

KNOWLEDGE EQUITY SYMPOSIUM



Knowledge
Equity
Network



PROGRAMME

08:30 - 09:30	Informal welcome - Prof dr Marjolein Zweekhorst and Dr Sander Bosch
09:30 - 09:50	Welcome - moderator Miranda van Holland
09:50 - 10:30	Keynote - Prof dr Cees Hamelink
11:00 - 11:20	Introducing Oscar 2.0 en Open Asia projects – Prof dr Marjolein Zweekhorst (VU), Dr. Jayakumar Singh Bondili (NMIMS University, Mumbai India), Dr Nurzatil Sharleeza Mat Jalauddin (University Malaya, Malaysia), Dr Abel Mkulama (University of Zambia), Prof. Dr. Richard Tabulawa (University of Botswana), Prof Dr Valerij Dermol (International School for Social and Business Study, Slovenia)
11:20 - 12:00	Short presentations on Knowledge Equity & Research - Dr Ásthildur Björg Jónsdóttir (University of Iceland), Dr Sandra Hasanefendic (VU), Dr Nataša Matulayová (Palacký University Olomouc, Czech Republic), Dr Clement Niyerenda (University of the Western Cape, South Africa)
12:00 - 13:00	Lunch
13:00 - 14:00	Short presentations on Knowledge Equity & Education - Dr Victor de Boer (VU), Dr Amrita Das (VU), Prof dr Maurice Crul (VU), Dr Michèle Meijer (VU)
14:00 - 14:30	Panel on the role of libraries in knowledge equity - Dr Hilde van Wijngaarden (VU), Dr Masud Khokhar (University of Leeds), Dr Shirlene Neerpuuth (UWC)
14:30 - 15:00	Panel on VU and the KEN declaration - Prof dr Jeroen Geurts, Dr Hilde van Wijngaarden and Prof dr Sharda Nandram

Keynote

Prof dr Cees Hamelink



A group of diverse students are sitting on wide concrete steps in front of a modern building with large glass windows. One student is holding a smartphone, another a laptop, and they appear to be collaborating. Other students are walking in the background.

The importance of Equity of Knowledge Marjolein Zweekhorst (VU) en partners of Open Asia and Oscar 2.0

Panel

Chair; Prof.dr. Marjolein Zweekhorst, VU university

- India: Dr. Jayakumar Singh Bondili (Dean of School of Science – NMIMS University, Mumbai)
- Malaysia: Dr. Nurzatil Sharleeza Mat Jalauddin (Senior Lecturer – Faculty of Science – University Malaya)
- Zambia: Dr. Abel Mkulama (Dean – School of Education – University of Zambia)
- Botswana: Prof. Dr. Richard Tabulawa (Director – Center for Continuing Education, University of Botswana)
- Slovenia: Prof. Dr. Valerij Dermol (Specialist in Education and Research in Entrepreneurship, Organizational Learning, HR and Knowledge Management, International School for Social and Business Study)



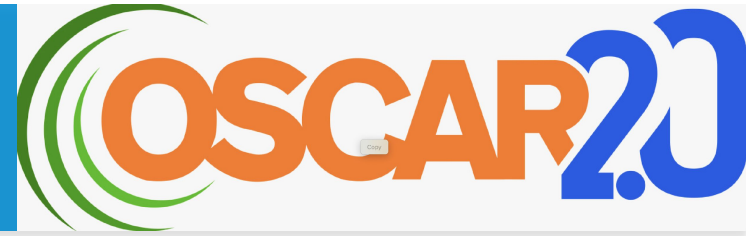
Overall aim Open Asia



Aim Open Asia. The OPEN-ASIA project's proposal aims to support the digital economy and connectivity in the India and Malaysia (PCs) by advancing the implementation of Open Science principles and values considering the best practices of the European Union and needs of socio-economic environment in both PCs.

1	SHRI VILE PARLE KELAVANI MANDAL	India	Coordinator
2	THAPAR INSTITUTE OF ENGINEERING & TECHNOLOGY PAT	India	Partner
3	INDIAN INSTITUTE OF TECHNOLOGY MADRAS (IITM)	India	Partner
4	UNIVERSITY OF MALAYA	Malaysia	Partner
5	UNIVERSITI MALAYSIA SABAH	Malaysia	Partner
6	Universiti Malaysia Sarawak	Malaysia	Partner
7	MEDNARODNA FAKULTETA ZA DRUŽBENE IN POSLOVNE	Slovenia	Partner
8	INSTITUT ZA EVROPSKE RAZVOJNE POLITIKE IN RAZISKAVE	Slovenia	Partner
9	TAMPEREEN KORKEAKOULUSAATIO SR	Finland	Partner
10	STICHTING VU	Netherlands	Partner

Overall aim Oscar 2.0



*OSCAR 2.0 project's proposal aims to foster the effective digital transformation of education and science in the Partner Countries (PCs) (Zambia and Botswana) in order to develop digital infrastructure and connections, where heightened reliability, capacity and security will support regional economic integration by boosting **engagement of Higher Education Institutions (HEIs) in implementation of Open Science principles and values in each PC.***

1	UNIVERSITY OF ZAMBIA	ZM	Coordinator
2	THE UNIVERSITY OF BAROTSELAND LIMITED	ZM	Partner
3	Botho University	BW	Partner
4	UNIVERSITY OF BOTSWANA	Botswana	Partner
5	Joseph Mwelwa Consult Proprietary Limited	BW	Partner
6	BOTSWANA INSTITUTE FOR TECHNOLOGYRESEARCH AND BW		Partner
7	MEDNARODNA FAKULTETA ZA DRUŽBENE IN POSLOVNE ĆSI		Partner
8	INSTITUT ZA EVROPSKE RAZVOJNE POLITIKE IN RAZISKAVĖSI		Partner
9	TECHNISCHE HOCHSCHULE DEGGENDORF	DE	Partner
10	STICHTING VU	NL	Partner

Open Science

Source: Unesco
Understanding open Science 2022
<https://doi.org/10.54677/UTCD9302>





Artistic Actions for Sustainability and Community Service

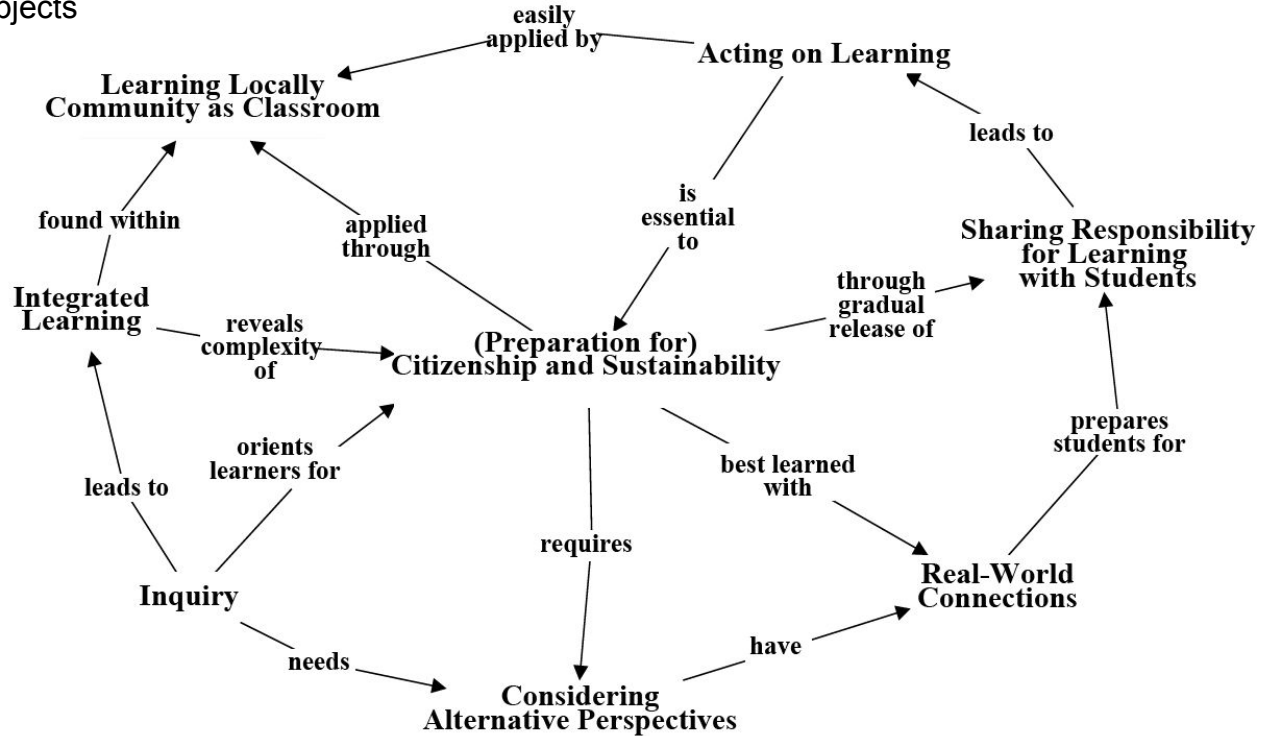
Asthildur Jonsdottir, astajons@hi.is

University of Iceland, School of Education

Key Learning Strategies for Environmental Education, Citizenship, and Sustainability

Stan Kozak and Susan Elliott

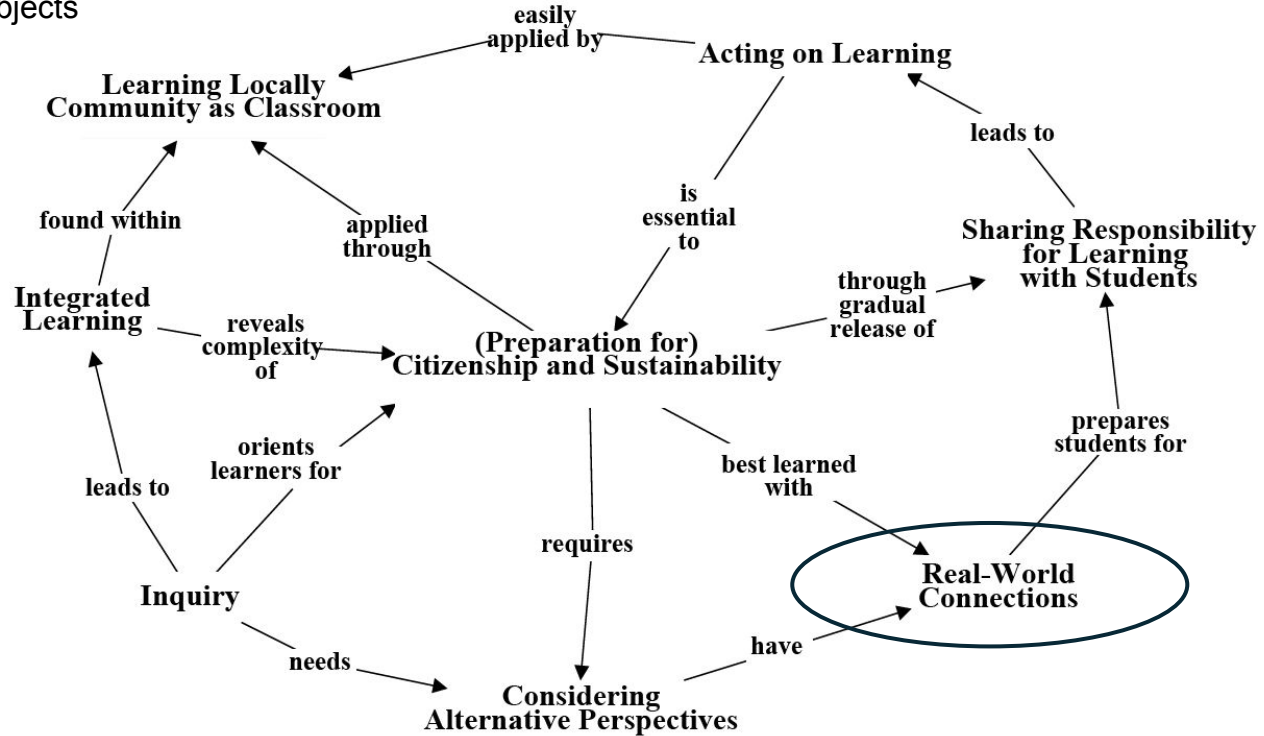
Linking environmental, economic and social issues within subjects and across subjects



Key Learning Strategies for Environmental Education, Citizenship, and Sustainability

Stan Kozak and Susan Elliott

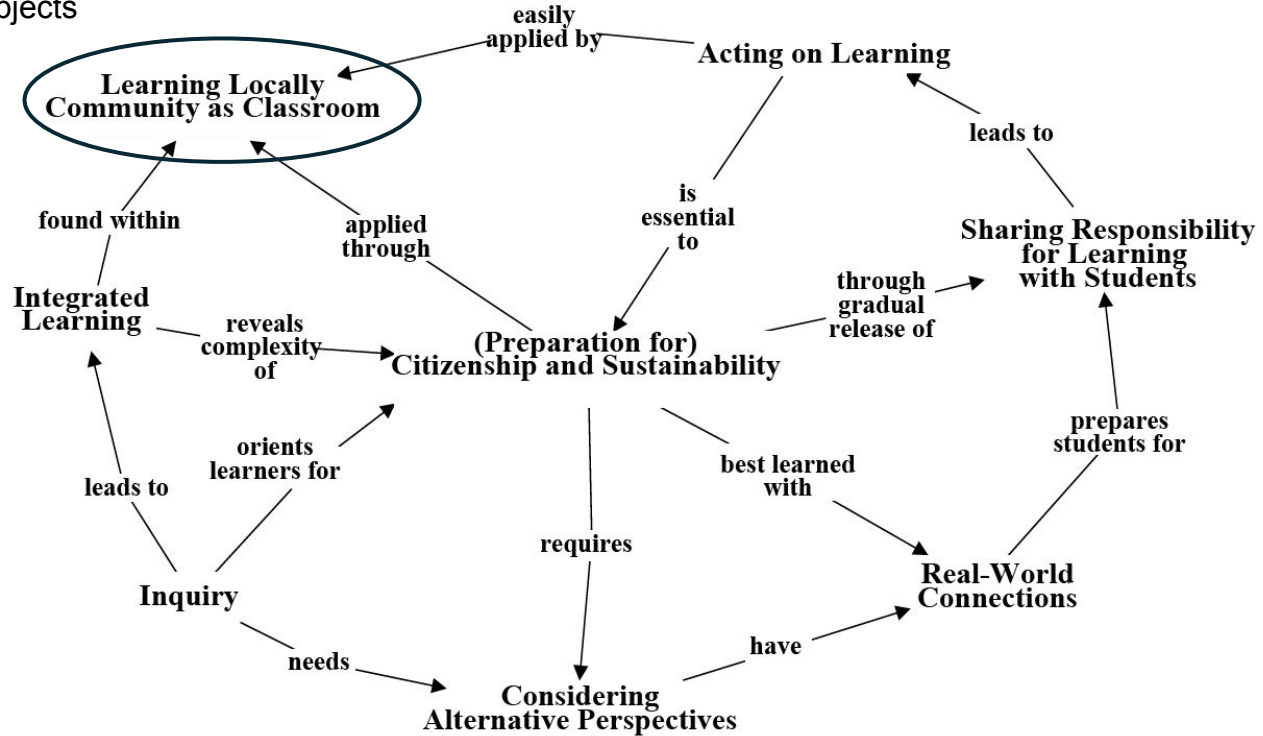
Linking environmental, economic and social issues within subjects and across subjects



Key Learning Strategies for Environmental
Education, Citizenship, and Sustainability

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Linking environmental, economic and social issues within subjects and
across subjects

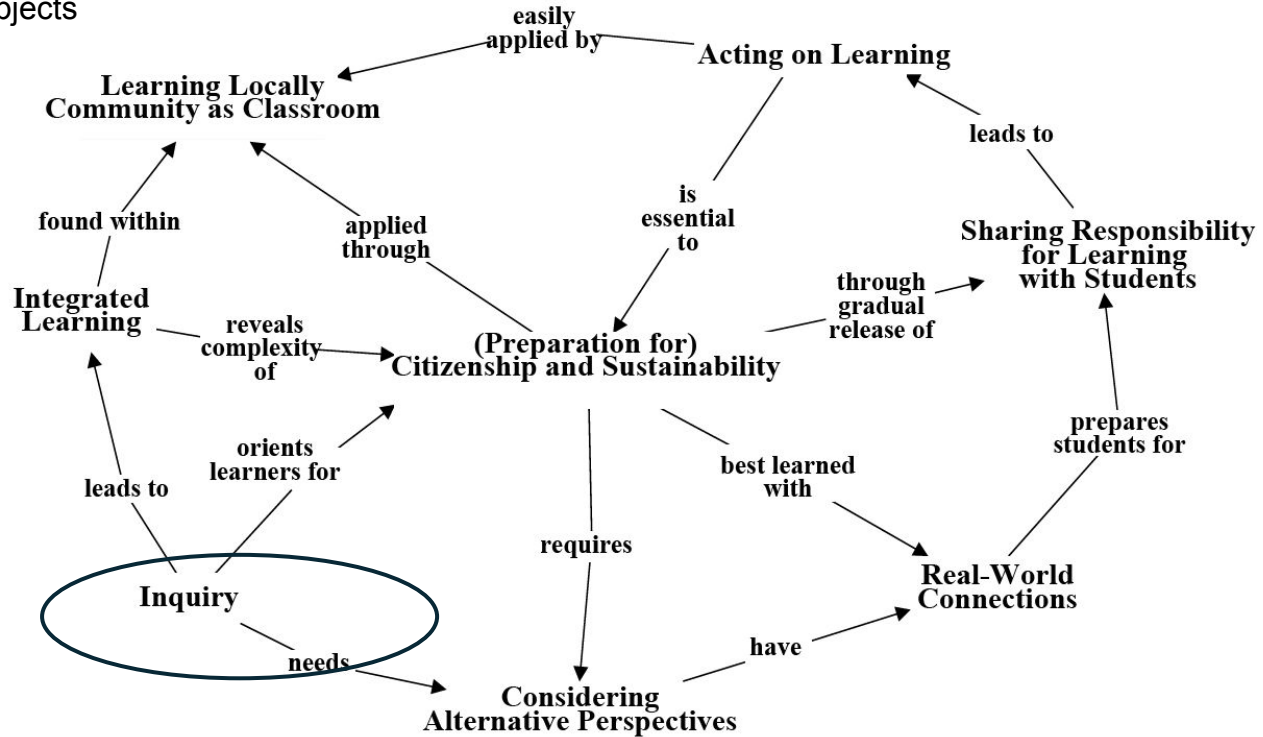


Key Learning Strategies for Environmental

Education, Citizenship, and Sustainability

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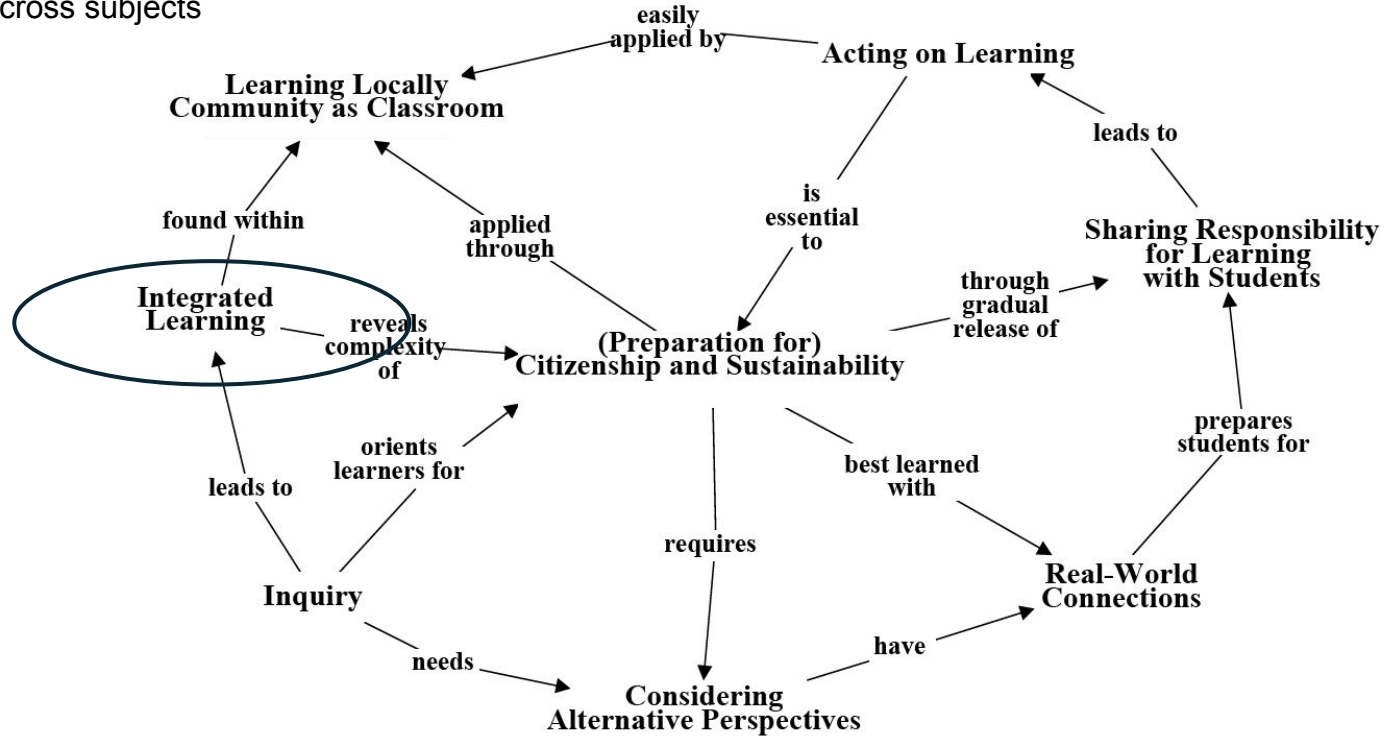
Linking environmental, economic and social issues within subjects and across subjects



Key Learning Strategies for Environmental Education, Citizenship, and Sustainability

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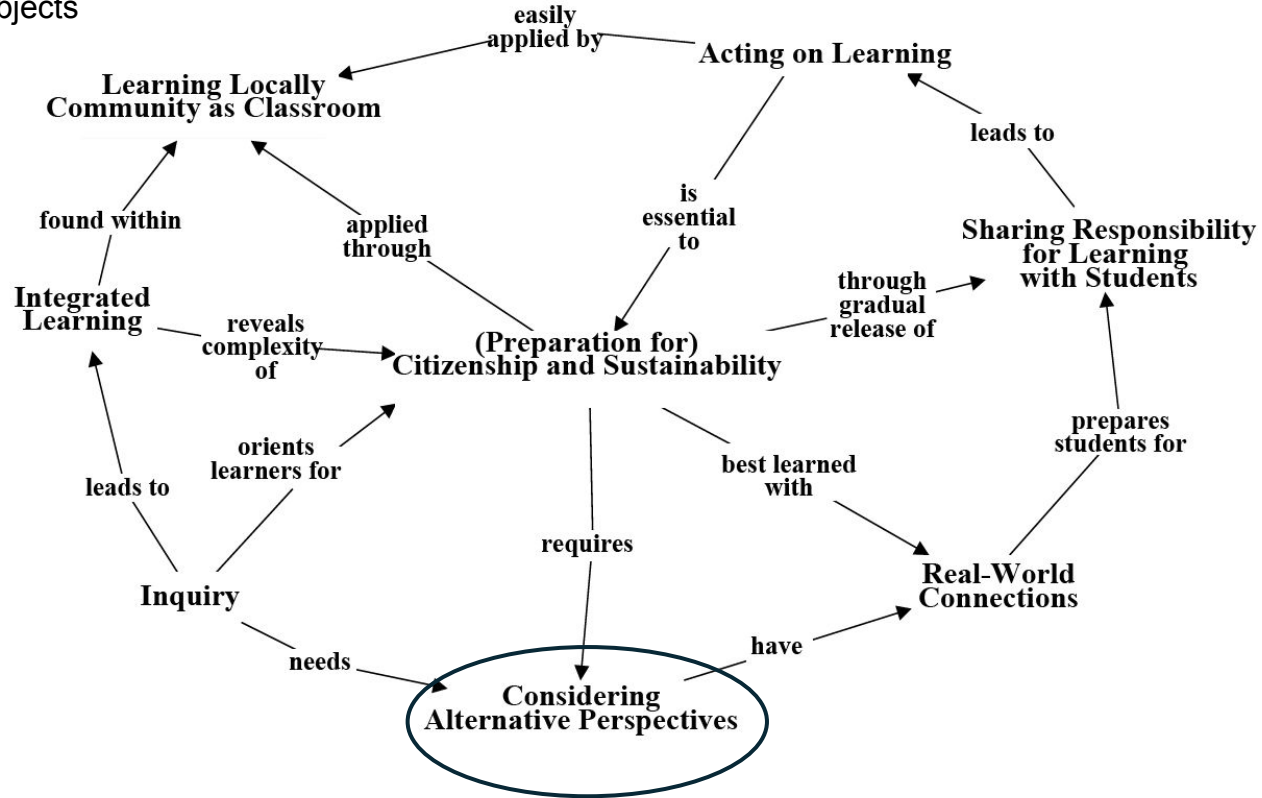
Linking environmental, economic and social issues within subjects and across subjects



Key Learning Strategies for Environmental
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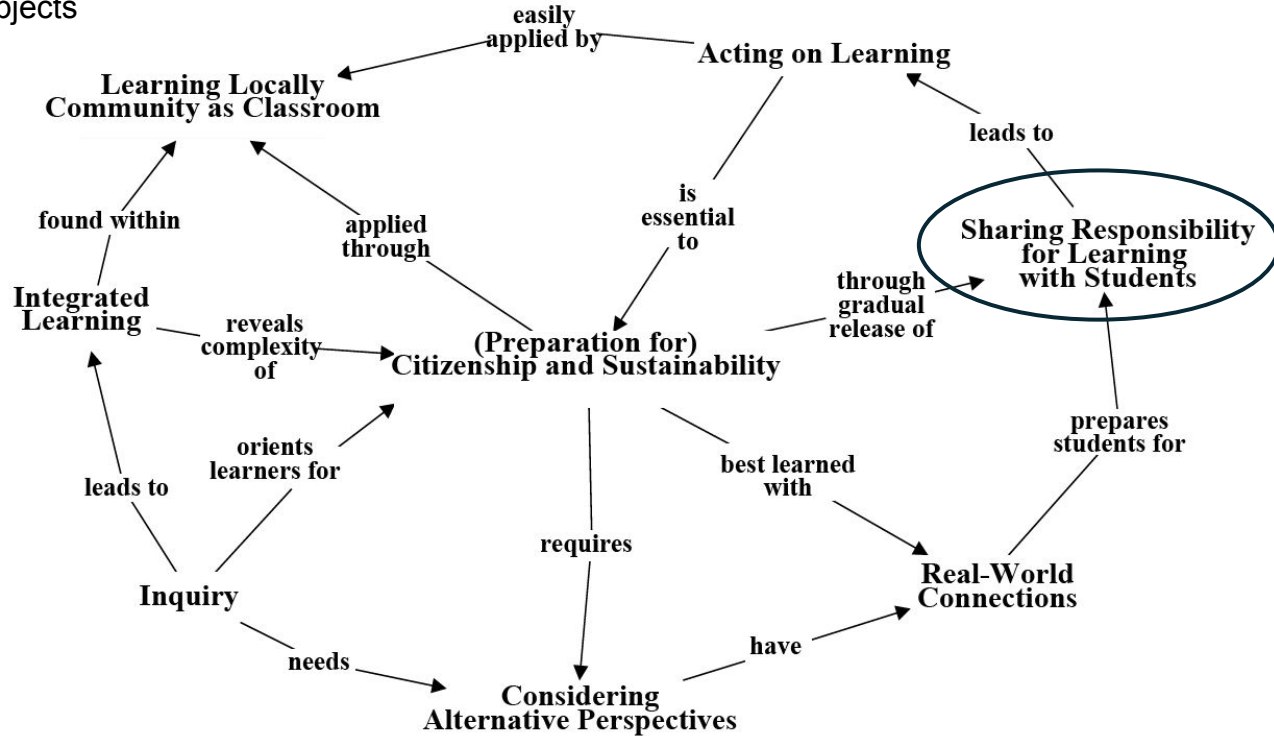
Linking environmental, economic and social issues within subjects and
across subjects



Key Learning Strategies for Environmental Education, Citizenship, and Sustainability

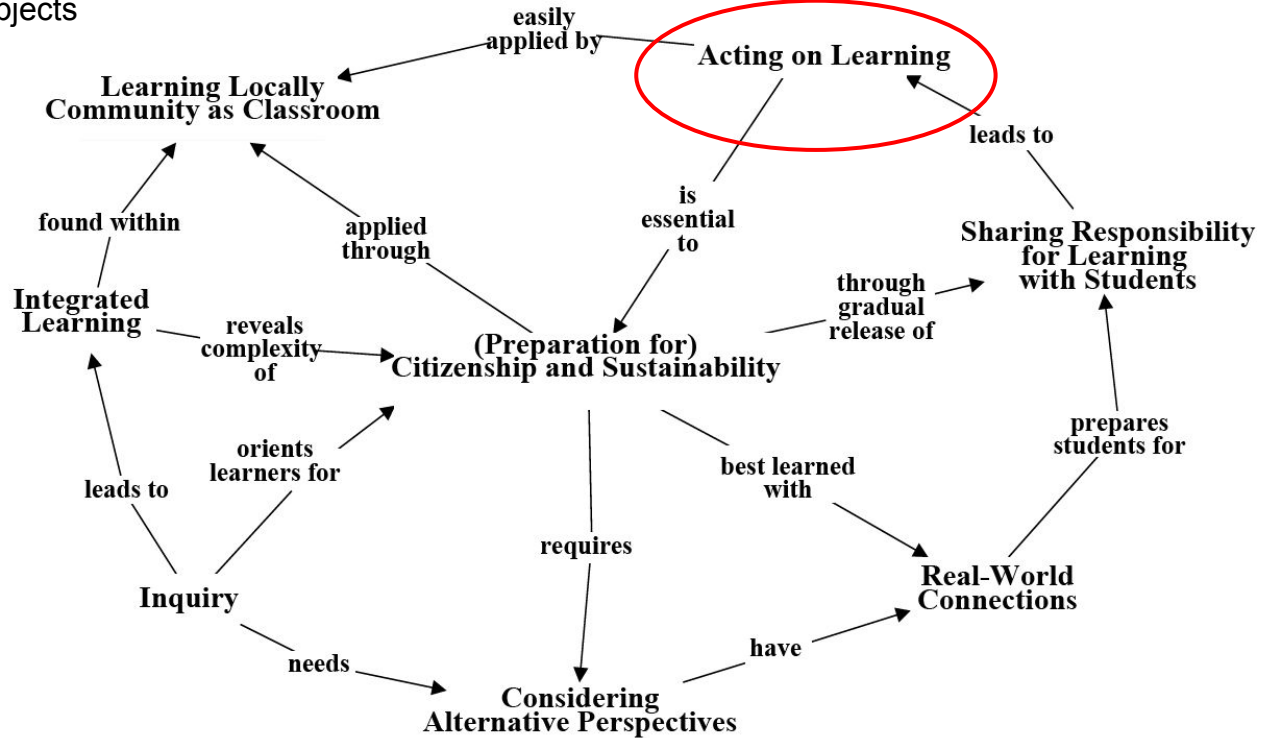
Stan Kozak and Susan Elliott

Linking environmental, economic and social issues within subjects and across subjects



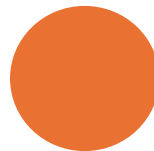
Key Learning Strategies for Environmental
Education, Citizenship, and Sustainability
Stan Kozak and Susan Elliott

Linking environmental, economic and social issues within subjects and
across subjects









Encouraging Collaboration

- Teamwork
- Interdisciplinary Collaboration



By focusing on participatory pedagogy there was a focus on students' voices and their choices, as they should have a say in their learning opportunities.

Encouraging Emotional and Cultural Engagement

- Emotional Connection
- Curiosity
- Cultural Awareness



How to grow a man?



Breakthrough Tech Innovation Group

SMART(ER) WELLBEING

KNOWLEDGE EQUITY SYMPOSIUM, 20 June 2024
SANDRA HASANEFENDIC, PHD
VRIJE UNIVERSITEIT AMSTERDAM





Journal of **PHILANTHROPY
AND MARKETING**

RESEARCH ARTICLE | [Open Access](#) | CC BY-NC-ND

Researching the crowd: Implications on philanthropic crowdfunding and donor characteristics during a pandemic

Claire van Teunenbroek Sandra Hasanefendic

ELSEVIER

Sustainable Cities and Society
Volume 101, February 2024, 105112

A systematic literature review of the smart city transformation process: The role and interaction of stakeholders and technology

[Yuxi Dai](#) [Sandra Hasanefendic](#), [Bart Bossink](#)

TO KICK OFF...

“Reliable information about who could be trusted meant that small bands could expand into larger bands, and Sapiens could develop tighter and more sophisticated types of cooperation.” — Harari, p.24.

Source: Harari, Yuval Noah. *Sapiens: A brief history of humankind*. Random House, 2014.

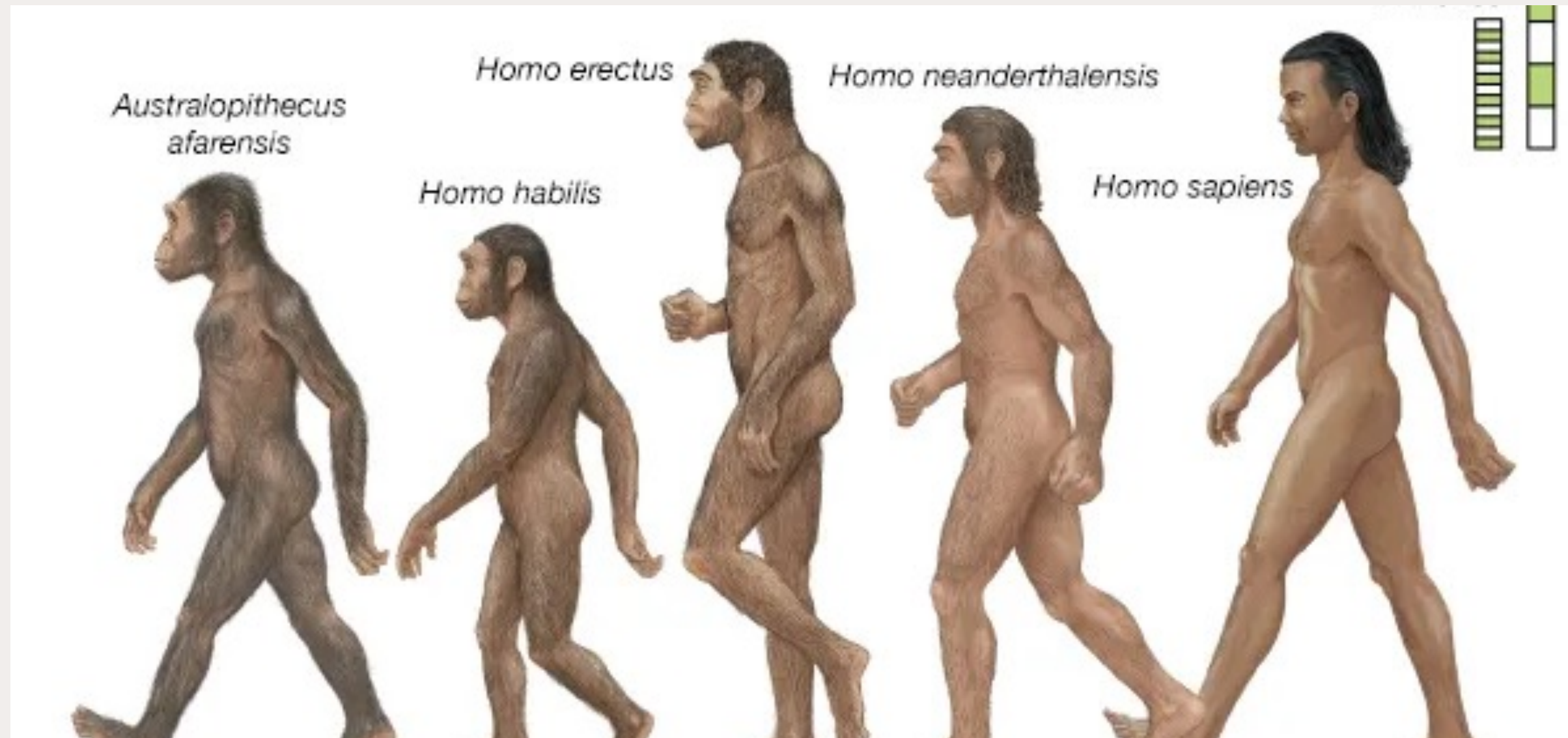


Photo Source: Encyclopedia Britannica

HOMO SAPIENS

COMMUNICATION



GOSSIP

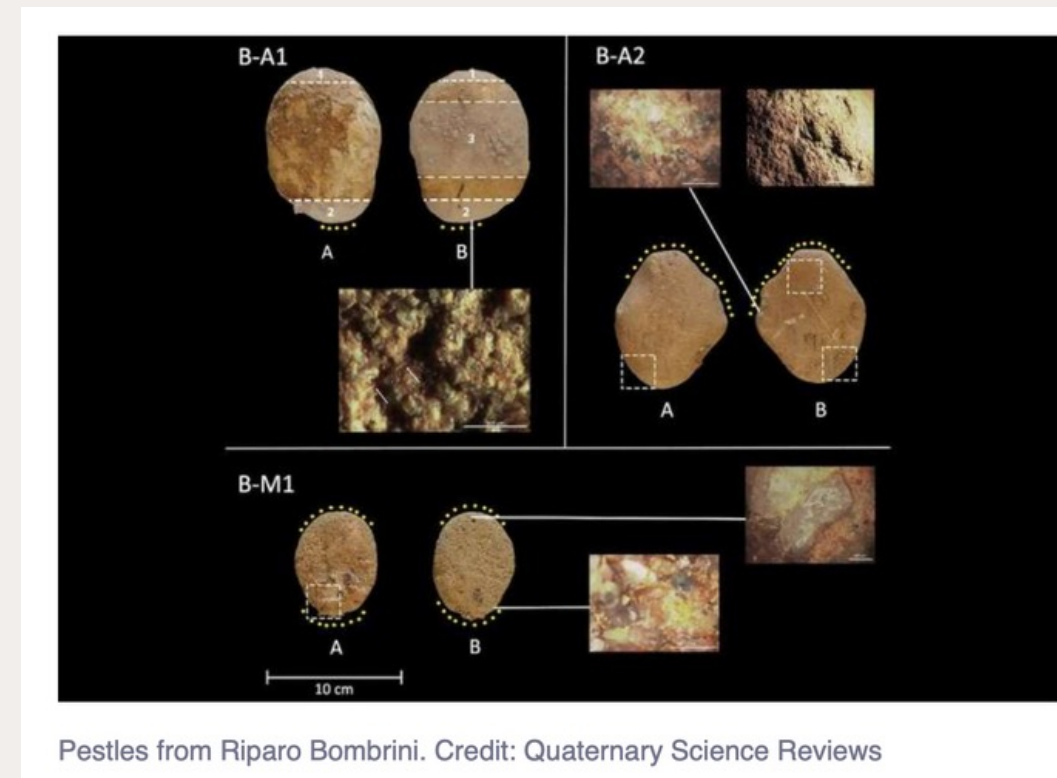
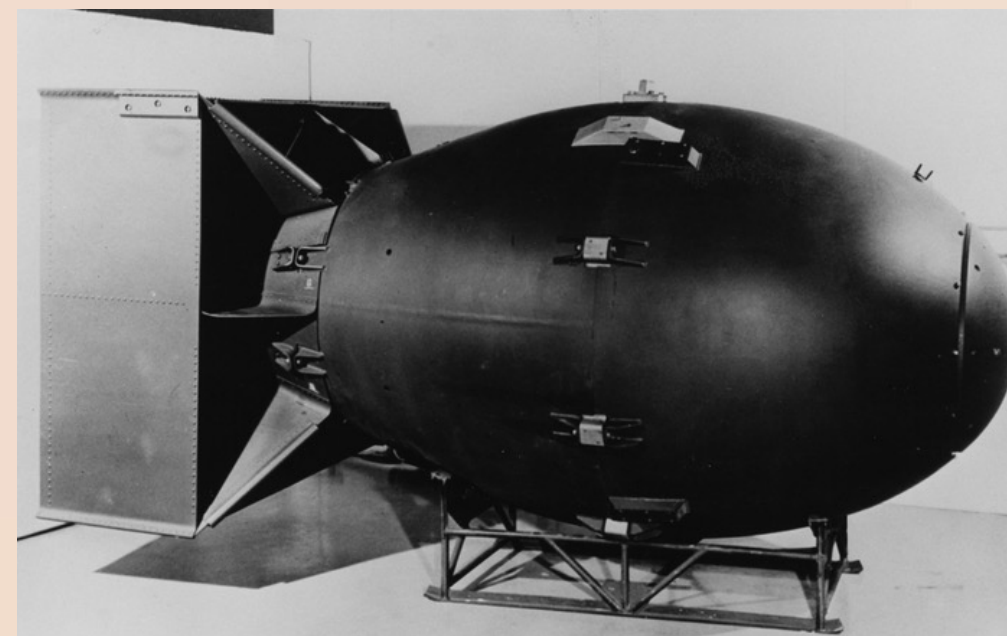




Photo Source: Agricultural calendar, c. 1470, from a manuscript of Pietro de Crescenzi

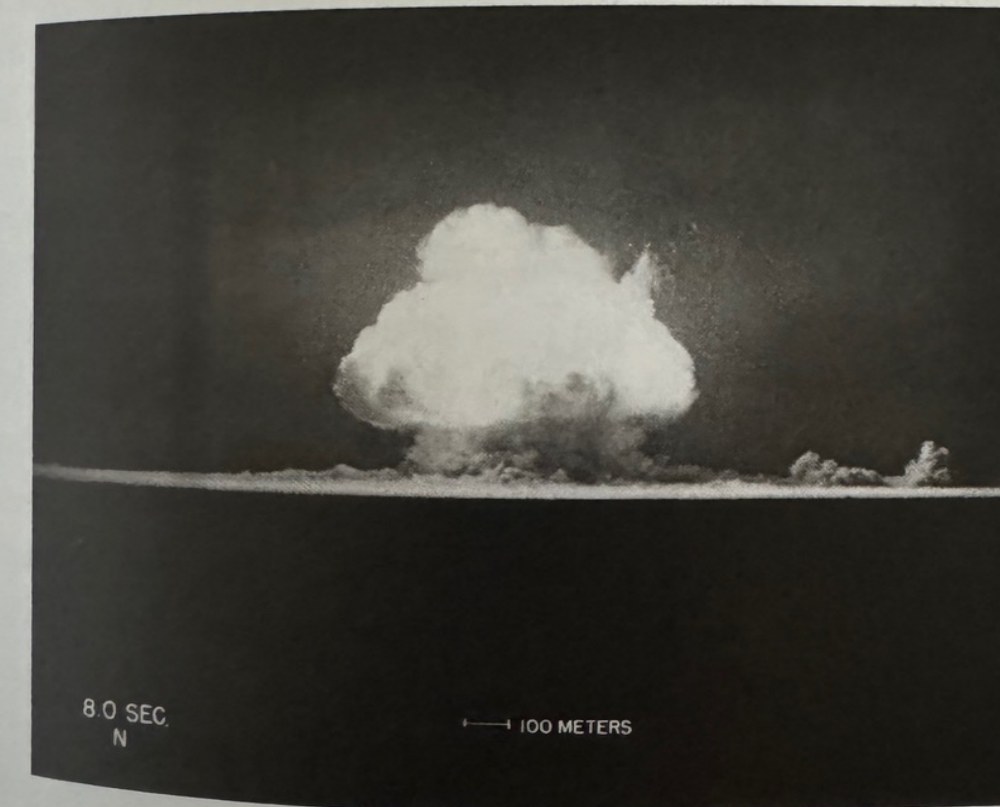


Photo Source: <https://www.scottjancy.com/the-industrial-revolution-revisited-the-transformation-of-work/>



Part Four

The Scientific Revolution



32. Alamogordo, 16 July 1945, 05:29:53. Eight seconds after the first atomic bomb was detonated. The nuclear physicist Robert Oppenheimer, upon seeing the explosion, quoted from the Bhagavadgita: 'Now I am become Death, the destroyer of worlds.'

Photo Source:

<https://www.history.navy.mil/about-us/leadership/director/directors-corner/h-grams/h-gram-052/h-052-1.html>

A background image showing a person's hand hovering over a laptop keyboard, suggesting a digital or technological theme. The image is overlaid with a semi-transparent brown filter.

TECHNOLOGY as key driver of human advancement and wellbeing

Bossink, B., Blankesteyn, M. L., & Hasanefendic, S. (2023). Upscaling sustainable energy technology: From demonstration to transformation. *Energy Research & Social Science*, 103, 103208.

A close-up, slightly blurred photograph of a person's hands holding a white smartphone. The person is wearing a light-colored, possibly white, shirt. The background is out of focus, showing some indistinct shapes and colors. The overall tone is warm and professional.

TECHNOLOGY UPSCALING: AN EXAMPLE

SHORTENED TIME- FRAMES FOR TECH- TO-MARKET AND SOCIETY

FROM...

PHONES

BELL (1876 PATENT) TO...



COOPER (1973 CELL PHONE TECHNOLOGIES)....



Photo Source: DOI:
[10.1016/j.quascirev.2023.108161](https://doi.org/10.1016/j.quascirev.2023.108161)

TO...

MOBILE PHONES



2007



2024

Photo Source: AFP, apple

AND TO

GENERATIVE AI

Generative Adversarial Nets

Part of [Advances in Neural Information Processing Systems 27 \(NIPS 2014\)](#)

Bibtex

Metadata

Paper

Reviews

Authors

Ian Goodfellow, Jean Pouget-Abadie, Mehdi Mirza, Bing Xu, David Warde-Farley, Sherjil Ozair, Aaron Courville, Yoshua Bengio

Abstract

We propose a new framework for estimating generative models via adversarial nets, in which we simultaneously train two models: a generative model G that captures the data distribution, and a discriminative model D that estimates the probability that a sample came from the training data rather than G . The training procedure for G is to maximize the probability of D making a mistake. This framework corresponds to a minimax two-player game. In the space of arbitrary functions G and D , a unique solution exists, with G recovering the training data distribution and D equal to $1/2$ everywhere. In the case where G and D are defined by multilayer perceptrons, the entire system can be trained with backpropagation. There is no need for any Markov chains or unrolled approximate inference networks during either training or generation of samples. Experiments demonstrate the potential of the framework through qualitative and quantitatively evaluation of the generated samples.



One of the fundamental breakthroughs in generative AI is the creation of Generative Adversarial Networks (GANs) in 2014 by an American computer scientist Ian Goodfellow.


2022

Photo Source:
<https://www.smithsonianmag.com/sponsored/brief-history-solar-panels->

TECHNOLOGY UPSCALING DRAWBACKS

The Cloud now has a greater carbon footprint than the airline industry. A single data center can consume the equivalent electricity of 50,000 homes.

Web Source: <https://mit-serc.pubpub.org/pub/the-cloud-is-material/release/1>



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Winter 2022






▼

The Cloud Is Material: On the Environmental Impacts of Computation and Data Storage

In the age of machine learning, cryptocurrency mining, and seemingly infinite data storage capacity enabled by cloud computing, the environmental costs of ubiquitous computing in modern life are obscured by the sheer complexity of infrastructures and supply chains involved in ...

by Steven Gonzalez Monserrate

Published on Jan 27, 2022



NVIDIA Blackwell Platform Arrives to Power a New Era of Computing

March 18, 2024



SOLAR ENERGY



Energy devouring

1kg of metallurgical grade silicon requires the amount of energy equivalent to 7h home oven usage.



Water exhausting

300.000 gallons per acre per farm; yet deserts and sun-drenched regions are ideal locations but abundant water there is scarce.



Waste recycling

78 million metric tons of waste annually.





Sustainable Energy Technologies and Assessments

Volume 62, February 2024, 103625



Towards carbon neutrality: A multi-objective optimization model for photovoltaics systems installation planning

Rong Wang^a  , Sandra Hasanefendic^a, Elizabeth Von Hauff^{b c},
Bart Bossink^a

WHAT IS THE SOLUTION

HOW CAN WE RECONCILE TECHNOLOGY AND KNOWLEDGE with ENVIRONMENTAL AND SOCIETAL WELLBEING?
HOW DO WE FOSTER COLLECTIVITY IN TECH DEVELOPMENT TODAY?



Individuals in action: Bringing about innovation in higher education

S Hasanefendic, JM Birkholz, H Horta, P Van Der Sijde
European Journal of Higher Education 7 (2), 101-119

Training students for new jobs: The role of technical and vocational higher education and implications for science policy in Portugal

S Hasanefendic, M Heitor, H Horta
Technological Forecasting and Social Change 113, 328-340

Higher Education institutional governance reforms in the Netherlands, Portugal and Italy: A policy translation perspective addressing the homogeneous/heterogeneous dilemma

D Donina, S Hasanefendic
Higher Education Quarterly 73 (1), 29-44



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for PATHOGEN
RESEARCH

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Duke
UNIVERSITY



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Institute of
Technology



aa"lto
unive
rsit?y

Imperial College
London



PRINCETON
UNIVERSITY



HOWARD
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Breakthrough Tech Innovation Group

THANK YOU



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Palacký University
Olomouc

KNOWLEDGE EQUITY & RESEARCH

Knowledge Equity Symposium

20 June 2024

Mgr. Nataša Matulayová, Ph.D., BSBA



Palacký University
Olomouc

WHAT IS THE RELEVANCE OF KNOWLEDGE EQUITY FOR RESEARCH?

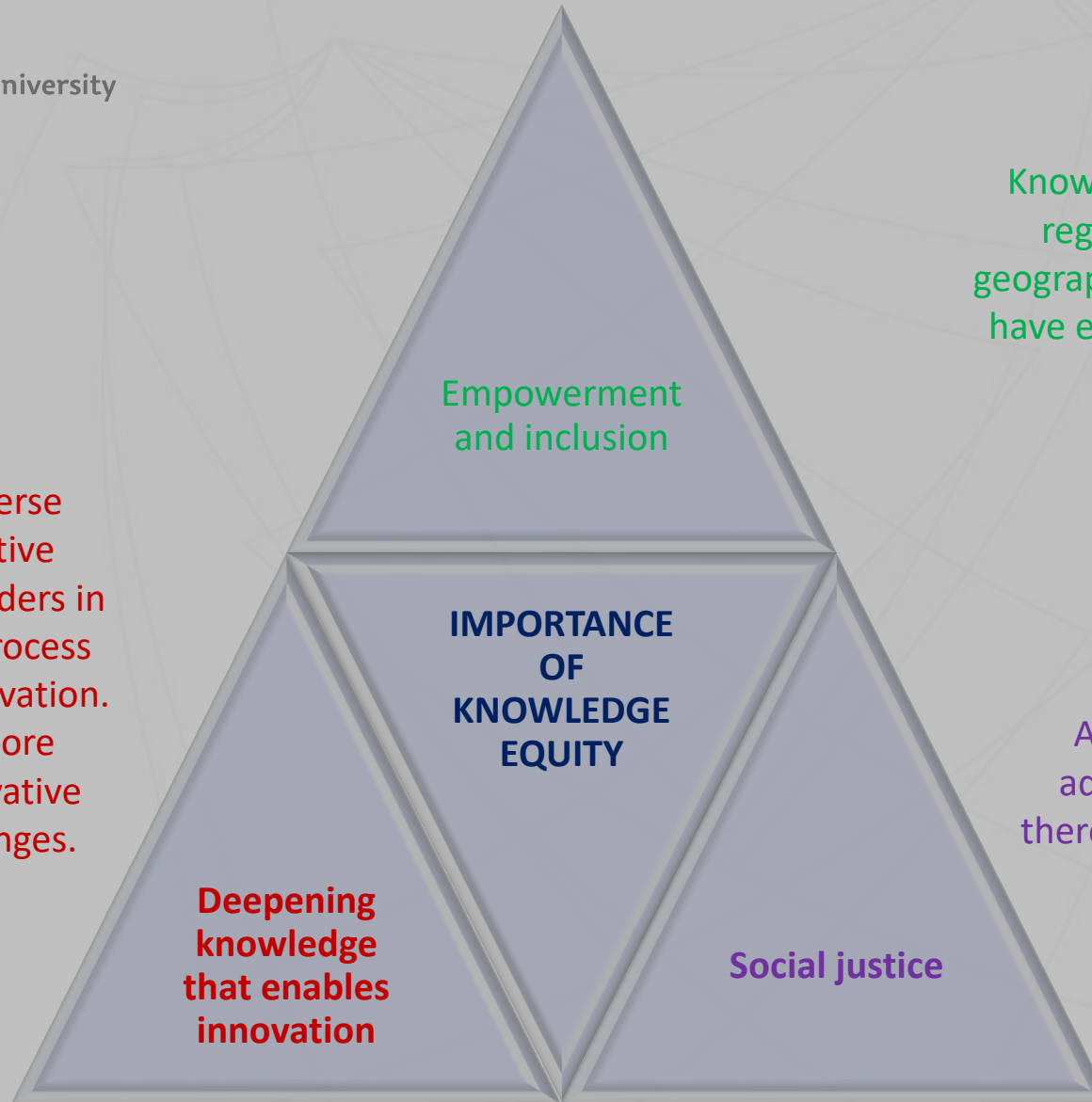
HOW SHOULD WE SHAPE AND ORGANIZE IT?





The incorporation of diverse perspectives and the active engagement of all stakeholders in the knowledge creation process are critical in fostering innovation.

This diversity leads to more comprehensive and innovative solutions to global challenges.



Knowledge equity ensures that all individuals, regardless of their socio-economic status, geographical location, or educational background, have equal access to information and resources.

Advocating for knowledge equity is pivotal in addressing historical and systemic inequalities, thereby contributing to the development of a more equitable and just society.



Relevance of Knowledge Equity for Research

- **knowledge equity is fundamental** to the advancement of research that is **accessible, inclusive, and impactful**
- By addressing **barriers that limit access to knowledge and valuing diverse contributions**, the research community can produce more comprehensive, ethical, and relevant outcomes - this approach not only enhances the quality and innovation in research but also ensures that the benefits of research are distributed more widely.
 - **Consequently, this promotes a more just and equitable society by empowering all individuals and communities with the knowledge and tools they need to participate fully in societal development and decision-making processes.**



Barriers to Knowledge Equity

Economic Barriers

- **Cost of Access**
- **Funding Inequities**

Digital Divide

- **Technology Access**
- **Digital Literacy**



Barriers to Knowledge Equity

Language Barriers

- **Publication Language**
- **Specifically for Humanities – language is crucial as it shapes conceptualization of reality**
- **Translation Issues**

Cultural, Social, Geopolitical Barriers

- **Cultural Biases**
- **Representation**
- **Political Restrictions**



Barriers to Knowledge Equity

Institutional Barriers

- **Academic Gatekeeping**
- **Rigid Structures**

Information Overload and Accessibility

- **Data Overload**
- **Accessibility**
- **Insufficient Public Engagement and Outreach**



Shaping and organizing knowledge equity within the research community

INCLUSIVE RESEARCH PRACTICES

Develop and promote inclusive research practices that ensure diverse participation from all demographic groups, including marginalized and underrepresented communities.

Foster inclusivity: Encourage inclusive research practices that value and integrate diverse cultural perspectives and knowledge systems.

Enhance representation: Ensure diverse representation in research teams and leadership positions.

EQUITABLE ACCESS TO RESOURCES

Ensure equitable access to research resources, including funding, technology, and data.

Invest in infrastructure: Improve digital infrastructure and provide training to enhance digital literacy.

Support translation: Provide resources for translating research outputs into multiple languages.



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Shaping and organizing knowledge equity within the research community

OPEN ACCESS AND TRANSPARENCY

Promote open access to research findings and data to ensure that knowledge is freely available to all.

Promote Open Access: Support open access publishing to remove financial barriers to accessing research, data, educational materials, etc.

EDUCATION AND TRAINING

Provide education and training programs to build capacity and understanding of knowledge equity principles.

Reform institutions: Advocate for institutional reforms that promote multidisciplinary and inclusive research practices.



Shaping and organizing knowledge equity within the research community

INSTITUTIONAL COMMITMENT AND POLICIES

Develop inclusive policies: Research institutions should develop and enforce policies that promote knowledge equity, such as open access policies, diversity and inclusion initiatives, and ethical guidelines that respect all knowledge systems.

Equity committees: Establish committees dedicated to overseeing and promoting knowledge equity in research practices and policies.

Funding and resources: Allocate funding specifically for projects that address knowledge equity and provide resources to support researchers from underrepresented groups.

POLICY AND ADVOCACY

Advocate for policies that support knowledge equity at institutional, national, and international levels.

Facilitate global collaboration: Foster international collaborations to share resources and knowledge, overcoming geopolitical barriers.



To achieve and promote knowledge equity, it is essential to recognize and accept the diverse nature of different scientific disciplines.

Data and Resource Accessibility

Technological and Infrastructure Barriers

Collaboration and Interdisciplinary Approaches

Funding and Support for Basic vs. Applied Research

Cultural and Language Representation



Valuing Factual Knowledge

- ✓ The challenge of ensuring that factual knowledge is properly valued and trusted is critical for achieving knowledge equity. Addressing the prevalent tendency to prioritize opinions over facts is essential to fostering a more informed and equitable society.

Distinguishing Facts from Opinions

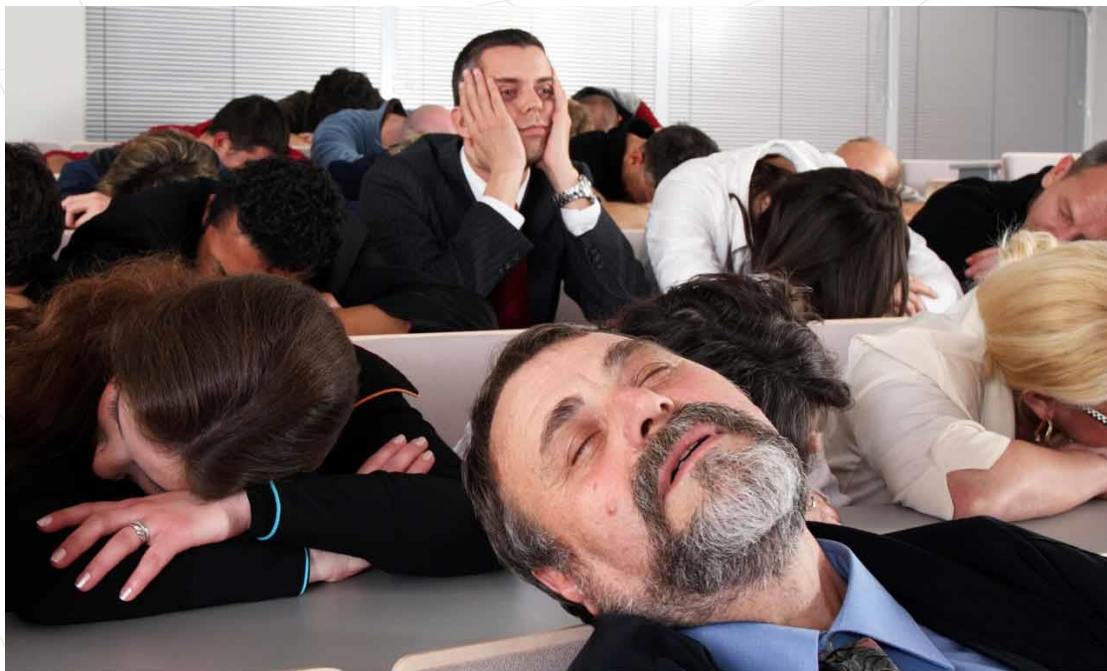
- ✓ It is crucial to differentiate between stating, presenting, and creating facts. Today, there is a concerning trend of preferring opinions about facts over the facts themselves, which undermines the foundation of knowledge equity.

Emphasizing Research Credibility

- ✓ Emphasizing the credibility and reliability of research is paramount. Implementing robust mechanisms to ensure research quality is essential to maintaining trust in scientific findings. This focus ensures that all individuals have access to trustworthy and accurate information, reinforcing the principles of knowledge equity.



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Thank you for your attention 😊

natasamatulayova@gmail.com



UNIVERSITY of the
WESTERN CAPE

Knowledge Equity for Research

Clement N. Nyirenda

E-Research Director

Office of the DVC: Research & Innovation

University of the Western Cape

Email: cnyirenda@uwc.ac.za



Presentation Outline

- ✓ **What is Knowledge Equity?**
- ✓ **Importance of Knowledge Equity in Research**
- ✓ **How to Shape and Organise Knowledge Equity for Research**
- ✓ **References**

What is Knowledge Equity (1/2)

What is Knowledge Equity?

- The principle that ensures inclusive, fair, and accessible creation, dissemination, and utilization of knowledge.
- Recognizes and values diverse sources and forms of knowledge, including those from marginalized or underrepresented communities

Key Elements

- **Inclusivity:** Integrating diverse voices and perspectives (Tuhiwai Smith et al., 2018)
- **Accessibility:** Ensuring that knowledge is accessible to all (Mendez et al, 2020)

What is Knowledge Equity (2/2)

Key Elements (continued):

- **Ethical Practices:** Respecting rights and sharing benefits equitably (Caroll et al., 2020)
- **Empowerment and Participation:** Enabling marginalized groups to participate in knowledge creation (Escobar, 2018).
- **Addressing Inequities:** Dismantling barriers to equitable participation (Chandanabhumma, 2020).

Relevance of Knowledge Equity for Research

→ ***Global Relevance of research findings***

- ◆ Ensures that research addresses global challenges comprehensively
- ◆ Integration of knowledge from diverse contexts, enhancing the relevance
- ◆ Holistic & multidimensional approaches that based on diverse knowledge systems

→ ***Fostering Innovation and Creativity***

- ◆ Diverse perspectives lead to innovation in research
- ◆ Uncover different viewpoints/datasets that can inspire novel approaches

→ ***Ethical research practices***

- ◆ Fair treatment of all stakeholders involved
- ◆ Respecting the rights and contributions of diverse communities
- ◆ Ensuring that research benefits are shared equitably
- ◆ No society must be left behind in the knowledge revolution

Shaping and Organising Knowledge Equity for Research (1/2)

→ ***Knowledge Equity Policies at institutional, national and international levels***

- ◆ Develop policies that prioritize knowledge equity and dissemination.
- ◆ Support diversity in knowledge creation
- ◆ Reduce barriers to information for marginalized groups
- ◆ Public funded projects must be accompanied by open access to data/software

→ ***Incentivize and Recognize Knowledge Equity Champions***

- ◆ Recognition within promotion and tenure processes
- ◆ Awards and funding opportunities

→ ***Education and Awareness on the importance of KE***

- ◆ Provide training on information literacy and critical thinking to navigate and evaluate information effectively.
- ◆ Raise awareness of knowledge equity's societal impact to foster inclusion.

Shaping and Organising Knowledge Equity for Research (2/2)

→ ***Collaboration and Partnership networks***

- ◆ Share resources and best practices to support efforts towards KE
- ◆ Collaborate with diverse stakeholders to develop and implement initiatives that promote knowledge equity

→ ***Ethical review and governance:***

- ◆ Establish ethical reviews upholding KE and respectful community engagement
- ◆ Include diverse community representatives in research governance
- ◆ Develop protocols for informed consent, benefit-sharing, and IP rights.

→ ***Knowledge sharing and dissemination***

- ◆ Promote open access and diverse audience accessibility of research outputs.
- ◆ Explore inclusive, culturally appropriate dissemination formats.
- ◆ Facilitate knowledge-sharing events/platforms with diverse stakeholders

References

Chandanabhumma, P. P., & Narasimhan, S. (2020). Towards health equity and social justice: An applied framework of decolonization in health promotion. *Health Promotion International*, 35(4), 831-840.

Carroll, S., Garba, I., Figueroa-Rodríguez, O., Holbrook, J., Lovett, R., Materechera, S., ... & Hudson, M. (2020). The CARE principles for indigenous data governance. *Data science journal*, 19.

Escobar, A. (2018). *Designs for the pluriverse: Radical interdependence, autonomy, and the making of worlds*. Duke University Press.

Mendez, E., Lawrence, R., MacCallum, C. J., Moar, E., & Van Nieuwerburgh, I. (2020). Progress on Open Science: towards a shared research knowledge system. Final report of the Open Science Policy Platform.

Smith, L. T., Tuck, E., & Yang, K. W. (Eds.). (2018). *Indigenous and decolonizing studies in education*. New York, NY: Routledge.

Thank You

*For further questions and comments, drop me an email via
cnyirenda@uwc.ac.za*



Lunch break
12:00 - 13:00



Knowledge Graphs for the Global south: ~~three~~ *four* challenges

Victor de Boer



With input from: Anna Bon, Christophe Guéret, Stephane Boyera, Nana Baah Gyan, Chris van Aart, Max Froumentin, Aman Grewal, Mary Allen, Amadou Tangara, Etienne Barnard, Hans Akkermans, André Baart, Gossa Lo, Myrthe van der Wekken, Onno Valkering, Fahad Ali, Romy Blankendaal, Stefan Schlobach, the Pressing Matter team...

More and more structured data available online

Government data



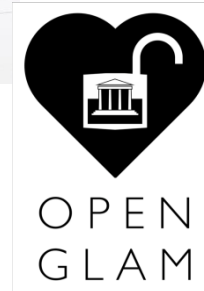
Social web data



Medical data



Museum data



Research data



Development data



How to connect data across silos?





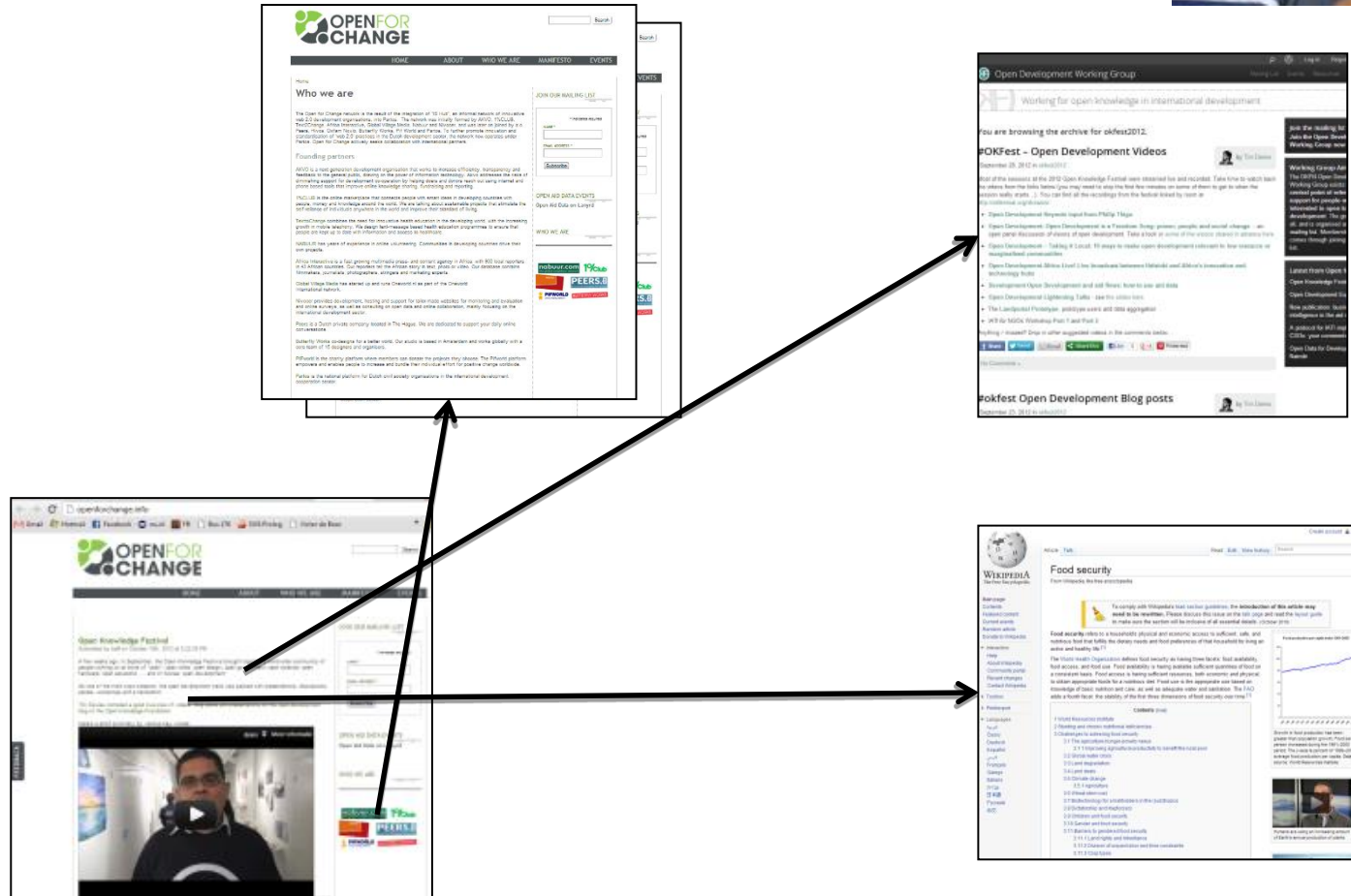
Acoustic Coupler

Source: "Games Aktuell Blog",

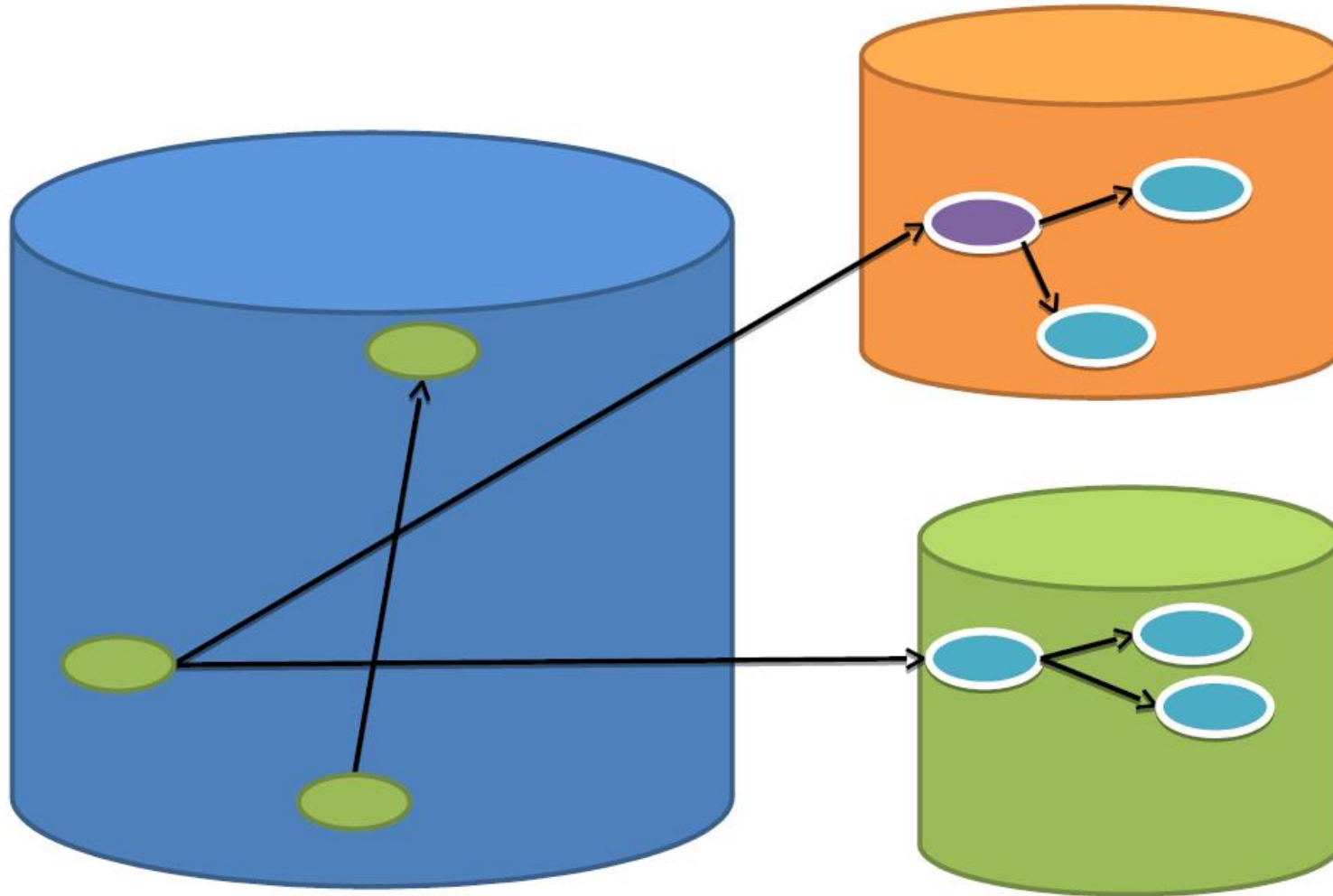
<http://www.gamesaktuell.de/Community/MySite/GenX3601966-2605282/Blogs/Cyberpunks-beim-Mauerfall-694794/>

Web of Documents (WWW)

Linked Documents



Web of Data / Knowledge
Linked Data
Semantic Web

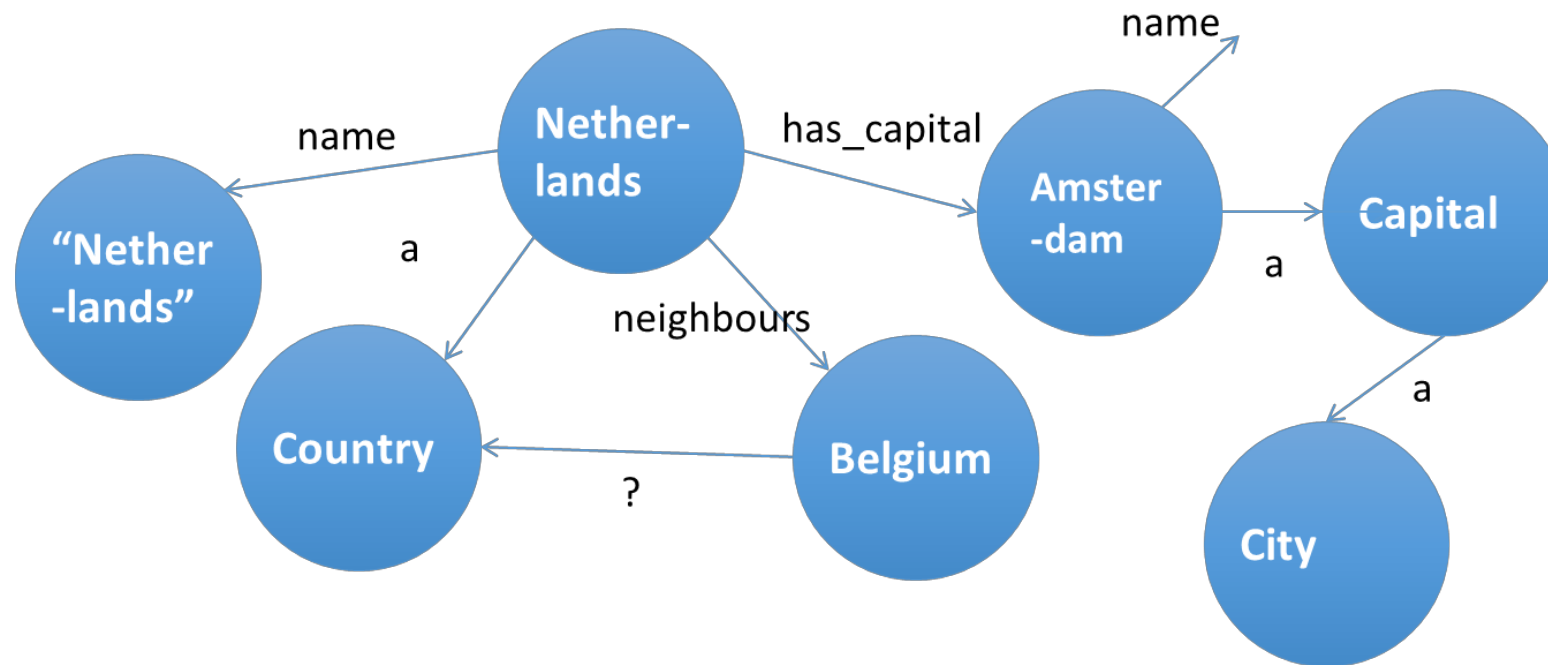


Welcome Knowledge Graphs

Country

Name	Capital	Remark	Neighbour
Netherlands	Amsterdam	"The Hague..."	Belgium
....

Relational Database



Knowledge Graph



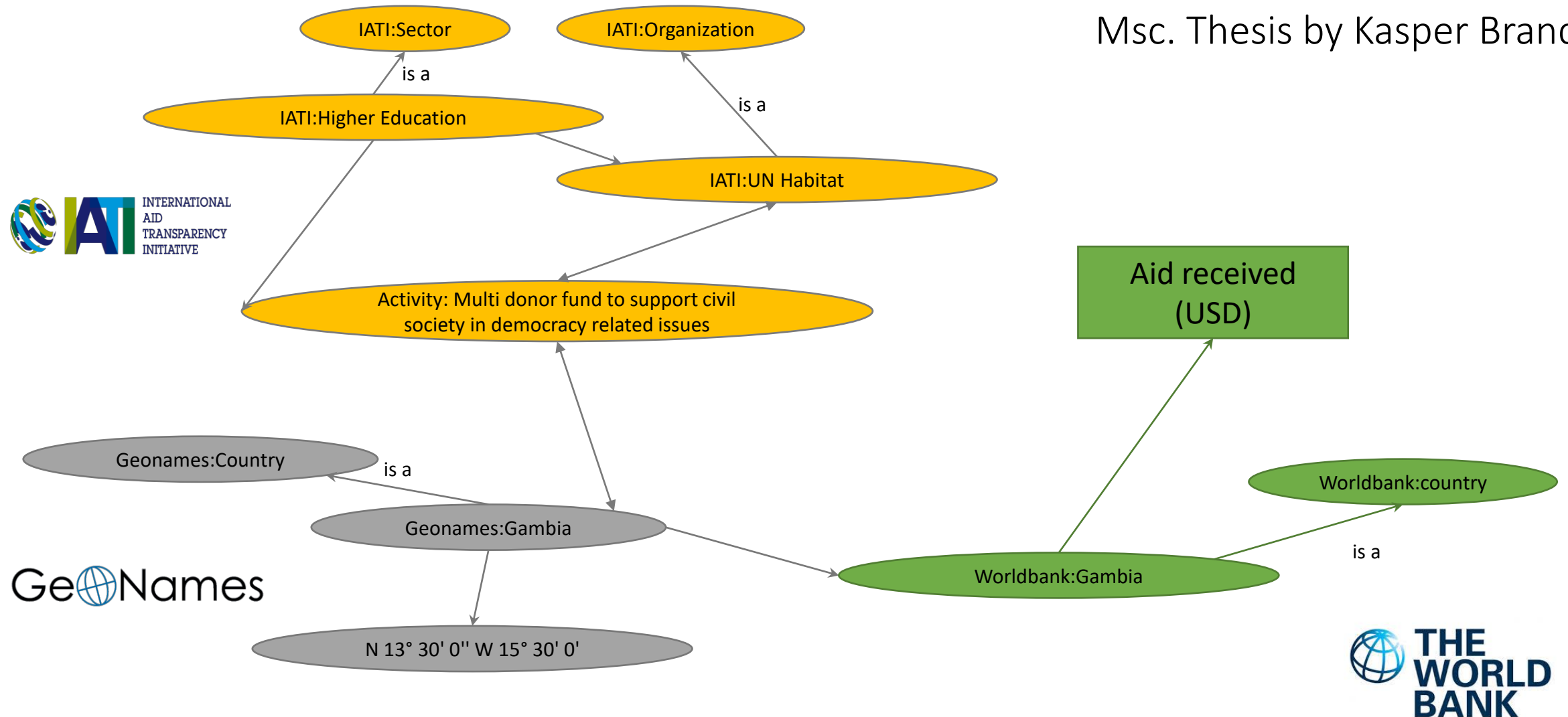
KNOWLEDGE
GRAPHS
EVERYWHERE

(Frank van Harmelen's
Good News slide)

Example of Knowledge graphs “for Social Good”



Msc. Thesis by Kasper Brandt



Home | Model | Applications

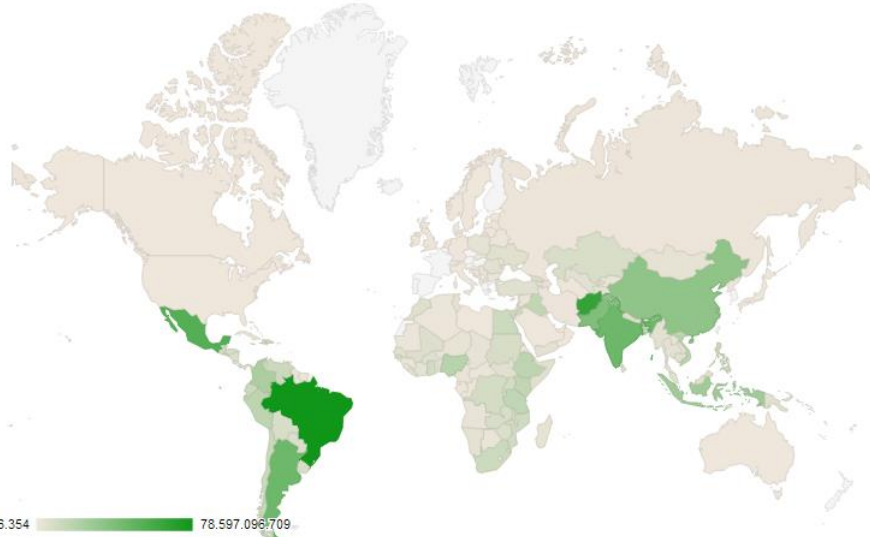
Home | General graphs | Country pages | World bank



Total amount of received transactions per country

All transaction values have been converted to USD, since transactions can be specified in different currencies. The current exchange rate is used, therefore this graph should be seen as a rough estimation.

Click on a country to visit the country page.



Disclaimer: Hungary and South Korea have been eliminated from the results, since their average was well below zero, making the chart unreadable.

Kasper Brandt © 2013

End-user application

Home | Model | Applications

Home | General graphs | Country pages | World bank



Angola



HDI rank: 148 (in 2011)

Angola, officially the Republic of Angola, is a country in southern Africa bordered by Namibia on the south, the Democratic Republic of the Congo on the north, and Zambia on the east; its west coast is on the Atlantic Ocean with Luanda as its capital city. The exclave province of Cabinda has borders with the Republic of the Congo and the Democratic Republic of the Congo. The Portuguese were present in some—mostly coastal—points of the territory of what is now Angola, from the 16th to the 19th century, interacting in diverse ways with the peoples that lived there. In the 19th century they slowly and hesitantly began to establish themselves in the interior. Angola as a Portuguese colony encompassing the present territory was not established before the end of the 19th century, and "effective occupation", as required by the Berlin Conference (1884) was achieved only by the 1920s. Independence was achieved in 1975, after a protracted liberation war. After independence, Angola was the scene of an intense civil war from 1975 to 2002. The country has vast mineral and petroleum reserves, and its economy has on average grown at a two-digit pace since the 1990s, especially since the end of the civil war. In spite of this, standards of living remain low for the majority of the population, and life expectancy and infant mortality rates in Angola are among the worst-ranked in the world. At the same time, a minority has reached comfortable life standards, and the dominant stratum has succeeded in accumulating considerable wealth, so that social inequality in Angola is one of the highest in the world.

Activities

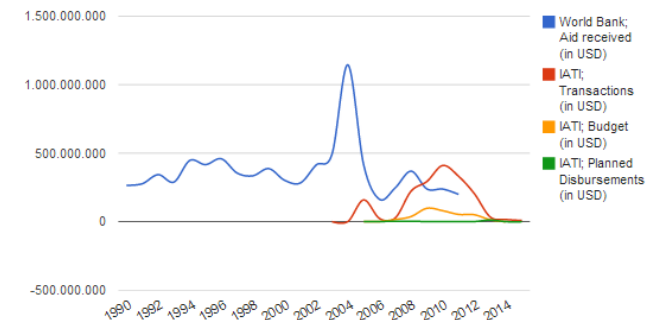
Number of total activities: 1060
Total amount of transactions: \$ 1,745,770,916
Average amount per transaction: \$ 3,723,227
Total amount of budget: \$ 623,033,805
Total amount of planned disbursements: \$ 27,228,502

Military conflicts

1978: Battle of Cassinga
1975: Battle of Quifangondo
1915: German campaign in Angola
1914: African theatre of World War I

World Bank and IATI data

Aid received: World bank vs IATI data



Kasper Brandt © 2013

Hm..



CAUTION!
DIGITAL DIVIDE AHEAD

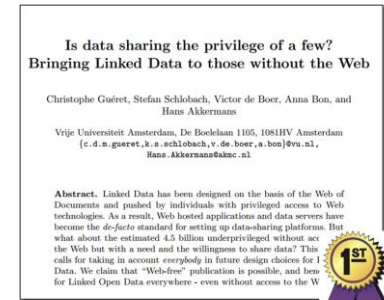
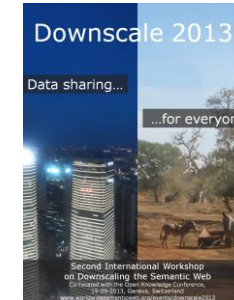
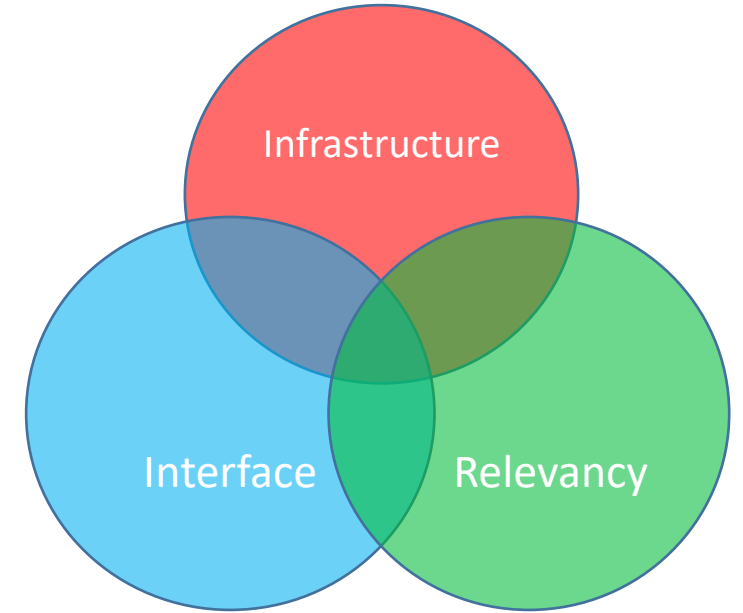


Three challenges for Bringing Knowledge Graphs to the Rural Poor

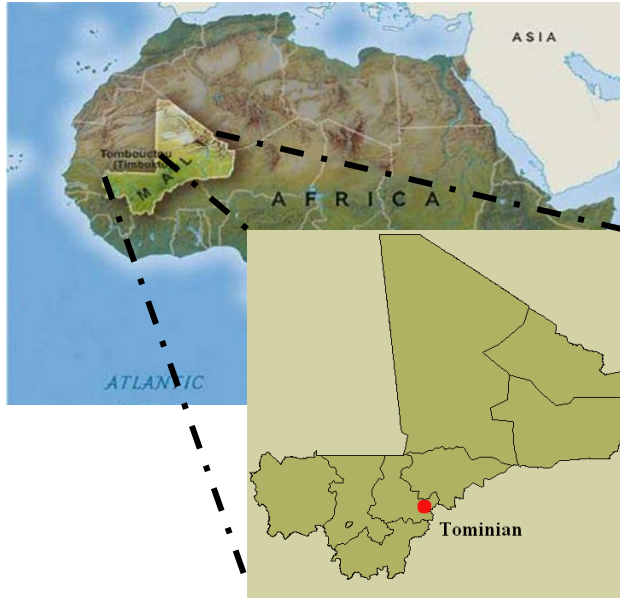
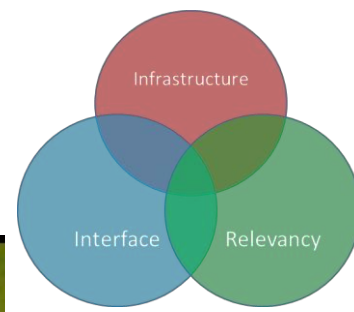
Make KGs usable in **low-resource, low-connectivity** contexts

Make KGs **accessible for users** with various (cultural) backgrounds and levels of literacy;

Develop knowledge sharing **cases and applications** relevant for the rural poor



Case: Market information in the Sahel



M Broadcasting announcements for the...

INFORMATION SUR LES PRODUIT FORESTIER NON LIGNEUX DU CERCLE DE TOMINIAN

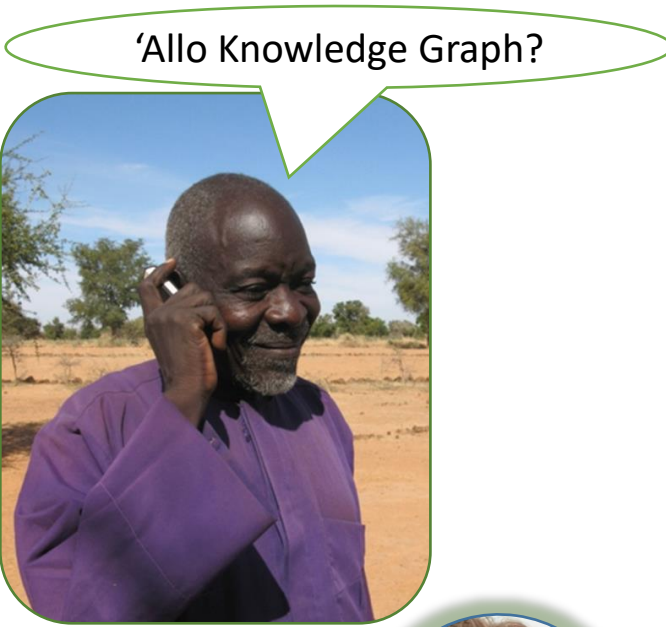
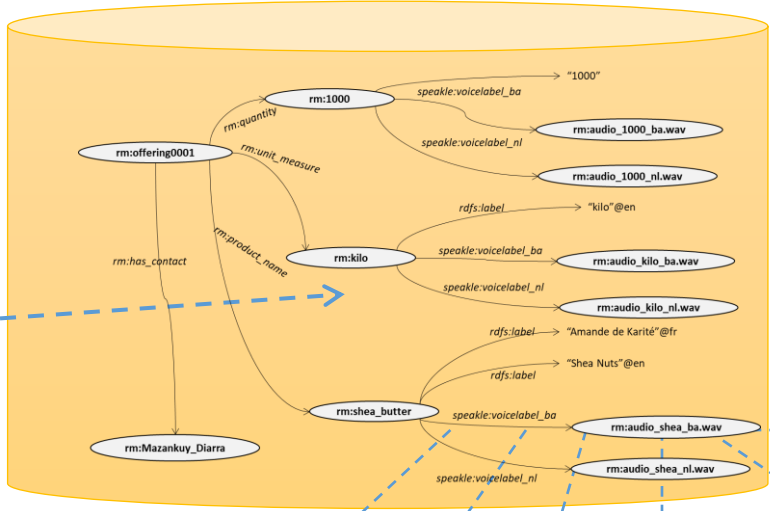
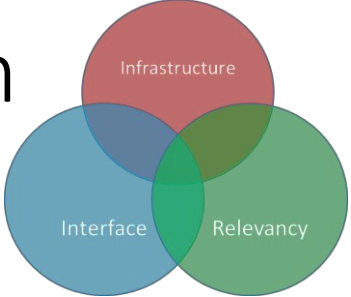
Zone de production (commune)	Villages	Nom du produit	Unité de mesure	quantité disponible	qualité du produit	prix au kg en F CFA	contacts
Mafouné	Soubé	amande de karité	kg	1800	amande ébouillantée	200	Mandakuy Philippe TEL: 78182990
	Bokuy-Mankoina	miel	Litre	72	miel non brûlé	000	Zakari DIARRA TEL: 78571298
	Bokuy-Mankoina	Beurre de karité	kg	60	beurre issu des amandes ébouillanté	000	Zakari DIARRA TEL: 78571299
OULA	Tiéblénikuy	Beurre de karité	kg	165	beurre issu des amandes ébouillanté	200	Gérard TRAORE TEL: 77274248

NB : Pour plus d'information contactez Monsieur Amadou TANGARA SAHEL ECO TOMINIAN TEL: 79410255 ou le point de contact de votre écoute.



VOIce-based Community-cEntric mobile Services for social development

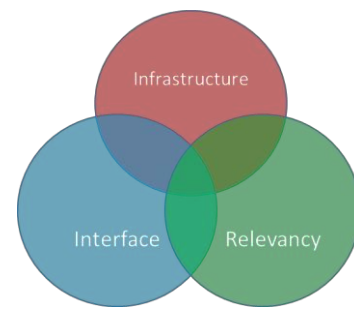
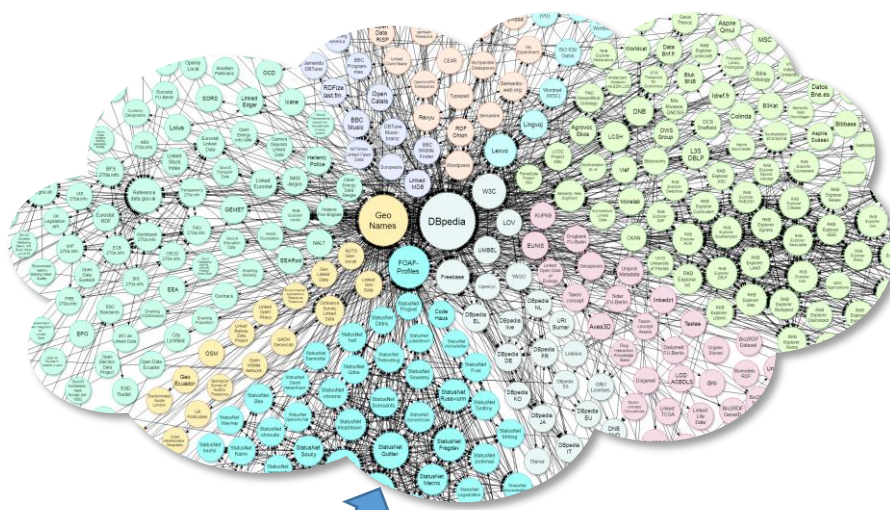
Kasadaka: Low-resource knowledge sharing platform



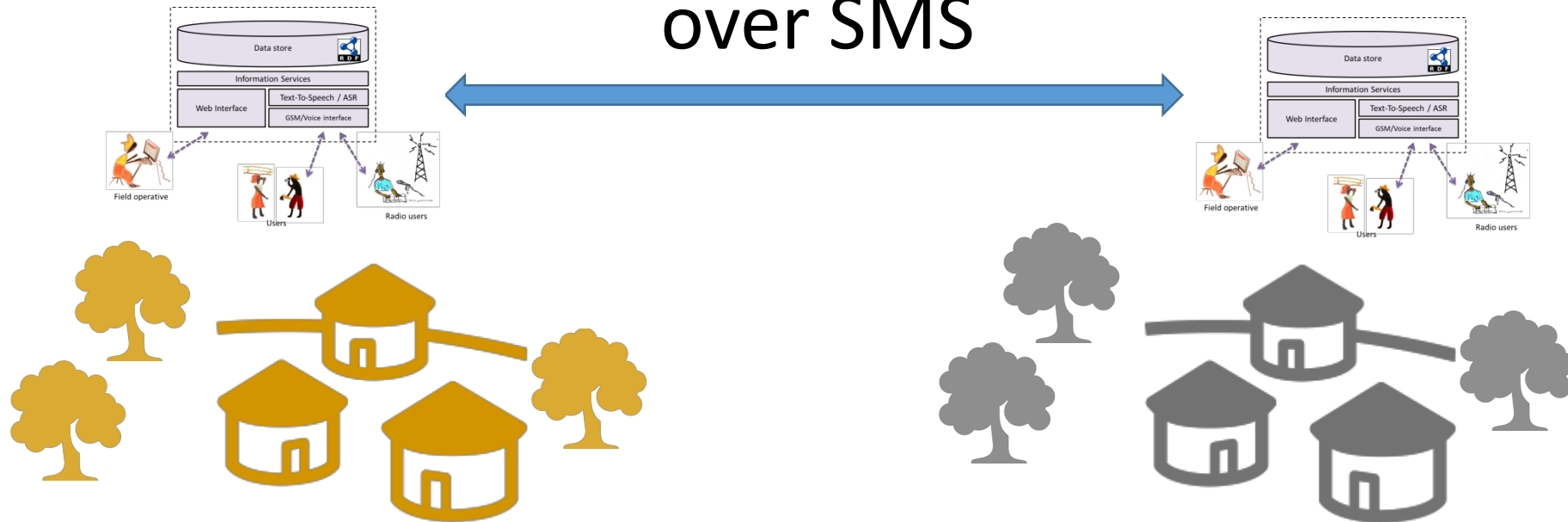
Bambara:	15_ba.wav	L_ba.wav	Of_ba.wav			
English:	15	liters	of	honey	offered by	Zakari Diarra



Andre Baart



Knowledge Graphs over SMS



Onno Valkering

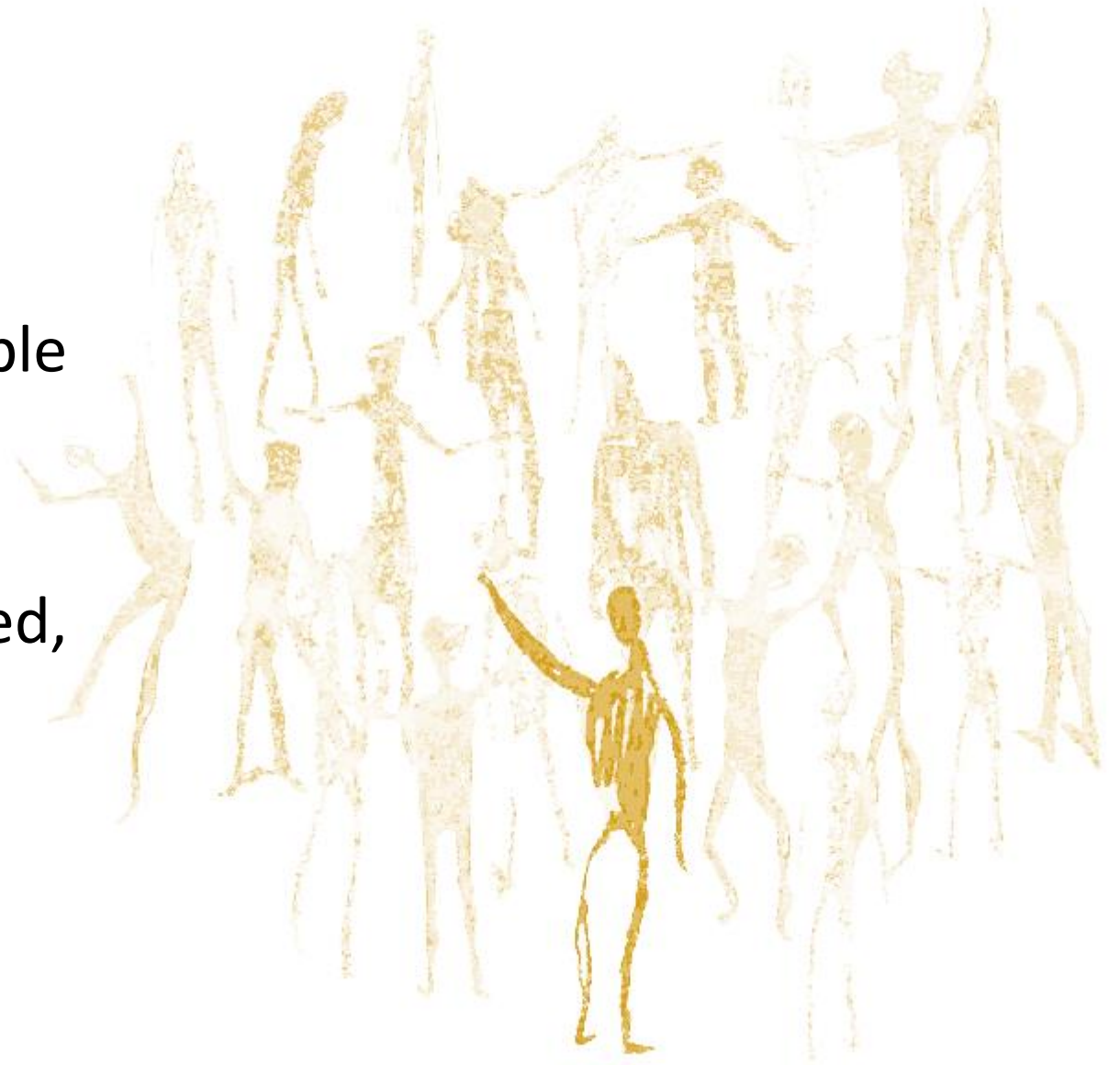
Polyvocality: A fourth challenge



The problem

How do we make sure that our knowledge graphs represent multiple voices.

To avoid perpetuating gender-biased, colonial-view,... data.



8°C

0 km

VOORPAGINA
 NET BINNEN
 MIJN NIEUWS
 GRONINGEN
 DRENTHE
 VIDEO
 SPORT
 CULTUUR
 ECONOMIE
 MENINGEN

Rijksuniversiteit Groningen: Roofkunst moet terug, maar 'mag niet in een schuur belanden'

Stef Altena • 10 oktober 2020, 06:12 • Groningen
 Deel dit artikel



DE GROENE AMSTERDAMMER

Vernieuwend onderzoek naar kolonialisme Een integraal verbonde

Ons koloniaal verleden dringt steeds meer geschieden binnen, leert een rondgang langs onderzoekers. Maar maatschappelijke aandacht beweegt sneller dan de we

Rutger van der Hoeven
 7 oktober 2020 – verschenen in nr. 41

8°C

0 km

NIEUWS & ACHTERGROND
 GELOOF & KERK
 OPINIE & COLUMNS
 MENSEN & LEV

Musea staan achter advies om kol roofkunst terug te geven aan land de Volkskrant

Het Nationaal Muse teruggave van kolor 'De commissie zet j

redactie vk

Weekblad Abonneren

Netherlands Dutch museum looted by colonialists

Estimated 100,000 exhibits may be repatriated to remedy historical 'injustices'



8°C

0 km

8°C

0 km

Return Looted Art to Former Colonies, Dutch Committee Tells Government

The Netherlands should show “a willingness to return” items taken without consent, a report said. But past experience shows the path from recommending restitution to actual return can be a long one.



The Great Hall of the Tropenmuseum, which houses collections about world cultures, in Amsterdam. Shutterstock

Advies aan minister: koloniale 'rootkunst' onvoorwaardelijk teruggeven

5 dagen geleden

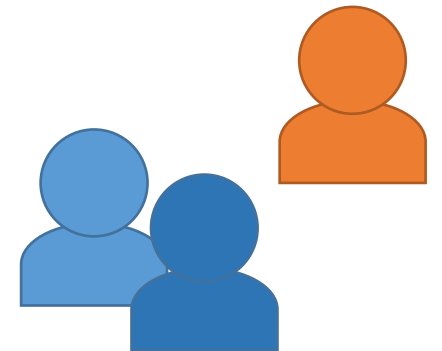
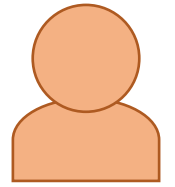
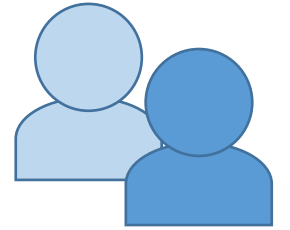
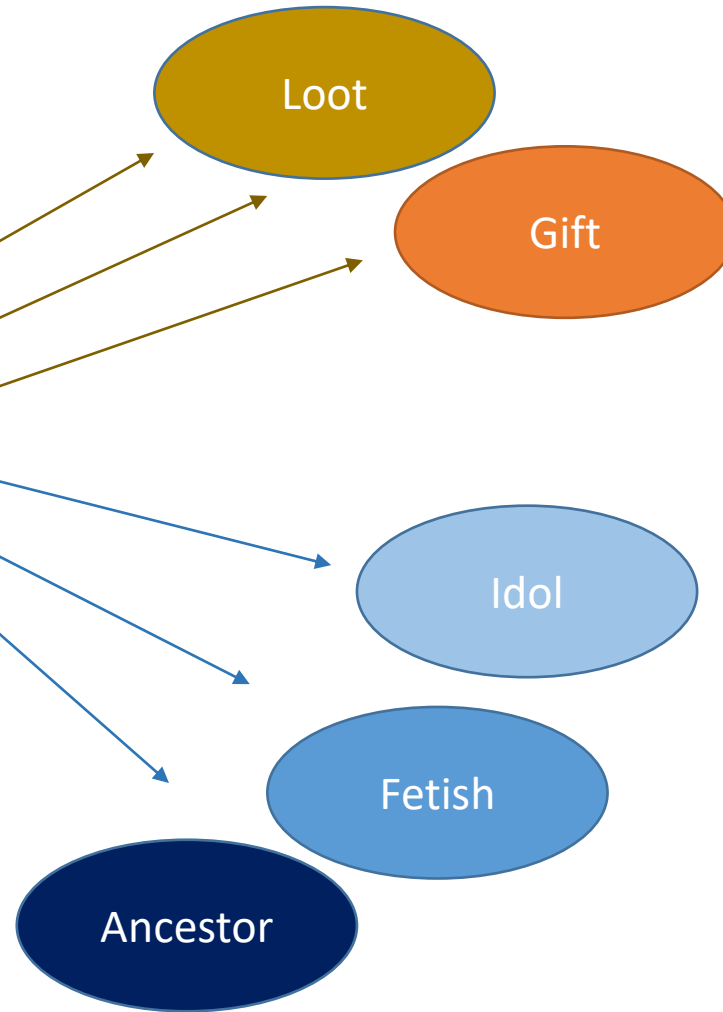


PRESSING MATTER

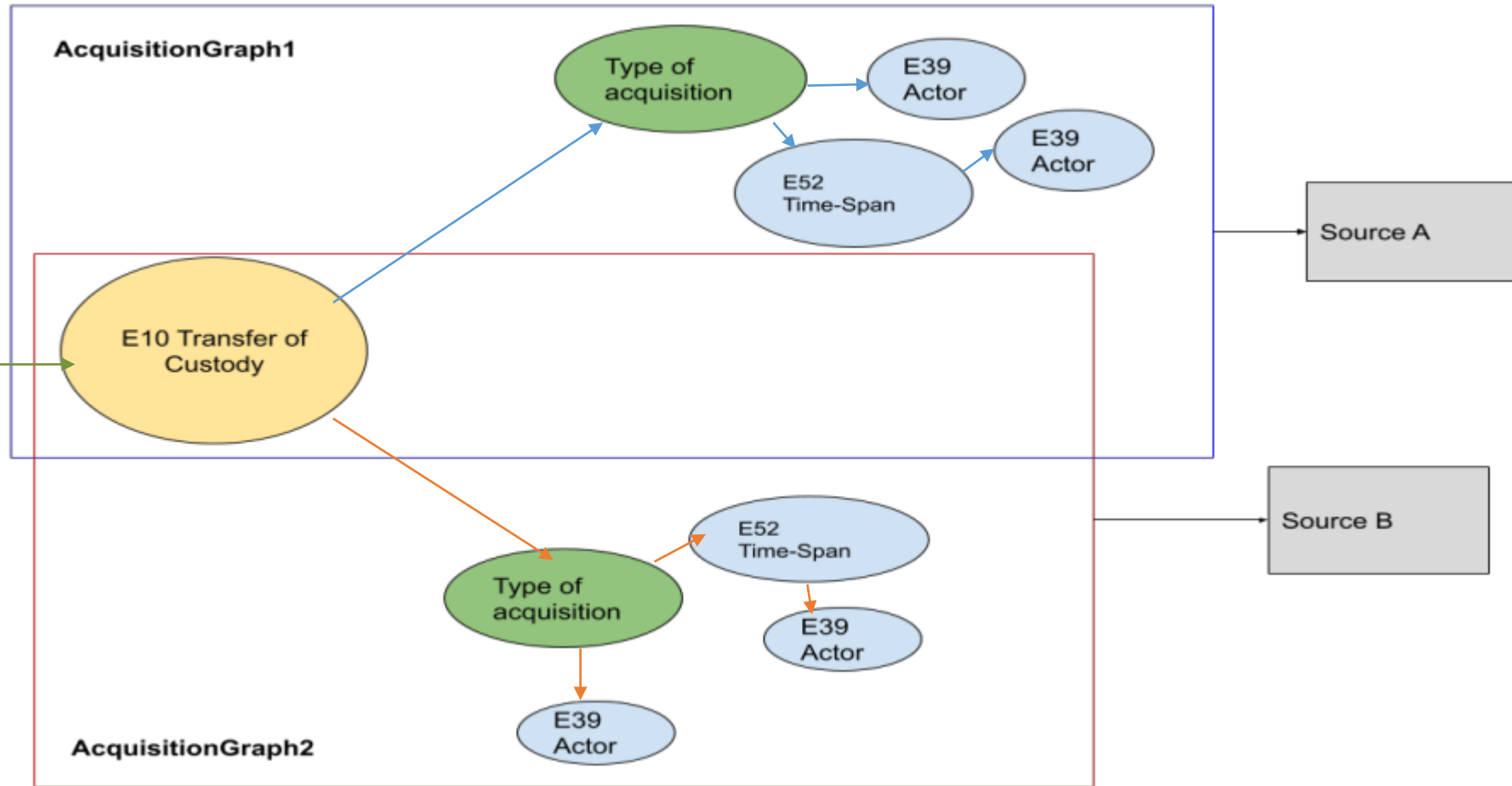
OWNERSHIP, VALUE AND THE QUESTION OF COLONIAL HERITAGE IN MUSEUMS



2053 missionary objects from Africa



Using provenance to represent multiple views in colonial heritage knowledge graphs



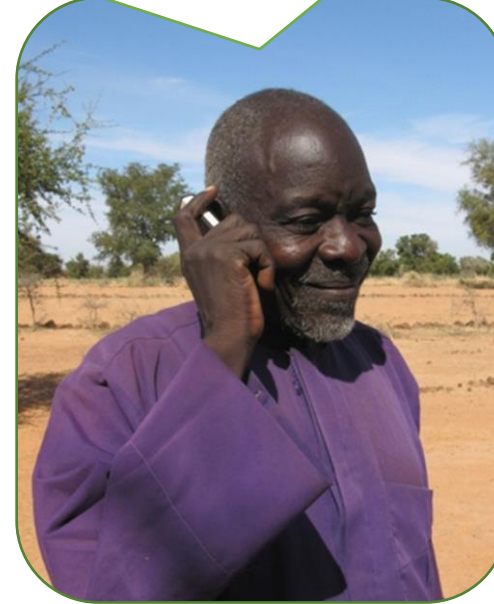
Sarah Shoilee

Nichesourcing for polyvocal CH object annotation



World Museum objects
from Northern Ghana

1. What is this object (*class*)
2. What is the purpose of this object (*usage*)
3. How should the object be treated (*care*)



Naomi Maronic

Take home

Knowledge Graphs are *the* formalism to represent and share Data, Information and Knowledge on the Web

But to make them universally accessible we need to address

1. - usability in **low-resource, low-connectivity** contexts
2. **accessibility for users** with various (cultural) backgrounds and skills
3. develop **cases and applications** relevant for the rural poor
and
4. Ensure that we can deal with **polyvocal knowledge**



Thank you

victordeboer.com

v.de.boer@vu.nl



Together in education



CENTRE
FOR TEACHING
& LEARNING

Meet our team: ctl@vu.nl



Knowledge Equity and Education

Prof dr Maurice Crul (VU)



Diversity and Decolonization work in Dutch Libraries

Dr Michèle Meijer, subject
librarian for Philosophy, Religious
Studies, and Theology

**University Library, Vrije
Universiteit Amsterdam**





Dr Pam Kaspers



Esther Nijland, MA



Dr Michèle Meijer



Rian Kriesels, MA

VU LIBRARY WORKING GROUP 'DECOLONIZATION AND COLLECTIONS'



General Recommendations

1. The Higher Education system must create a culture and environment where there is **open and equitable access** to both research-led education and the benefits of knowledge and innovation that result from Higher Education.
2. The Higher Education system must **actively address inequalities** (e.g. social, geographical, financial) that prevent or limit open access to Higher Education.
3. The Higher Education system must move away from a competition-based environment to a **global collaborative endeavour** where partnership is actively sought, celebrated and rewarded.
4. The Higher Education system must create an environment that **respects and supports all knowledge systems**, acknowledging their importance and value.



VU Library stack rooms

CONTENTS

- 1) Decolonization work at UK/US libraries
- 2) Decolonization work at the VU Library
- 3) National collaboration between Dutch libraries

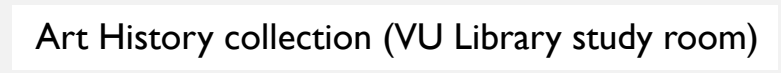
DECOLONIZATION DISCOURSE AND PRACTICES IN UK AND US LIBRARIES

- Libraries part of a knowledge system rooted in colonialism
- Decolonization is more than 'diversity'
- Decolonization is not about erasing colonial history
- Decolonization means
 - understanding the biases in our collections;
 - critically assessing our roles as librarians;
 - and fundamentally changing our daily operations.



Book collection VU Decolonization Lab

- Replacing harmful and/or offensive terms
- Acquisition
- Presentation



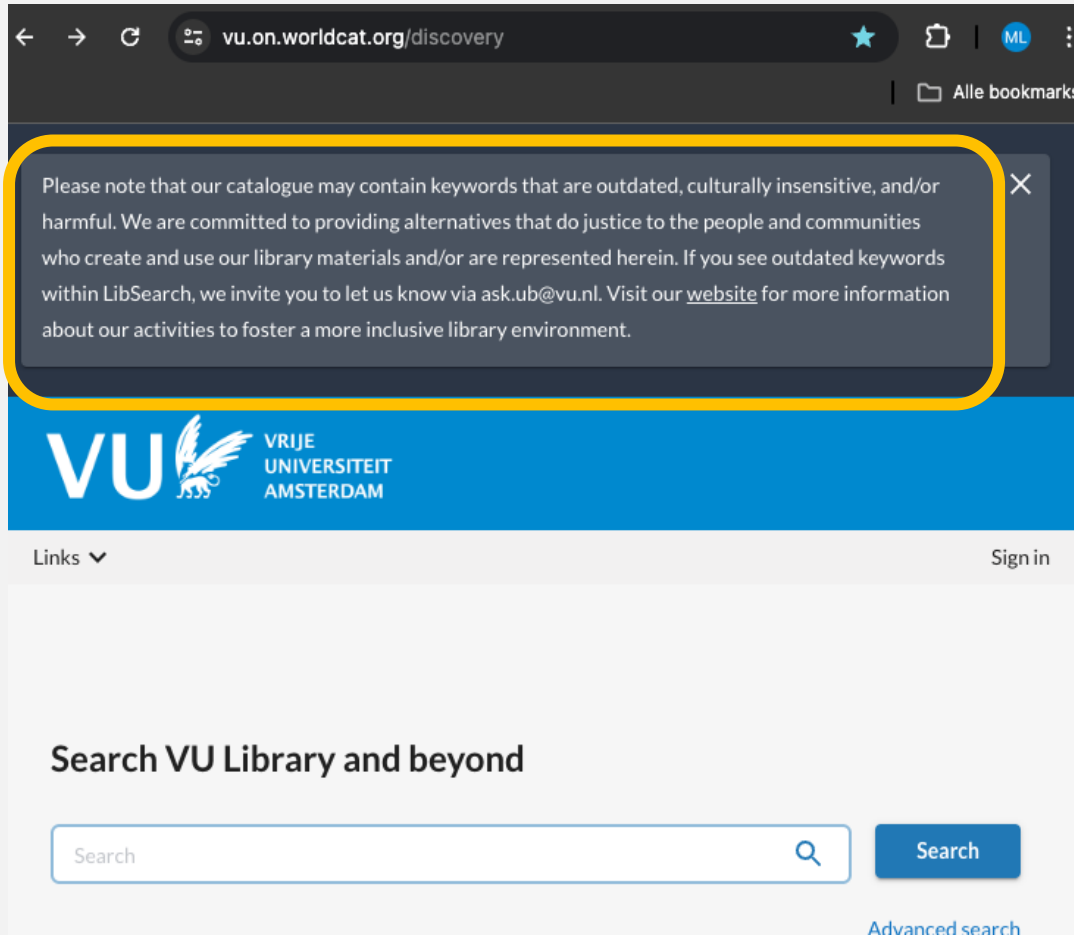
Work in
pr¹gress

Words Matter

Publication by Wereldmuseum
Amsterdam

An Unfinished Guide
to Word Choices
in the Cultural Sector

Statement in our search engine



A screenshot of the Vrije Universiteit Amsterdam library website. The browser address bar shows 'vu.on.worldcat.org/discovery'. A yellow box highlights a statement: 'Please note that our catalogue may contain keywords that are outdated, culturally insensitive, and/or harmful. We are committed to providing alternatives that do justice to the people and communities who create and use our library materials and/or are represented herein. If you see outdated keywords within LibSearch, we invite you to let us know via ask.ub@vu.nl. Visit our [website](#) for more information about our activities to foster a more inclusive library environment.' Below this is the VU logo and the text 'VRIJE UNIVERSITEIT AMSTERDAM'. At the bottom, there is a search bar with the text 'Search VU Library and beyond', a search input field with the placeholder 'Search', a magnifying glass icon, and a blue 'Search' button. A link for 'Advanced search' is also visible.

Please note that our catalogue may contain keywords that are outdated, culturally insensitive, and/or harmful. We are committed to providing alternatives that do justice to the people and communities who create and use our library materials and/or are represented herein. If you see outdated keywords within LibSearch, we invite you to let us know via ask.ub@vu.nl. Visit our [website](#) for more information about our activities to foster a more inclusive library environment.

VU VRIJE UNIVERSITEIT AMSTERDAM

Links Sign in

Search VU Library and beyond

Search Search

Advanced search

Website with our approach, incl.
an example of replaced keyword

Decolonization and a more inclusive library

At the University Library of Vrije Universiteit Amsterdam we are aware of the inherent colonial biases in the ways we collect, describe, and present our materials. This webpage outlines the library's activities in fostering a more inclusive library, focusing on collection description, acquisition, and presentation.

Last update: 9 April 2024

↓ An example of a replaced subject heading

The Dutch term '*politieele acties*' has been replaced by the term '*Nederlands-Indonesische oorlogen*'. As explained in the *Words Matter* publication (p. 131), '*politieele acties*' refers to the extensive military operations by the Dutch army from 1945 to 1949 to stop Indonesia from gaining independence. The Dutch government insisted it wasn't a war but a legitimate way to suppress a rebellion, calling it '*politieele acties*'. Many, including the descendants of victims, find this term misleading. The use of euphemistic language hides the actual violence and harm caused and diminishes the victims to mere rebels. While there is no consensus on alternative terms, in The Netherlands, the more historically correct term 'Dutch-Indonesian Wars' has been suggested, which we therefore have chosen as alternative.



Collection on the occasion of the Dutch Slavery Memorial Year



VU Diversity Office's Decolonization Lab at the VU Library

COLLABORATION BETWEEN DUTCH LIBRARIES

- Challenges
- National meeting
- Taskforces

LOOKING AHEAD...



Cyprus

LIBER 2024
LIMASSOL

3-5 JULY

THANK YOU FOR YOUR ATTENTION

VU Library working group 'Decolonization and Collections'

Please don't hesitate to contact us with any questions, ideas or concerns

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Rian Kriesels, rian.kriesels@vu.nl

Michèle Meijer, m.l.meijer@vu.nl

Esther Nijland, e.l.nijland@vu.nl

The Role of Libraries in Knowledge Equity

Dr Hilde van Wijngaarden (VU), Dr Masud Khokhar (University of Leeds), Dr Shirlene Neerputh (UWC)





Knowledge
Equity
Network

Knowledge Equity Network

Unlocking Knowledge to Create a Fair Future

Equitable access to knowledge is critical for our global community to solve the unprecedented challenges we currently face.

Through the collective intercultural creativity unlocked by knowledge equity we can generate the leadership and solutions to tackle global challenges and reduce inequalities.

Universal

Collaborative

Inclusive

Sustainable



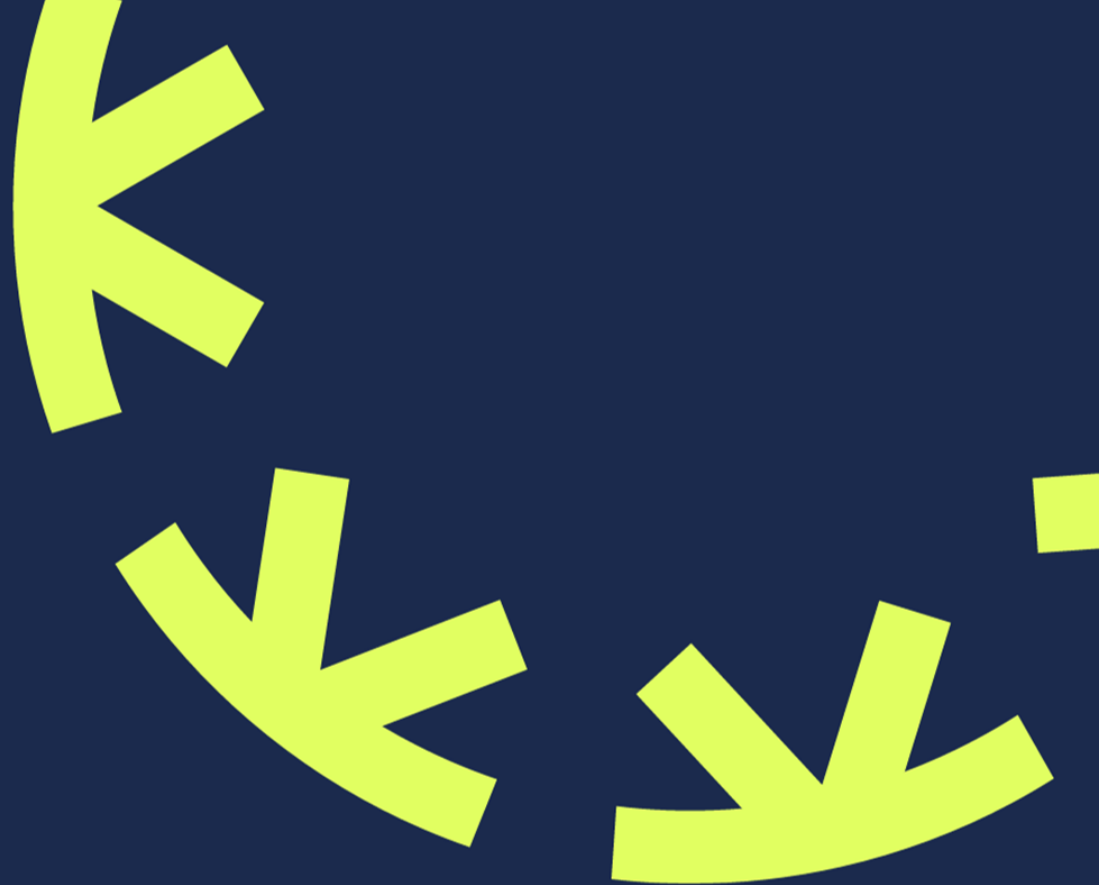
VU and the KEN declaration

Prof dr Jeroen Geurts, Dr Hilde van
Wijngaarden and Prof dr Sharda Nandram



Welcome to KEN VU Amsterdam!

Sign up to the network, for
progress, updates and events:



THANK YOU!



Knowledge
Equity
Network

