same year. He left the judiciary in 2000 and was Head of the legal department of the Information and Communication Technologies Authority from August 2002 to January 2006. In November 2006 he successfully completed a Masters degree in Regulation and Policy in Telecommunications with the University of the West Indies. He followed the ACA International Training Program 2003, Regulation Stream, Australia and was also a resource person in the High Level ICT Policy Forum in Rwanda in September 2004. He resumed private practice in February 2006 and his main fields of activity since then are court litigation and legal consultancy. His association with Diplo through IGCBP 2007 is a precious opportunity for him to remain abreast of the latest developments in Internet governance.



MARIA M. VOICAN, IGCBP 2007

IP trainer, Bucharest, Romania

Maria has been working for seven years, since her graduation in the Law School of the "Nicolae Titulescu" University in 2000, in the field of intellectual property, with focus on copyright and neighboring rights and trademarks. She has training from WIPO Academy and a MA in Criminal Science. Maria attended and participated as invited lecturer in seminars, workshops and conferences organized by the private foreign IP industries, the US Embassy in Bucharest, the Prosecutor General Office on the Phare Program Ro 0107.06.01, the National Institute of Magistracy, among others. In 2006 she was officially listed as IP trainer at the National Institute of Magistracy, the Romanian institution that trains magistrates (both judges and prosecutors). Her interest is closely related to e-exploitation and e-protection of copyrighted content and trademarks over the Internet and the smooth functioning of the two in connection with the rights of Internet citizens, children security online and e-governance.



MARÍLIA MACIEL, IGCBP 2007

Federal University of Santa Maria, Brazil

Marília has a law degree from the Federal University of Pernambuco. She has worked as a teacher and also coordinated the Gender Policies Secretariat of the city of Olinda. She is currently doing a Master on Latin American Integration at the Federal University of Santa Maria. Her research focuses on digital inclusion and investigates how ICTs can foster democratic participation on integration processes. Her main academic interests are regional integration, international law, e-government, e-participation and gender.



MAWAKI CHANGO, IGCBP 2005

Internet Policy Consultant and Ph.D. Candidate, Togo

Mawaki is a graduate of philosophy (Lille, 1995) and political science (Pantheon-Sorbonne, Paris, 1996), and is preparing a PhD on policy and societal aspects of Digital Identity (Syracuse University). He was actively involved in the WSIS process as a member of the African civil society and the Internet Governance caucuses. From 2005 to 2007, he was a member of the ICANN's GNSO Council, representing the non-commercial users constituency. On that council, he had been involved in policy development regarding, among other issues, new generic top level domains (TLDs) and internationalised domain names (IDNs). Mawaki attended Diplo's capacity-building programme on Internet Governance in the spring of 2005, and for his achievement was awarded a UN fellowship to the WGIG Secretariat. Since 1997, Mawaki has worked with UNESCO, IDRC and CIUEM at the Eduardo Mondlane University in Maputo, and at other establishments. He is an author of several research papers as well as in creative writing.



NITYESH BHATT, IGCBP 2006

Pacific Institute of Management, India

Nityesh is Associate Professor (MIS & Marketing Areas) with the Pacific Institute of Management in Udaipur (Raj) India. He holds various qualifications, including a BSc, MBA, PhD, FDP-IIM-A (and, of course, IGCBP from DiploFoundation). Nityesh has 10 years of experience in teaching and research consultancy and his other achievements include a PhD in e-governance. In addition, he has provided corporate training for more than 30 companies in various aspects of technology and management and is an approved research guide supervising the PhD work of four scholars. Nityesh is also a member of various government and university committees.



OLGA CAVALLI, IGCBP 2007

University teacher and Argentina's Ministry of Foreign Affairs advisor

Olga lives in Buenos Aires, Argentina and is a member of the Advisory Group for the Internet Governance Forum and a recently elected member of the GNSO Council of ICANN. She is a university teacher and advisor of the Ministry of Foreign Affairs of Argentina, where she has represented her country in the WSIS Second Phase held in Tunis, also in the GAC of ICANN. Olga is the Argentine focal point for the eLAC 2007 Regional Information Society Plan of Action for Latin America, she is the coordinator of the Internet Governance Group in eLAC 2007/2010 and was former coordinator of the Financing eLAC 2007 working group. Graduated as Electronic and Electric Engineer, she has completed her background with an MBA and a Masters Degree in Telecommunication Regulation. Today she is a PhD Candidate at the PhD in Business Administration program at the Universidad del CEMA. She is the mother of Juana (12) and Federico (18). Olga was selected for a fellowship to attend the IGF in Rio.



PATRICIA PEÑA MIRANDA, IGCBP 2007

Senior Researcher, FLACSO Chile (Latin American School of Social Sciences), Santiago, Chile

Patricia is a journalist and Licentiate in Social Communications with a Masters in Communication by Diego Portales University. Actually she is working in FLACSO Chile as senior researcher and consultant in projects related with social uses of ICTs and as coordinator of project related with women's leadership from civil society organisations for public advocacy in Bolivia, Perú and Chile (LIDERA project- Leaderships for Democracies, Región Andina). She teaches at Diego Portales University's Master in Communication programme and she is trainer in the WALC Workshops (Latin American Networking School) in the track about web content production. She is involved in the Chilean Digital Agenda 2007 – 2012 process of discussion as representative of civil society.



PETERSON PIERRE, IGCBP 2007

Campus Numérique Francophone of Port-au-Prince, Caribbean office of AUF, Haiti.

Peterson works since 2003 in the Campus Numérique Francophone of Port-au-Prince as an Animator/Documentalist. From 2000 to 2005 he studied business administration at the Caraïbe University. He also made studies in Multimedia, Management, Mediation of the Internet at Limoges University. He has attended different conferences about the ICT in different countries of the Caribbean. Since august 2007 he is an e-entrepreneur.



RAFIK DAMMAK, IGCBP 2007

STMicroelectronics / Riadi Lab ENSI, Tunisia

Rafik is a computer engineer and is working at STMicroelectronics. He graduated in computer science in 2004 from National School of computer Sciences (ENSI) at Tunisia. He is preparing an MSc and his thesis focuses on trust in online environments, particularly in e-commerce. He participated in the first European Summer School on Internet Governance as fellow of Diplo. Rafik is member of Tunisian chapter of ISOC. Rafik is also member of several technical associations as IEEE, IEEE-CS, IEICE, and IPSJ. He belongs to the Tunisian Bloggers community. Rafik's future plans are to participate actively in Internet Governance related activities and advocates Internet user interests.



RICHARD ARIAS HERNÁNDEZ, IGCBP 2007

Universidad de Los Andes – Bogotá, Colombia

Richard holds a B.A. in systems and computing engineering and a M.Sc. in industrial engineering. Since 1997, Richard has been interested in teaching and researching in the field of social and political studies of IT, first at Los Andes University in Colombia, and later at Rensselaer Polytechnic Institute (RPI) in Troy, NY. While working at Los Andes, Richard also participated in community and educational informatics projects involving poor communities, public agencies and NGOs. Since 2005, Richard has been working at RPI on a doctoral dissertation about the role of Colombian computing engineers in the socio-technical construction of multiple versions of the information society. Richard's future plans include developing a coherent plan for activism in the IG arena in Colombia from a social justice perspective.



ROBERT SHAKA, IGCBP 2007

CEO, Rockford Harris Group, Ltd, Kampala, Uganda

Robert has been a Network Infrastructure Analyst, Centers for Disease Control & Prevention, Uganda (CDC) since 2000. A graduate of Biochemistry & Computer Science Makerere University, he has been a fellow of the United States Telecommunications Training Institute, Washington (USTTI), DC (2005) & Cisco Systems, San Jose CA on Internet Traffic and Security Engineering. A Diplomat of the UN Division on Public Administration & Finance NY on e-Governance, he has been a technical and policy consultant for the Uganda Communications Commission and the National IT Authority (NITA). He is the CEO of Rockford Harris Group, Ltd., a private institutional and business development consultancy in Kampala, Uganda. He has co-authored the Gyan Publication 2006 on Globalization and currently pursuing a MBA from the University of South Africa. He is a proud IGCBP7 fellow, researcher and graduate of Diplo with a whole new outlook of IG Policy.



ROXANA GOLDSTEIN, IGCBP 2007

Independent Consultant, Buenos Aires, Argentina

Roxana holds a Post-Graduate Degree in Public Policies for Internet from FLACSO Ecuador and is a Post-Graduated Specialist in Electronic Government at the Universitat Oberta de Catalunya in Spain. She also holds both a degree as Bachelor in Information Systems from Buenos Aires University and a degree as Bachelor in Humanities and Social Sciences with a minor in Sociology from University of Palermo at Buenos Aires. Roxana performs as Consultant and Researcher in ICTs and Information and Knowledge Society Public Policies, and is a member of the Center for Study of Science, Development and Higher Education "Redes Center" at Buenos Aires. Her main concerns are the use of ICTs for development, especially for the reinforcement of democratic institutions, as well as communities of practice and collaborative creation of knowledge, and the way these topics are related to Information and Knowledge Society.



SOKOL HAXHIU, IGCBP 2007

United Nations Development Programme (UNDP), Tirane, Albania

Sokol after finishing his BA with Honors from Harding University-USA, continued and completed a Master of Science programme in Oklahoma State University, USA in Telecommunications/Computers Management. After his studies he returned to Albania where he was involved in the Local Government work in the ICT field and served as an expert for GTZ Foundations and also has been lecturing in several universities. Currently, Sokol works for UNDP Albania as ICTD National Cluster Manger. His tasks include strategic direction, guidance and management of the programme that includes several ICT projects in Albania. He also has been involved in drafting the National ICT Strategy for Albania and the Master Plan for E-School Project. He closely works, cooperates, and partners with all actors in Albania in order to push forward the Information Society there and further develop the ICT market.

VERNOUS GUYVERSON, IGCBP 2005

Center for Assistance with IT Initiatives (CAIT), Haiti

Vernous is an ICT consultant for the Haitian government. He holds a master's degree in public administration with a focus on e-government and a bachelor's degree in major accounting. Vernous is the international expert for several projects in the Caribbean, in Africa and in Canada. He is also an ebusiness lecturer at several universities in Haiti and French Guyana.



VIOLETA BONCANOSKA, IGCBP 2006

Integra Solution, Macedonia

Violeta, from Skopje, Macedonia, is currently finishing an MBA with the Faculty of Economics, Ss. Cyril and Methodius-Skopje. Her interests are in international business and new ICT, probably a reflection of her work experience with several ICT companies. Violeta has worked as project manager for printed and e-publications, managing website development and maintenance (including content management) and in the sales and marketing of Internet based DMS. She now works as a marketing consultant for Integra Solution, a Macedonian IT Company (IT solutions – networking, web and software development) that has a particular interest in information security.



XU JIANGTIAN, IGCBP 2007

University of Macau, China

Xu is from Beijing, China. He is now pursuing his MBA at University of Macau, China. He holds a Master of Economic Science from University College Dublin in Ireland as well as Bachelor of Arts in English Literature, Diploma of Laws from Shandong University in China. He also did other postgraduate studies in business administration, business laws, and European culture at different universities in Sweden, Czech Republic. His main interests are E-commerce and E-government.



Diplo workshop in IGF Athens, 2006



Discussion session with Bob Kahn at IGF Rio



Discussion session with Vint Cerf in IGF Athens



Diplo associates with Markus Kummer, Closing Ceremony of IGF Rio

Partners

Partners

The Swiss Agency for Development and Cooperation (SDC) is Switzerland's international cooperation agency within the Swiss Foreign Ministry. The SDC has always considered knowledge as a core resource for development. Its role has been further enhanced by the potential for networking and information exchanges offered by new information technologies. Together with other federal offices, SDC is responsible for overall coordination of development activities and cooperation with Eastern Europe, as well as humanitarian aid. The SDC has provided the primary support of the Internet Governance Capacity Building Programme.

Secretariat of Internet Governance Forum was set up to support the process started by the United Nations Secretary-General with a view to convening a new forum for multi-stakeholder policy dialogue – the Internet Governance Forum (IGF). The Secretariat is headed by Markus Kummer, who has been the Executive Coordinator of the Secretariat of the Working Group on Internet Governance, which was established by the Secretary-General at the request of the first phase of the Summit, in Geneva 2003 and reaffirmed at Tunis 2005.

Norwegian Post and Telecommunications Authority (NPT) is an autonomous administrative agency under the Norwegian Ministry of Transport and Communications, with monitoring and regulatory responsibilities for the postal and telecommunications markets in Norway. The NPT is self-financed, primarily through fees and charges.

The IPv6 Forum is a non-profit organisation registered in Luxembourg since July 17, 1999. The Forum has a clear mission to promote IPv6 by dramatically improving the market and user awareness of IPv6, creating a quality and secure Next Generation Internet and allowing world-wide equitable access to knowledge and technology, embracing a moral responsibility to the world.

The Internet Corporation for Assigned Names and Numbers (ICANN) is an internationally organized, non-profit corporation that has responsibility for Internet Protocol (IP) address space allocation, protocol identifier assignment, generic (gTLD) and country code (ccTLD) Top-Level Domain name system management, and root server system management functions. As a private-public partnership, ICANN is dedicated to preserving the operational stability of the Internet; to promoting competition; to achieving broad representation of global Internet communities; and to developing policy appropriate to its mission through bottom-up, consensus-based processes.

Global Knowledge Partnership is the leading international multi-stakeholder network committed to harnessing the potential of information and communication technologies (ICT) for sustainable and equitable development. Ranging from grassroots practitioners to policy-makers, GKP members and partners are innovators in the practical use of ICT for development. Through GKP, governments, business and civil society organisations, share their experience, ideas, issues. While fostering meaningful exchanges and learning, GKP also provides the platform for building effective multi-stakeholder partnerships (MSPs) to generate innovative and practical solutions to development problems, and creates opportunities for scaling up ICT initiatives and spreading their benefits.

The Malta Communications Authority is the National Agency responsible to regulate telecommunications. The Authority is responsible to ensure freedom of communications, which shall not be limited except when there are higher values at stake, such as the protection of the right to privacy, or the prevention of crime. It also has a duty to ensure non-discrimination and equality of treatment in matters related to communications. The primary role of the Authority is to enable choices and value for money for consumers. In addition, the Authority has a strategic role to promote sectoral investment intended to create an environment that is conducive to business and on ensuring sustainability of competition.

The RIPE NCC is an independent, not-for-profit membership organisation that supports the infrastructure of the Internet through technical co-ordination in its service region. The most prominent activity of the RIPE NCC is to act as the Regional Internet Registry (RIR) providing global Internet resources and related services (IPv4, IPv6 and AS Number resources) to members in the RIPE NCC service region. The membership consists mainly of Internet Service Providers (ISPs), telecommunication organisations and large corporations located in Europe, the Middle East and parts of Central Asia. The RIPE NCC also provides services for the benefit of the Internet community at large. These services include Development and maintenance of the RIPE Whois Database and Administrative support for the RIPE community.

APNIC is one of five Regional Internet Registries currently operating in the world. It provides allocation and registration services which support the operation of the Internet globally. It is a not-for-profit, membership-based organisation whose members include Internet Service Providers, National Internet Registries, and similar organisations. APNIC represents the Asia Pacific region, comprising 56 economies.

Privaterra provides human rights organizations and those who correspond and communicate with them strategic planning, procedures, technology and training in the area data privacy and information security. Workshops are a big part of making that happen. Privaterra's goal is to make its services accessible to everyone. It demonstrates the need for privacy and security and then installs and teaches the specific tools, including overall digital and non-digital security precautions. After providing attendees with backup materials and documentation, Privaterra continues to work with them in the future to ensure the tools are working to make them safer.

VoxInternet is a scientific program of the Foundation Maison des Sciences de l'Homme (MSH) in Paris, with support in 2004-05 from the French Ministry of Research. It takes place in the program TEMATIC, a set of works dedicated to the relationship between information technologies and society in the MSH-DEVAR (Development, Experimentation, Valorization of Research) activity. Vox Internet takes on the objective of providing support for and increasing the visibility of French and European research on the role of Internet in the building of "knowledge societies," a plural reality that encompasses and goes beyond the notions of information society and communication society.

The Center for Global Communications. International University of Japan (GLOCOM) has the mission of studying the information society and Japanese society from diverse perspectives, while at the same time aiming to be an "intelprise" that actively pursues joint activities with enterprises and the state (government). For more than a decade, GLOCOM has made policy proposals that contribute to the information society. The roles played by GLOCOM have been especially significant in the areas of information and communication. In the coming decade, GLOCOM plans to conduct studies in new areas, in addition to its basic studies on information and communication. These will be activities based on collaboration among industry, the government, academia and the general public.

Nanyang Technological University is a Singapore university with more than 26,000 students of which about a third are graduate students. It is one of the leading research-intensive universities in Asia with recognised strengths in business, communication and engineering. The Times Higher Education ranked it in the top 100 universities in the world in its recent 2006 ranking.



"One of the things that I was quite taken by, with the DiploFoundation approach, was the time taken trying to find different ways to simplify and understand both the issues surrounding IG, and also how to think creatively of building partnerships around different parts of the world in order to ensure capacity building, information sharing and involvement with different communities. The results have been remarkable."

Theresa Swinehart
General Manager,
Global Partnerships – ICANN

About Diplo

DiploFoundation is a non-profit organisation which works to assist all countries, particularly those with limited human and financial resources, to participate meaningfully in international affairs, through education and training programmes, research, and the development of information and communications technologies for diplomatic activities.

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