MY PORTFOLIO

DR JM OSTROWICK

Govt work: DOJ

STATE CAPTURE COMMISSION

Secretariat Report

Documents Management (Registry)
Legal Library
Call Centre and Inquiries Email Address
Information and Communications Technology

Introduction

On the 23rd of January 2018, the President of South Africa appoi
Inquiry into Allegations of State Capture, Corruption and Fraud in the
Organs of State (henceforth the Commission, State Capture Commis
out its work as defined in its Terms of Reference (TOR), under the te
the Commissions Act. The Commission commenced its work on 1 Ma

In the process of establishing the Commission, a Memorandum of
was drawn up between the Commission and National Treasury (NT)
supplied by the Department of Justice and Constitutional Developme
NT's Office of the Accountant-General (OAG), would act on behalf
procure Information and Communication Technologies (ICTs)
particularly confidential or research-based ICTs, also discussed in the
letter, paragraph 2.4. This MOU is available on request. Subsequen
MOU, NT then appointed a service provider to supply ICTs to the Co
company known as [redacted]

The report herein presented covers the matters relating to the the
support of the SCC, the Call Centre, Legal Library, and Documents R
to herein as the Document Management and ICT Directorate (DMICT)

Please note that the Commission was presided over by Justice RMM
as Deputy Chief Justice (DCJ). He has since been promoted to Ch
exclusively referred to as such in this document to avoid confusion wit

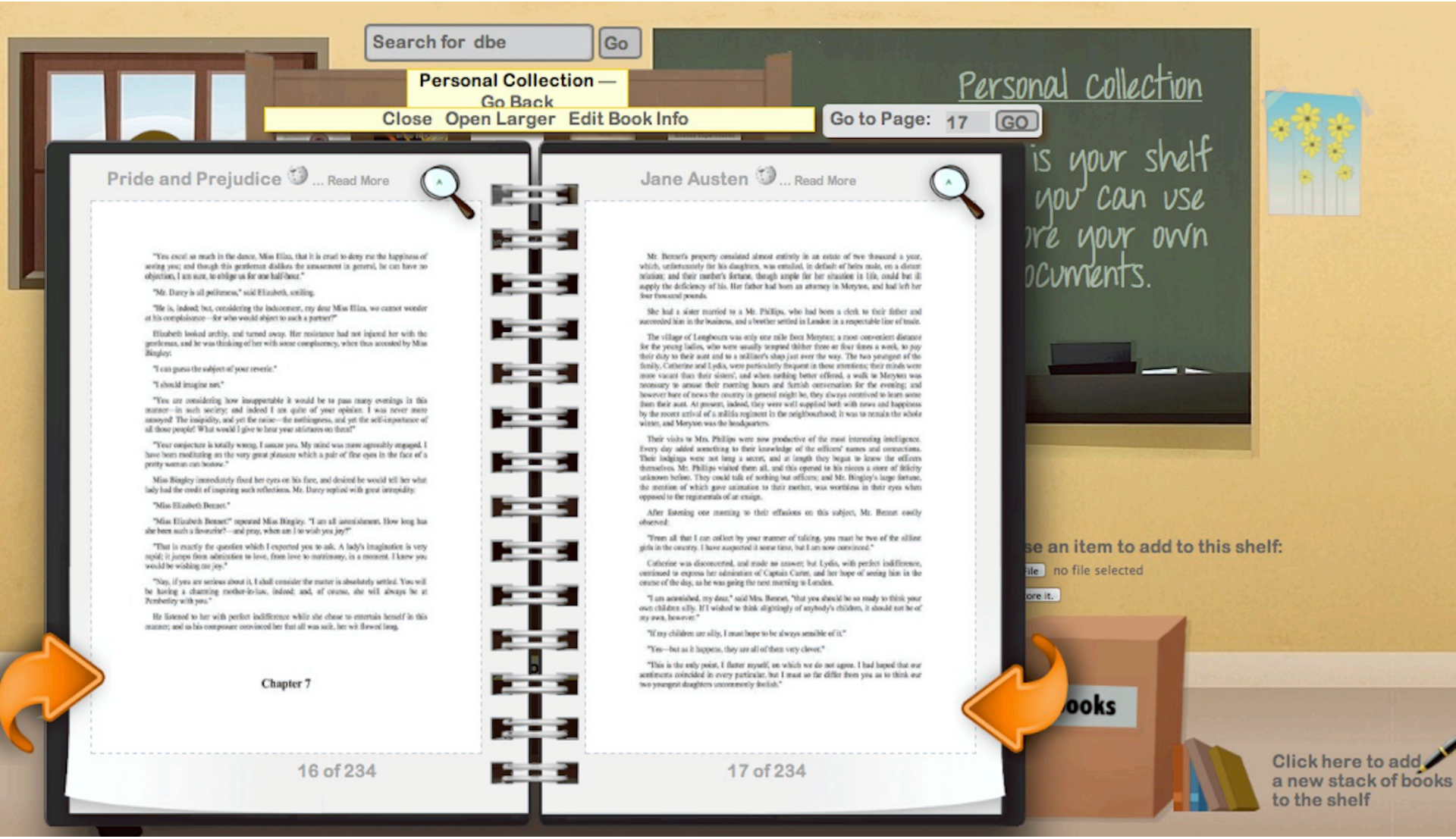
It is hoped that the report is found satisfactory and comprehensive.

Dr J Ostrowick
CIO, head of DMICT
State Capture Commission
February 2023

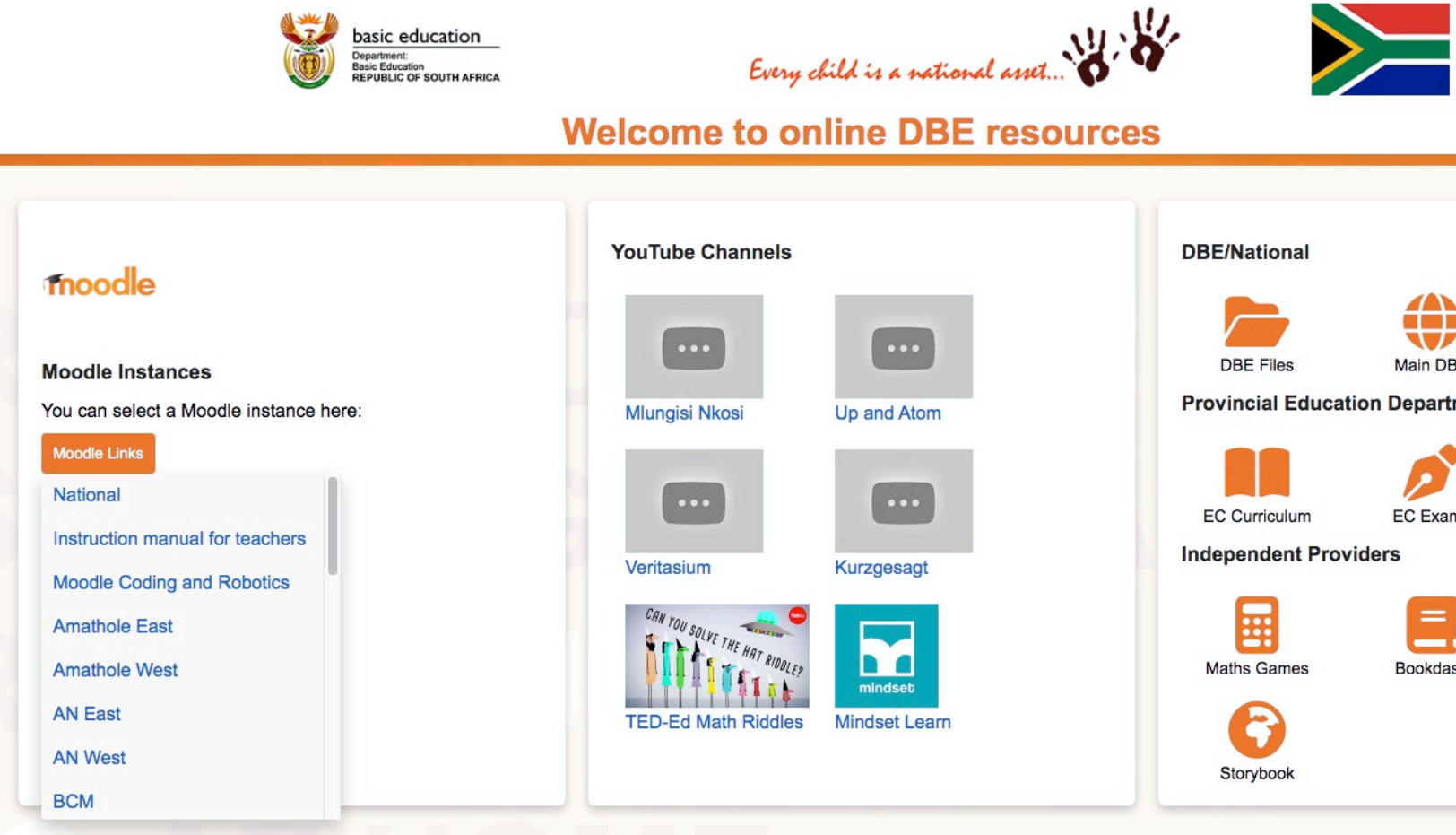
Other materials are embargoed

Government work

DBE, NECT: ICTS AND BOOKS



A draft e-Learning portal I built for DBE in 2014



Current e-Learning portal I built for DBE in 2020

Teacher's Guide for

At the Crossroads

Life Orientation

Grade 9

Editing work - 2024-2025

First published in 2025 by the Department of Basic Education as part of the *At the Crossroads* textbook series for the Curriculum and Assessment Policy Statements for Life Skills and Life Orientation for Grades 4 to 12.

Contact the Department of Basic Education.

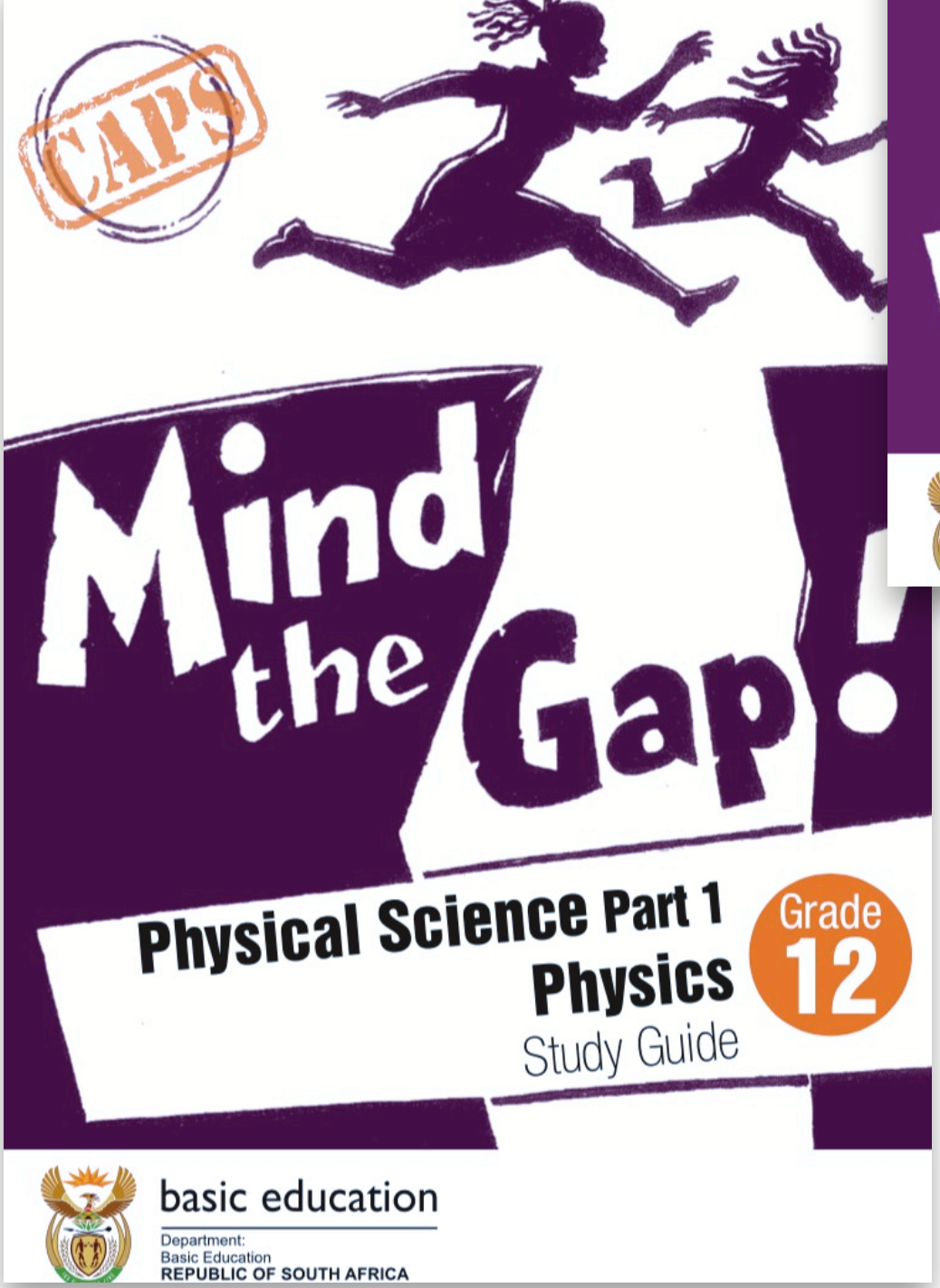
Email: info@dbe.gov.za
Call centre: 0800 202 933
Switchboard: 012 357 3000
Private Bag X 603, Pretoria 0001
Sol Plaatjie House, 222 Struben Street, Pretoria

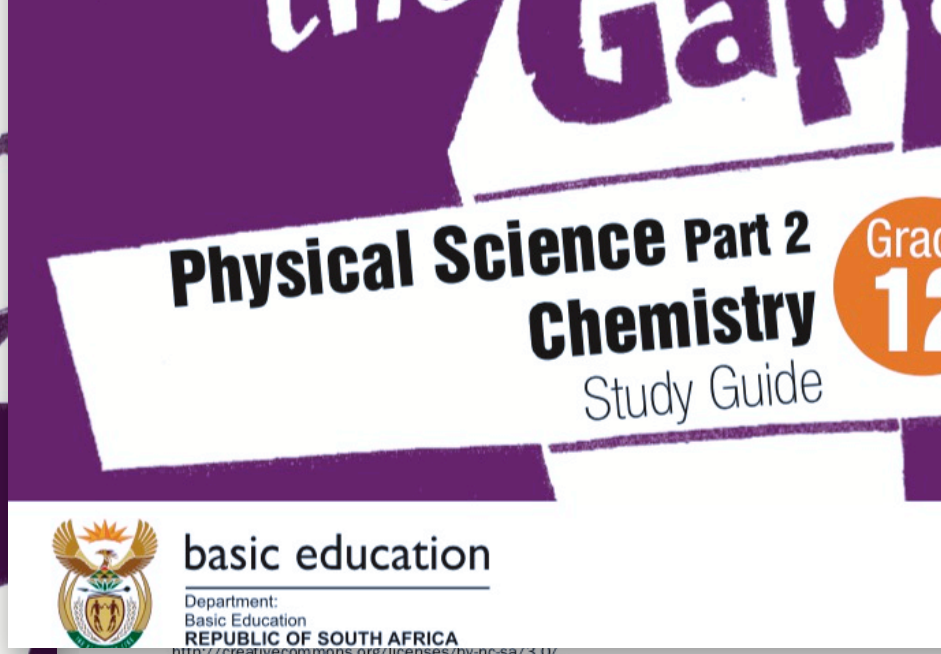
Teacher's Guide for *At the Crossroads* Life Orientation Textbook Grade 9 978-1-4315-3836-2

basic education
Department: Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL EDUCATION COLLABORATION TRUST

2030 NDP





222 Struben Street, Pretoria, South Africa
Contact person: Dr Patricia Watson
Email: watson.p@dbe.gov.za
Tel: (012) 357 4502
http://www.education.gov.za
Call Centre: 0800202933

The first edition, published in 2012, for the Revised National Curriculum Statement (RNCS) Grade 12 Gap study guides for Accounting, Economics, Geography and Life Sciences; the second edition, published aligned these titles to the Curriculum and Assessment Policy Statement (CAPS) and added more titles to in 2015, including the CAPS Grade 12 **Mind the Gap study guide for Mathematics.**
ISBN 78-1-4315-1935-4

Mind the Gap team
Series managing editor: Dr Patricia Watson
Production co-ordinators: Lisa Treffry-Goatley and Radha Pillay
Production assistants: Nomathamsanqa Hlatshwayo and Motshabi Mondlane
Authors: Lynn Bowie, Ronald Peter Jacobs, Sue Jobson, Terrence Mongameli Mbusi, Sello Gert Motsoane, Nonhlanhla Rachel Mthembu, Ntshengedzeni Steven Muthige, Mpho Francis Phatlane, Josephina Mamaroke Phatlane, Peter Ketshepile Raadt, Percy Stephen Tebeila, Anita van Heerden and Carol Wyeth.
Expert readers: Prof Bruce Watson, Leonard Mudau and Karen van Niekerk
Proofreaders: John Ostrowick and Angela Thomas
Designers: Sonja McGonigle and Erika van Rooyen
Illustrators: Michele Dean, Vusi Malindi, Khosi Pholosa, John Ostrowick, Kenneth Tekane
Cover illustration: Alastair Findlay
Afrikaans Translation: Marga Vos
Onsite writers' workshop IT support: Wayne Cussons
Special thanks to Winning Teams, CEO Denzil Hollis, for the organisation's subject expertise and worksho
Winning Teams board game facilitators: Mantse Khoza and Sue Jobson

Editing work - 2013-15

Worked example 1

If John has 5 apples, and he gives some to Joanna, and he has two apples left, how many did he give to Joanna? Well, the formula would be something like this:

$$5 - x = 2$$

To solve for x, we simply have to swap the x and the 2. What we're actually doing is adding "x" to both sides:

$$5 - x + x = 2 + x$$

this becomes:

$$5 = 2 + x$$

then we subtract 2 from both sides to move the 2 over:

$$5 - 2 = 2 - 2 + x$$
$$5 - 2 = x$$
$$3 = x$$ ... so John gave Joanna three apples.

The same procedures apply no matter how complex the formula looks. Just either add, subtract, square, square root, multiply, or divide throughout to move the items around.

Worked example 2

Let's take an actual example from Electricity: $V = IR$. This means, the voltage in a circuit is equal to the current in the circuit times the resistance.

Suppose we know the voltage is 12 V, and the resistance is 3 Ω. What is the current?

$V = IR$

$12 = 3 \times I$

divide throughout by 3 so as to isolate the I

$\frac{12}{3} = \left(\frac{3}{3}\right) I$

remember that anything divided by itself is 1, so:

$\frac{12}{3} = (1) \times I$ ... and $\frac{12}{3} = 4$ ... so

$4 = I$ or

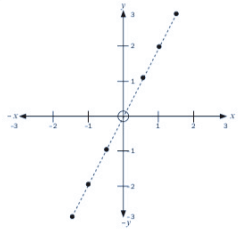
$I = 4$ A ... The circuit has a current of 4 amperes.

It is possible to remember how to solve for these equations using a triangle mnemonic as follows:

If you're solving for V, cover V with your hand. Then, I next to R means I times R, or IR. So, V = IR. If you're solving for R, cover R with your hand. V is over I. So $R = \frac{V}{I}$. While this is an easier way to do it, remember that many formulas do not consist of only three parts, so it is better to know how to make something the subject of a formula, or solve for something.

Worked example 6

Let's take another case. In this next case, we see the following values: where x has a certain value, y has double that value. Let's tabulate it.



x	y
1,5	3
1	2
0,5	1
0	0
−0,5	−1
1	−2
−1,5	−3

So, when x is 1,5, y is 3, when x is 1, y is 2. Thus, the formula for this line is: $y = 2x$. This value next to x is called the "gradient" or "slope" of the line. The larger the value next to x is, i.e. the larger the gradient, the steeper the slope. The gradient is usually abbreviated as "m" when it is unknown.

Now, how this applies to science is simple: if we are looking, for example, at a case of a graph of a chemical reaction, we will usually have the x-axis as time. And the y-axis will usually be the quantity (amount) of substances produced. So, if we have a graph of a chemical reaction with a large gradient, it means that the reaction is fast; a lot of substance (y) i s produced in a short time (x). If, for example, we heated the reaction, and saw that the gradient increased even more, that would show that the chemical reaction was sped up by heat, or, that reaction rate is proportional to heat. Likewise, if the gradient sloped downwards, it would show that the reaction slowed down over time, because y, the amount of substance produced, was decreasing, as x (time) increased, e.g. because the reactants were being used up.

Standard reduction potentials

Notes:

- $E^{\ominus}$ means the same as E°.
- There are two versions of this table; they are identical except one is upside-down. Just memorise that Fluorine (F) has the greatest oxidising ability.
- A strong reducing agent will displace a weaker reducing agent from its salt.
- Always start with the oxidation half reaction.
- A redox reaction will take place when a reducing agent reacts with an oxidising agent.
- Balance the electron charge of each half-reaction by multiplying each with a suitable coefficient.
- Add the two half-reactions together, eliminating electrons from both sides.
- Eliminate common ions or molecules from both sides of the equation e.g. H^+ and H_2O.
- You can then combine the E° voltages to get the total voltage of a cell. Use the values exactly as they are; do not round off.

$E^{\circ}_{cell} = E^{\circ}_{cathode} - E^{\circ}_{anode}$

OR

$E^{\circ}_{cell} = E^{\circ}_{oxidising\ agent} - E^{\circ}_{reducing\ agent}$

- A positive answer means that the reaction will proceed spontaneously from left to right. A negative value means that it is not spontaneous.

Increasing oxidising ability ↑

Half-reactions	$E^{\ominus}$ (V)
$F_2(g) + 2e^- \rightleftharpoons 2F^-$	+ 2,87
$Co^{3+} + e^- \rightleftharpoons Co^{2+}$	+ 1,81
$H_2O_2 + 2H^+ + 2e^- \rightleftharpoons 2H_2O$	+1,77
$MnO_4^- + 8H^+ + 5e^- \rightleftharpoons Mn^{2+} + 4H_2O$	+ 1,51
$Cl_2(g) + 2e^- \rightleftharpoons 2Cl^-$	+ 1,36
$Cr_2O_7^{2-} + 14H^+ + 6e^- \rightleftharpoons 2Cr^{3+} + 7H_2O$	+ 1,33
$O_2(g) + 4H^+ + 4e^- \rightleftharpoons 2H_2O$	+ 1,23
$MnO_2 + 4H^+ + 2e^- \rightleftharpoons Mn^{2+} + 2H_2O$	+ 1,23
$Pt^{2+} + 2e^- \rightleftharpoons Pt$	+ 1,20
$Br_2(l) + 2e^- \rightleftharpoons 2Br^-$	+ 1,07
$NO_3^- + 4H^+ + 3e^- \rightleftharpoons NO(g) + 2H_2O$	+ 0,96
$Hg^{2+} + 2e^- \rightleftharpoons Hg(l)$	+ 0,85
$Ag^+ + e^- \rightleftharpoons Ag$	+ 0,80
$NO_3^- + 2H^+ + e^- \rightleftharpoons NO_2(g) + H_2O$	+ 0,80
$Fe^{3+} + e^- \rightleftharpoons Fe^{2+}$	+ 0,77
$O_2(g) + 2H^+ + 2e^- \rightleftharpoons H_2O_2$	+ 0,68
$I_2 + 2e^- \rightleftharpoons 2I^-$	+ 0,54
$Cu^+ + e^- \rightleftharpoons Cu$	+ 0,52
$SO_2 + 4H^+ + 4e^- \rightleftharpoons S + 2H_2O$	+ 0,45
$2H_2O + O_2 + 4e^- \rightleftharpoons 4OH^-$	+ 0,40
$Cu^{2+} + 2e^- \rightleftharpoons Cu$	+ 0,34
$SO_4^{2-} + 4H^+ + 2e^- \rightleftharpoons SO_2(g) + 2H_2O$	+ 0,17
$Cu^{2+} + e^- \rightleftharpoons Cu^+$	+ 0,16
$Sn^{4+} + 2e^- \rightleftharpoons Sn^{2+}$	+ 0,15
$S + 2H^+ + 2e^- \rightleftharpoons H_2S(g)$	+ 0,14
$2H^+ + 2e^- \rightleftharpoons H_2(g)$	**0,00**
$Fe^{3+} + 3e^- \rightleftharpoons Fe$	− 0,06
$Pb^{2+} + 2e^- \rightleftharpoons Pb$	− 0,13
$Sn^{2+} + 2e^- \rightleftharpoons Sn$	− 0,14
$Ni^{2+} + 2e^- \rightleftharpoons Ni$	− 0,27
$Co^{2+} + 2e^- \rightleftharpoons CO$	− 0,28
$Cd^{2+} + 2e^- \rightleftharpoons Cd$	− 0,40
$Cr^{3+} + e^- \rightleftharpoons Cr^{2+}$	− 0,41
$Fe^{2+} + 2e^- \rightleftharpoons Fe$	− 0,44
$Cr^{3+} + 3e^- \rightleftharpoons Cr$	− 0,74
$Zn^{2+} + 2e^- \rightleftharpoons Zn$	− 0,76
$2H_2O + 2e^- \rightleftharpoons H_2(g) + 2OH^-$	− 0,83
$Cr^{2+} + 2e^- \rightleftharpoons Cr$	− 0,91
$Mn^{2+} + 2e^- \rightleftharpoons Mn$	− 1,18
$Al^{3+} + 3e^- \rightleftharpoons Al$	− 1,66
$Mg^{2+} + 2e^- \rightleftharpoons Mg$	− 2,36
$Na^+ + e^- \rightleftharpoons Na$	− 2,71
$Ca^{2+} + 2e^- \rightleftharpoons Ca$	− 2,87
$Sr^{2+} + 2e^- \rightleftharpoons Sr$	− 2,89
$Ba^{2+} + 2e^- \rightleftharpoons Ba$	− 2,90
$Cs^+ + e^- \rightleftharpoons Cs$	− 2,92
$K^+ + e^- \rightleftharpoons K$	− 2,93
$Li^+ + e^- \rightleftharpoons Li$	− 3,05

Increasing reducing ability ↓

Editing work - 2013-15

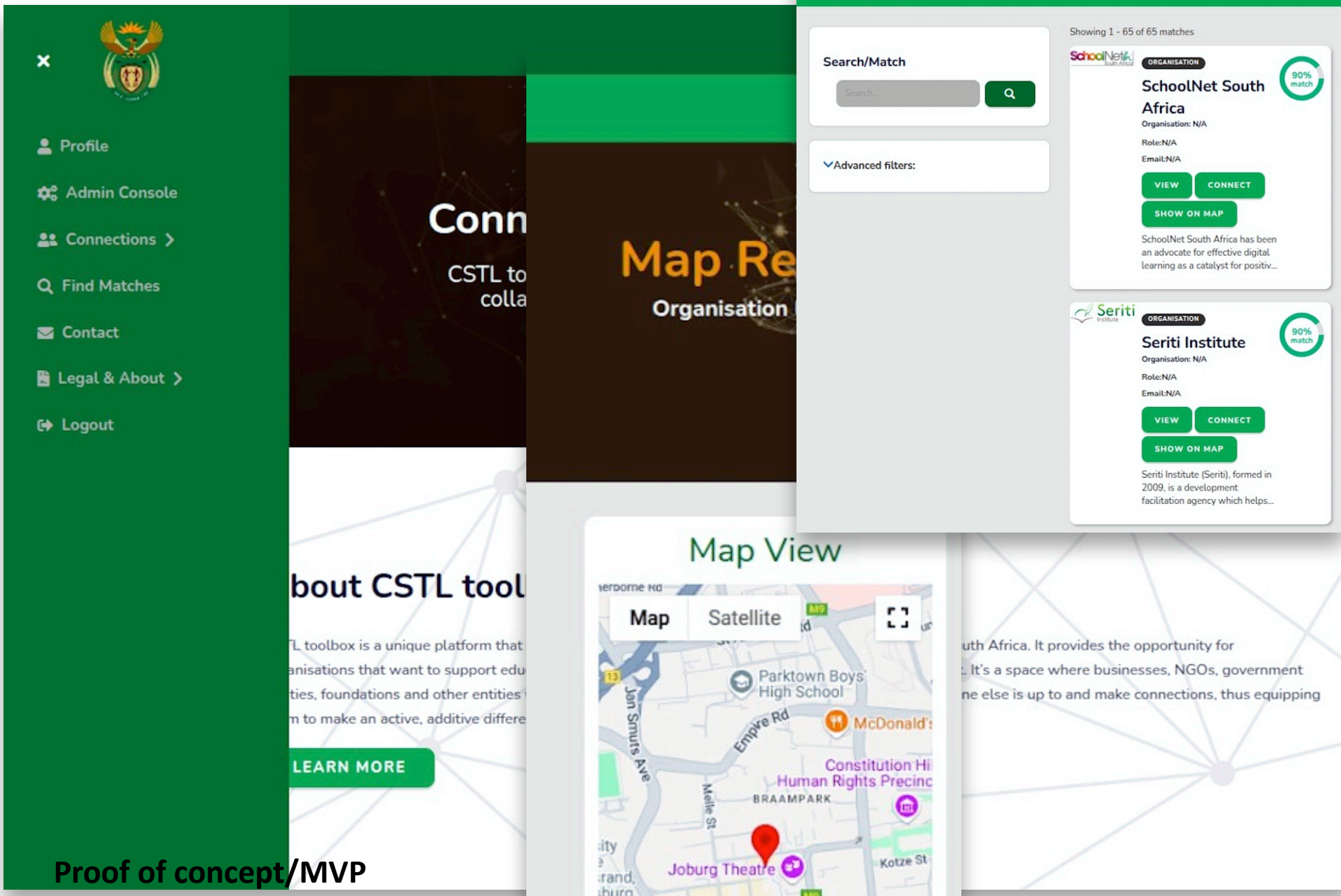
Materials I provided to the series

NATIONAL EDUCATION COLLABORATION TRUST

A Study of Existing e-Education Initiatives

J M Ostrowick, Technologist

Project Name **ICT deployment and integration model for select schools in NECT districts**	**Project No.**	
Project Sponsor **Mr Godwin Khosa, Chief Executive Officer**	**Target Project Completion Date**	
Project Oversight/Director **Peter Gent**	**Version No.** 17	**Version Date** 29/02/2016



Proof of concept/MVP
for NECT/GIZ/DBE:S - 2023-2024

Every child is a National

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Progress Report:

Operation Phakisa

ICT in Education

OPERATION PHAKISA
planning | implementation | growth

9-2016

OPERATION PHAKISA
planning | implementation | growth

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Five workstreams were identified by the Operation Phakisa lab process:

a) **Connectivity;**
b) **Devices;**
c) **Teacher Professional Development;**
d) **Digital Content Development and Distribution; and**
e) **e-Administration**

The Minister's Directives

An implementation framework built around these workstreams was developed as a result of the Operation Phakisa Lab process. This Framework comprises short term (quick-win) activities, to be followed by mid- and long-term plans. The framework is guided by the following directives from the Minister of Basic Education, the Honourable Mrs Angie Motshegka, MP:

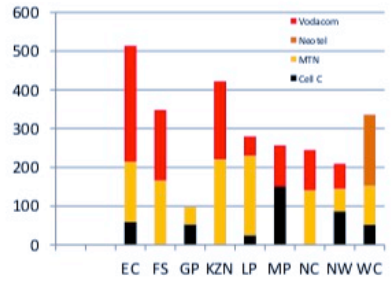
- *To focus on addressing current priorities;*
- *To use a phased implementation approach;*
- *Prioritising the marginalized;*
- *Integrating, coordinating, and continuing with current initiatives;*
- *Ensuing cost-effectiveness;*
- *Dedicating focused human resources.*

Report on OP progress for DPME

USAO

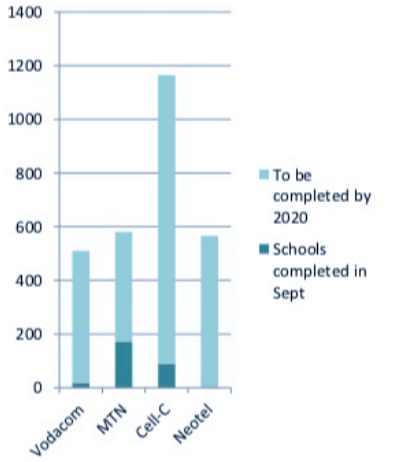
The **Universal Services Access Obligation** project (Government Gazette 37718), obliges four Network operators (Vodacom, MTN, Cell-C and Neotel) to connect schools and provide them with End User Devices. This month (September 2016), 278 new connections have been provided to schools. Some details follow per-province. The following table gives the number of USAO connections installed at schools per provider since the project started:

PED	Cell C	MTN	Neotel	Voda-com	Total 09/ 2016
EC	59	156	0	299	514
FS	0	166	0	182	348
GP	53	44	0		97
KZN	0	221	0	201	422
LP	25	205	0	50	280
MP	150	0	0	107	257
NC	0	141	0	104	245
NW	86	59	0	64	209
WC	52	100	184	0	336
Total	**425**	**1092**	**184**	**1007**	**2708**



In this table we see the totals completed this month (September 2016):

Operator	Schools completed in Sept	To be completed by 2020	Target
Vodacom	17	493	510
MTN	172	408	580
Cell-C	89	1075	1164
Neotel	0	566	566
Total	**278**	**2542**	**2820**



- From the inception of the Operation Phakisa lab process, 2430 schools (100.2%) have been connected out of 2425 that were to be connected by end of September 2016. However, compared to the target number of schools (3250) that are to be connected through this project by the end of the financial year, the

OPERATION PHAKISA: ICT IN EDUCATION

ABRIDGED REPORT ON THE OUTCOMES OF THE OPERATION PHAKISA LAB AND ICT IN EDUCATION FRAMEWORK

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

OPERAT
PHAK

basic education

Department:
Basic Educatio
REPUBLIC OF

Education Sector ICT Strategy

31 July 2018

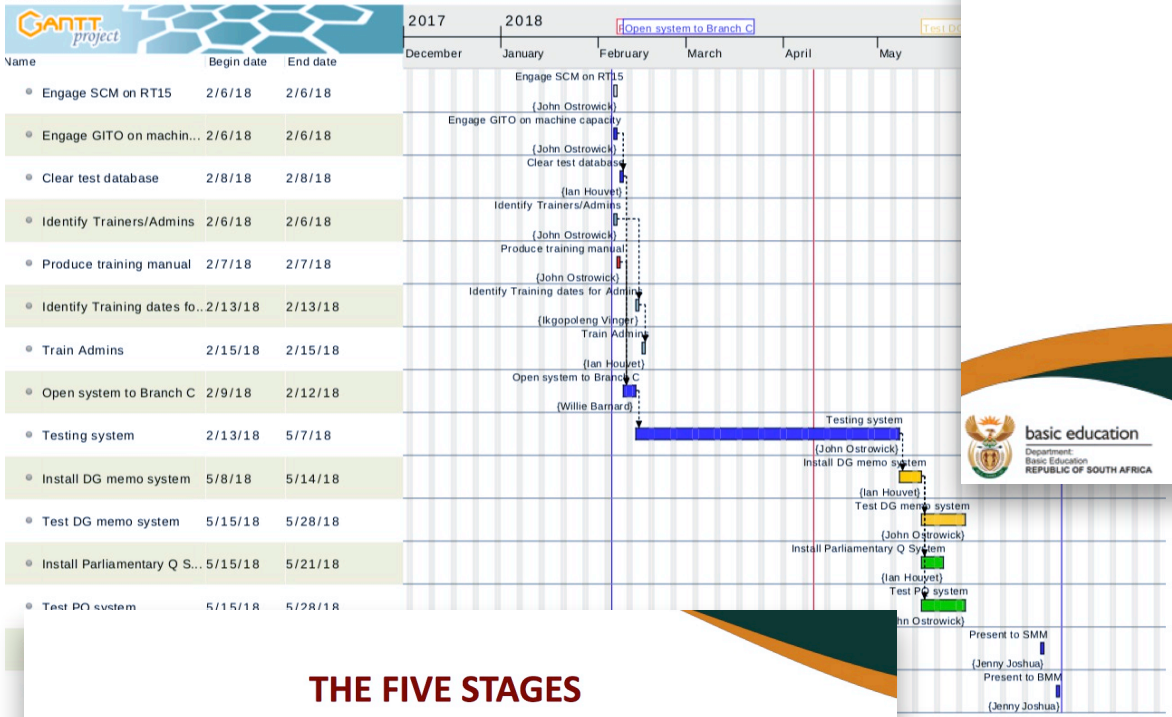
Final work at DBE: modernising BPM processes

Introduction to National Treasury / GTAC PPM

BPM: ODG

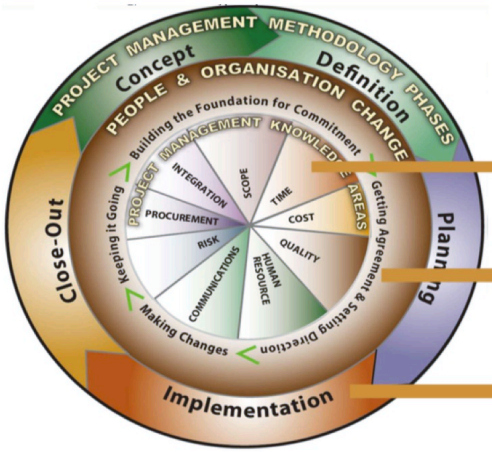
Boxfusion Rollout

Gantt Chart



THE FIVE STAGES

- All projects follow five stages:



Framework
9 knowledge areas

Management
People and Organisational change

Phases
5 key phases each with a unique purpose and outputs

Final work at DBE: modernising Project Management processes

МОСКОВСКИЙ
МЕЖДУНАРОДНЫЙ
САЛОН ОБРАЗОВАНИЯ
MOSCOW INTERNATIONAL
EDUCATION FAIR

CERTIFICATE OF PARTICIPATION

Awarded to

Dr. John Ostrowick

for participation in and distinguished contribution to

The Ministerial Forum: Global Dialogue on ICT and Education Innovation – Towards Sustainable Development Goal for Education (SDG 4)

organised by UNESCO Institute for Information Technologies in Education (UNESCO IITE)
in partnership with the Ministry of Education and Science of the Russian Federation
at the Moscow International Education Fair

18–19 April 2018
Moscow, Russian Federation

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ

Под патронатом ЮНЕСКО
Under the patronage of UNESCO

SACE
South African Council for Educators
Towards Excellence in Education

CERTIFICATE OF ENDORSEMENT

Awarded to the

DEPARTMENT OF BASIC EDUCATION

Provider No: 11513

For

ICT TRAINING OPEN SOURCE UBUNTU LINUX

PD Points: 30 Points

This is to certify that the above activity meets the requirements of SACE endorsement process, which will be valid for a period of three years.

Date Issued:	Expiry Date:
23 October 2014	30 October 2017

Rej Brijraj
Chief Executive Officer

Government consulting

SAT, TAXI VIOLENCE, NSG

Presentations developed at request by various departments and/or SOEs, 2019-20

A Concept Document for Mitigating GBV

Presentation developed for NSG. 2024

Dr JM O

Presentations developed
at request by various departments
and/or SOEs 2024-2025

Political work...

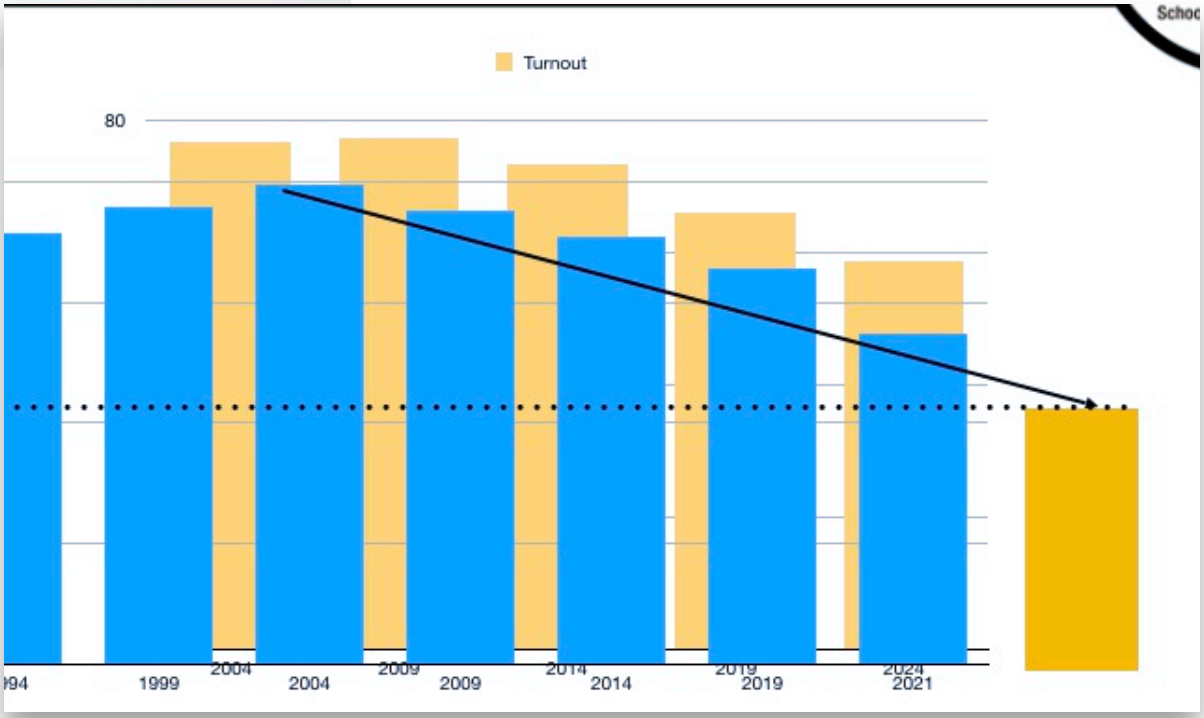
AFRICAN NATIONAL CONGRESS
SASS, COVID-19

OR TAMBO
School of Leadership

POST-ELECTION ANALYSIS

DR JOHN OSTROWICK

Presentation for
ORT School 2024
on ANC election results



A Summary of "Through the Eye of the Needle"

Dr J Ostrowick for George Bizos branch

UMRABULO

Post-Covid-19:
What should be the "new normal"?

John Ostrowick

john@secularsociety.org.za
082 979 6812
Johannesburg(only)

CU/229 - Designated by the Department of Home Affairs as a Marriage Officer solemnizing non-religious marriages for the South African Secular Society

South African SECULAR SOCIETY

Other private political work

5G and Covid-19 Conspiracy FAQ
07 Jan 2022

CONTENTS

Please look for your question in the list below and click on the page number to go to the page.

Private consulting work...

ACADEMIC COMPUTING PTY LTD
SURVEYFIESTA PTY LTD

ACADEMIC COMPUTING

Academic Computing

Serving the computing needs of education sector

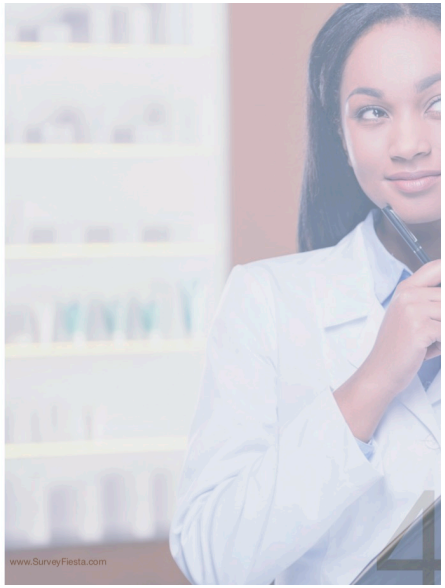
SURVEY FIESTA

Welcome!

This software, *SurveyFiesta*™, is designed to provide a digital tool to generate questionnaires, item banks, and analyse the results in a dashboard or spreadsheet output. It can be used for any questionnaire-driven research, such as market research, demographics studies, political polling, scientific research, or just for hobbyists.

In this document, we will look at how to use SurveyFiesta™.

The team at SurveyFiesta™



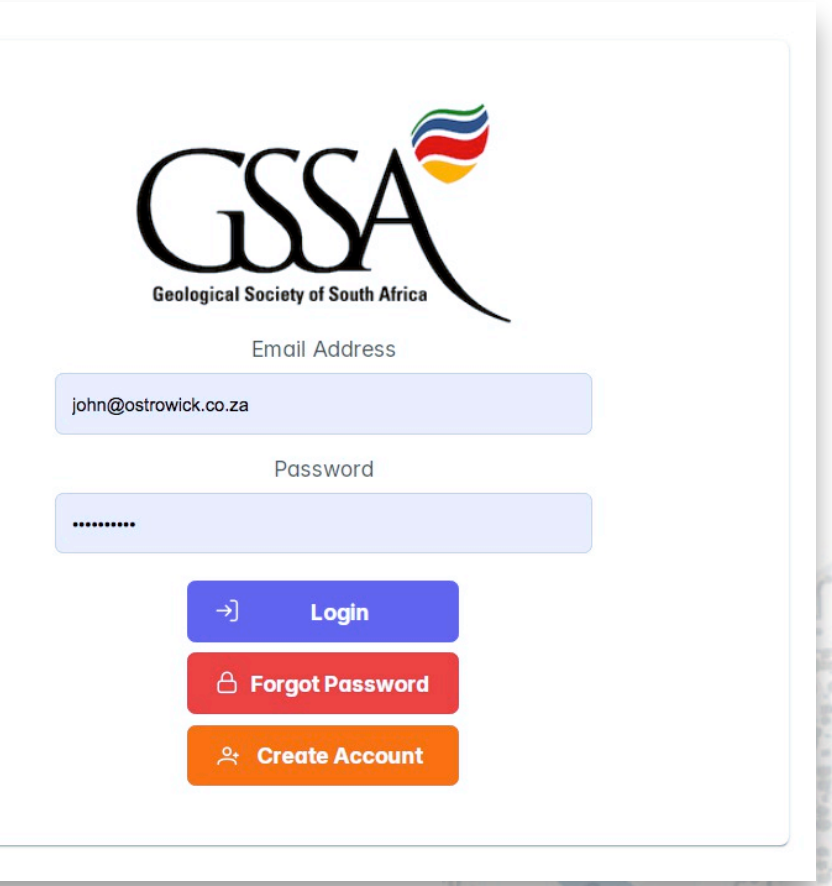
SURVEY® FIESTA

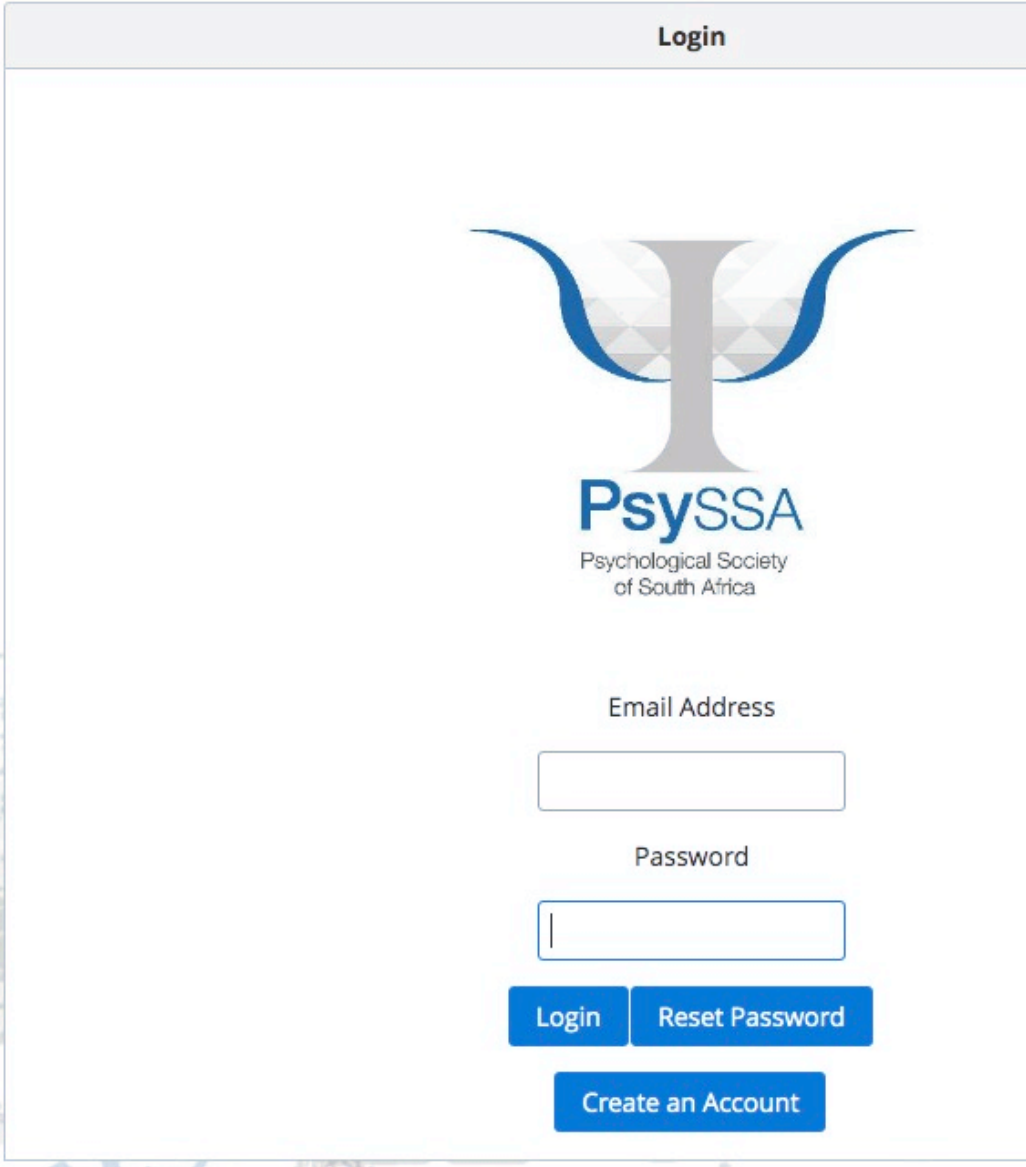
EMPLOYEE ENGAGEMENT AND CULTURE SURVEYS

Feel free to visit our website and request a dem
https://www.surveyfiesta.com/contact-us/

Two PTYs that I consult for

- Sample conference: ICP2012
  - Over 5500 Delegates
  - Over 7000 submissions
  - Most countries attended





Two SaaS solutions for academic professional associations.

steve biko
foundation

Fondation **Frantz Fanon**

You are cordially invited to attend the

Official Opening Ceremony and Gala Dinner

of the joint

30th Anniversary PsySSA and

10th Anniversary PAPU Congress

and the Conferring of

The Steve Biko/Frantz Fanon
Award for Psychological Liberation

on the

South African Legal Team

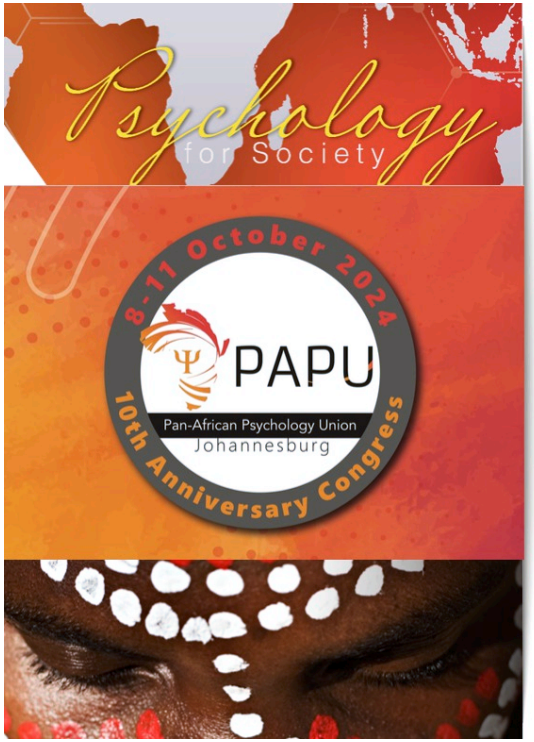
who presented South Africa's case
at the International Court of Justice

Tuesday 8th October 2024, 6:00 PM

Please email papu@psyssa.com by 27 September to confirm your attendance

PsySSA
Psychological Society of South Africa
30th ANNIVERSARY CONGRESS

8-11 October 2024
PAPU
Pan-African Psychology Union
Johannesburg
10th Anniversary Congress



PAPU 3rd Council 24 March 2024

Opening and Welcome

Earn 5 CEU points in Ethics
in an Interactive Psychology Webinar

Ethics and Human Rights in a Democratic Era

with

Prof Saths Cooper
International Union of Psychological Science
Pan-African Psychology Union
Lead Author: Ethical Code

Dates: 7, 14, 21 April at 6PM
www.psyssa.com

Assisting Pan-African Psychology Association in standardising Psychology in Africa

SASCP
SOUTH AFRICAN SOCIETY FOR CLINICAL PSYCHOLOGY
division

PsySSA
Psychological Society of South Africa

Consulting: Universities

WITS, UJ

UNIVERSITY OF JOHANNESBURG

7/4/2022

UJ Centre for Africa-China Studies
9 Molesey Avenue
Auckland Park
Johannesburg
2006

Letter of Appreciation to Dr John Ostrowick

Dear Dr Ostrowick,

We, at the UJ Centre for Africa-China Studies (CACS), would like to thank you for sharing your time and expertise at our webinar titled: *Data Sovereignty*.

You provided insights that added great depth and richness to our discussion on the economic, cultural and geopolitical dimensions of data sovereignty as well as the viability of the regulatory control of data.

We wish you all the best in your present and future endeavours and we hope to have more opportunities for collaboration with you in the future.

With sincere regards,

Professor David Monyae
Director: Centre for Africa-China Studies (CACS)
E-mail: dmonyae@uj.ac.za
Telephone: +27 11 559 7501

Philosophy of Science — An Introduction
University of the Witwatersrand
Johannesburg, South Africa

UNIVERSITY OF THE WITWATERSRAND JOHANNESBURG

How WSG should structure its programmes to bolster digital governance

Dr J M Ostrowick

Working with electronics and programming

ICTS AND COMPUTING

In this post we see how to build a logic OR gate.

It's actually really simple to understand.

Let's take a case where you want your car windows to wind up automatically, if either the engine is stopped OR the door is open (realistically you might not want that, but this is just a thought experiment).

We are looking at two states: engine running (true/false) and door open (true/false). Using "1" for "true" and "0" for false, we want the window to wind up if either or both are true.

So this is the truth table (v = OR):

Engine on v Door closed = wind up
Engine off v Door open = wind up
Engine off v Door open = do not wind up
Engine on v Door open = wind up

1 v 0 = 1

0 v 1 = 1

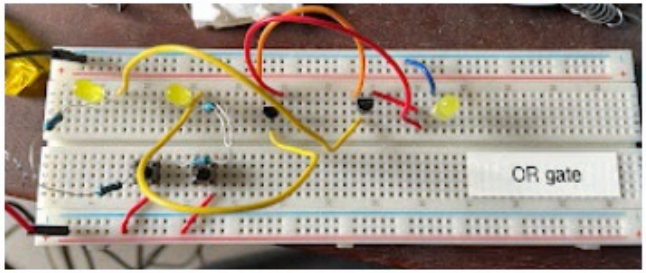
0 v 0 = 0

1 v 1 = 1

Building the basic components that make up all computers as a demonstration for schoolchildren

This also corresponds directly to English. "If my car door is open OR the engine is running, wind up the window, otherwise do not."

Here's the actual circuit and a video.



```php
<?php
header("Content-Type: application/json");

$redis = new Redis();
$redis->connect('127.0.0.1', 6379);

// Function to load environment variables from .env file
function loadEnv($file = ".env") {
    if (!file_exists($file)) return [];
    $lines = file($file, FILE_IGNORE_NEW_LINES | FILE_SKIP_EMPTY_LINES);
    $env = [];
    foreach ($lines as $line) {
        if (strpos(trim($line), "#") === 0) continue; // Skip comments
        list($key, $value) = explode("=", $line, 2);
        $env[trim($key)] = trim($value);
    }
    return $env;
}

$env = loadEnv();
$model = $env["MODEL"] ?? "mistral";
// Enable debug mode if set in .env
if (!empty($env["DEBUG_MODE"]) && $env["DEBUG_MODE"] === "1") {
    ini_set('display_errors', 1);
    ini_set('display_startup_errors', 1);
    error_reporting(E_ALL);
}

// Handle branding request **before** chat processing
if ($_SERVER['REQUEST_METHOD'] === 'GET' && isset($_GET["branding"])) {
    echo json_encode([
        "chatbot_name" => $env["CHATBOT_NAME"] ?? "Chatbot",
        "logo_url" => $env["LOGO_URL"] ?? "",
        "submit_color" => $env["SUBMIT_COLOR"] ?? "#007BFF"
    ]);
    exit;
}

// Check if 'query' parameter is present
if ($_SERVER['REQUEST_METHOD'] !== 'POST' || !isset($_POST["query"]) || empty(trim($_POST["query"]))) {
    echo json_encode(["response" => "Error: No input received."]);
    exit;
}

$userInput = trim($_POST["query"]);

// Check Redis cache
$cachedResponse = $redis->get($userInput);
if ($cachedResponse) {
    echo json_encode(["response" => $cachedResponse]);
    exit;
}

// Define prompt
$prompt = $env["PROMPT"] ?? "I cannot assist with other queries.";
if (!empty($env["DEBUG_MODE"]) && $env["DEBUG_MODE"] === "1") {
    echo "<pre>DEBUG: Prompt being sent:\n" . htmlspecialchars($prompt) . "</pre>";
}
$prompt .= "\n\nUser query: " . $userInput;

$postData = json_encode(["model" => $model, "prompt" => $prompt, "stream" => false]);
error_log("Prompt being sent: " . $prompt);

$ch = curl_init("http://localhost:11434/api/generate");
curl_setopt($ch, CURLOPT_RETURNTRANSFER, true);
curl_setopt($ch, CURLOPT_POST, true);
curl_setopt($ch, CURLOPT_POSTFIELDS, $postData);
curl_setopt($ch, CURLOPT_HTTPHEADER, ["Content-Type: application/json"]);
$response = curl_exec($ch);
curl_close($ch);

$data = json_decode($response, true);
$aiResponse = $data["response"] ?? "Error: No valid response.";
```

My current work in Artificial Intelligence

Yesterday I started building my own LLM because I want t
usages. It's super slow training these things. I won't post co
but here's the progress screenshot:

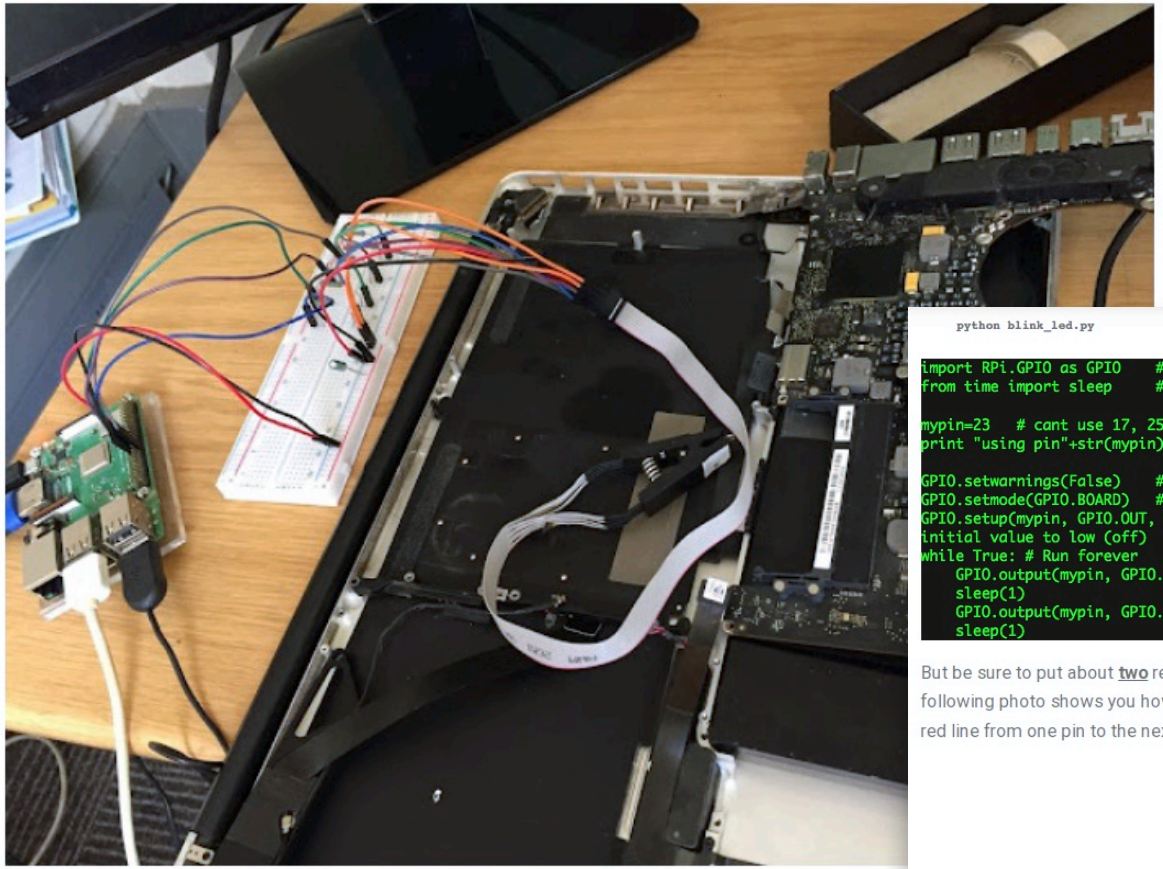
```
john@john-GF63-Thin-11SC:~/Github/mini-gp
john@john-GF63-Thin-11SC:~/Github/mini-gp
\
>
Training new model from scratch...
^CTraceback (most recent call last):
  File "/home/john/Documents/GitHub/mini-
    main()
  File "/home/john/Documents/GitHub/mini-
    vocab, stoi, itos = build_vocab(data)
                        ^^^^^^^^^^^^^^^^^
  File "/home/john/Documents/GitHub/mini-
    vocab = sorted(set(data))
                   ^^^^^^^^
KeyboardInterrupt

john@john-GF63-Thin-11SC:~/Github/mini-gp
john@john-GF63-Thin-11SC:~/Github/mini-gp
\
>
Training new model from scratch...
WARNING: --init will overwrite existing m
Training started...
Epoch 1/5 | Progress: 5.18% | Loss: 2.180
```

I've set it to use the following parameters. Sadly my GPU is

```
# Training hyperparameters
TEMPERATURE=0.7
```

The above image may be incorrect, if in doubt, swap 7,8 and 5,6.

The final setup looks like this: Orange are pins 7,8 in series with the capacitor. Also note the long leg of the capacitor / stripe is the plus side which must be opposite the red line / on the red line.

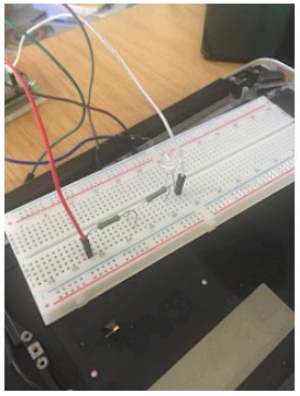


Editing a "BIOS" to bypass it once it was locked - shows my level of under-standing of computers

python blink_led.py

```
import RPi.GPIO as GPIO    # Import Raspberry Pi GPIO library
from time import sleep     # Import the sleep function from the time module

mypin=23   # cant use 17, 25, 6 it is reserved
print "using pin"+str(mypin)

GPIO.setwarnings(False)    # Ignore warning for now
GPIO.setmode(GPIO.BOARD)   # Use physical pin numbering
GPIO.setup(mypin, GPIO.OUT, initial=GPIO.LOW)   # Set pin to be an output pin and set
initial value to low (off)
while True: # Run forever
    GPIO.output(mypin, GPIO.HIGH) # Turn on
    sleep(1)                  # Sleep for 1 second
    GPIO.output(mypin, GPIO.LOW)  # Turn off
    sleep(1)                  # Sleep for 1 second
```

But be sure to put about **two** resistors inline with the LED or it will blow. (300 ohms at least). The following photo shows you how to wire the breadboard with one LED to test a single line. Move the red line from one pin to the next to test each one to make sure you are getting power out of it.



Writing and editing books and academic research

RESEARCH

Just believing: Social media, default-truth, fake news and faith

Dr JM Ostrowick — john@ostrowick.co.za

PsySSA
Psychological Society of South Africa

PAPU
Pan-African Psychology Union

Recent academic work

South African Journal of Philosophy 2021, 40(2): xx–xx

SOUTH AFRICAN JOURNAL
OF PHILOSOPHY
ISSN 0258-0136 EISSN 2073-4867
https://doi.org/10.1080/02580136.2021.1921933

Moral risks and government policy in South Africa in the context of 4IR[1]

John Ostrowick[2]
john@ostrowick.co.za

South Africa, among other nations in Africa, most notably Kenya, Nigeria and Rwanda, is aiming to take a lead in the implementation of policy intended to address the challenges represented by the fourth Industrial Revolution. We take the South African Constitution's Bill of Rights as our guide on the moral obligations of the government, from the logic of both consequentialist and deontological moral frameworks. With this in mind, we consider whether the South African government's initiatives involve moral risks, in virtue of neglecting some threats posed by new technologies. In particular, we identify *biological* technologies – specifically transhumanist technologies – as posing special risks, and argue that we need to balance the need for *dignity*, *equality* and *privacy*, which the technologies seem to threaten, against the promise of flourishing that the technologies seem to offer.

The moral framework

Before looking at the context of South Africa's fourth Industrial Revolution (4IR) and identifying any moral risks or gaps, we need to contextualise the moral framework that we will be operating from to show how South Africa's legal framework concurs with well-known moral frameworks. From a legal perspective, the South African government has a duty towards its citizens to protect them from certain harms, and to provide them with certain benefits in the form of human rights.

South African Journal of Philosophy

ISSN: 0258-0136 (Print) 2073-4867 (Online) Journal homepage: http://www.tandfonline.com/loi/rsph20

What is chaos and how is it relevant for philosophy of mind?

John M. Ostrowick

To cite this article: John M. Ostrowick (2015) What is chaos and how is it relevant for philosophy of mind?, South African Journal of Philosophy, 34:3, 323-335, DOI: 10.1080/02580136.2015.1064587

To link to this article: http://dx.doi.org/10.1080/02580136.2015.1064587

Published online: 15 Sep 2015.

Recent academic work

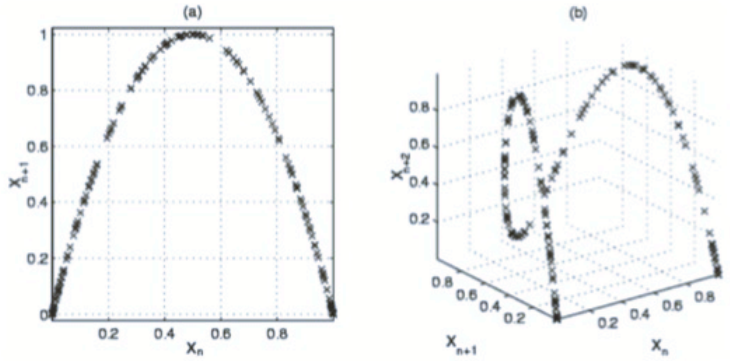


Figure 4a and Figure 4b: 2D and 3D plots of Logistic Equation, Image courtesy of Wikimedia Commons (modified by this author).

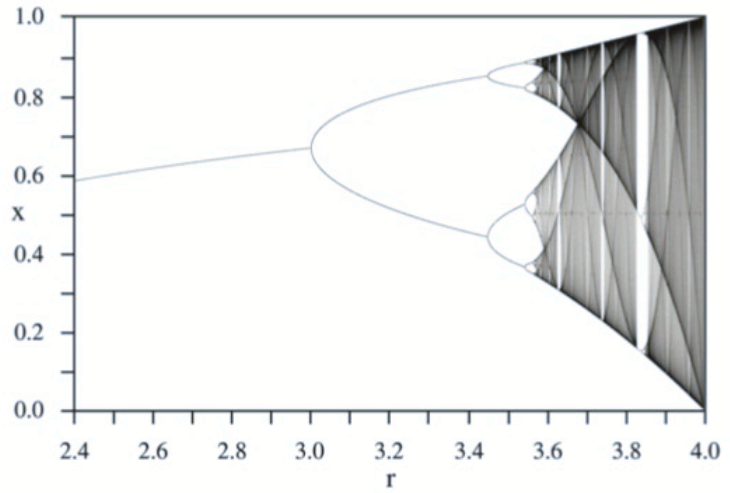


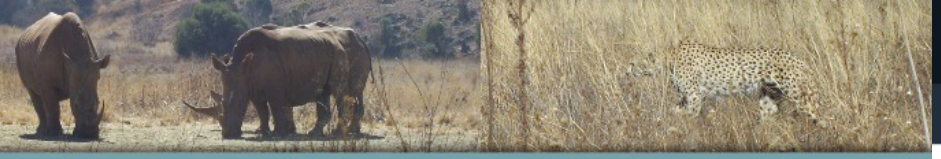
Figure 5: Bifurcation diagram courtesy of Wikimedia Commons from the 'Logistic Equation': $x_{n+1} = rx_n(1-x_n)$. If one examines this diagram, it is apparent that after a few initially predictable splits, it rapidly becomes 'random'. Note that other chaotic equations can also produce bifurcation diagrams.

indicate that it is chaotic (not stochastic), and if this is so, then there are potentially one or more equations which could describe and predict a person's behaviour in a law-like way. In particular, if Neuringer and Voss (1993) are correct, persons' behaviour should be graphable along a parabola. The big unanswered question is how to quantify and plot peoples' choices. If I choose tea instead of coffee, or to write a philosophy paper instead of browsing Facebook, is that 1.1 or 1.2, or 3.5, or 2.7?

The applicability of such models may force separation of the issue of predictability from that of

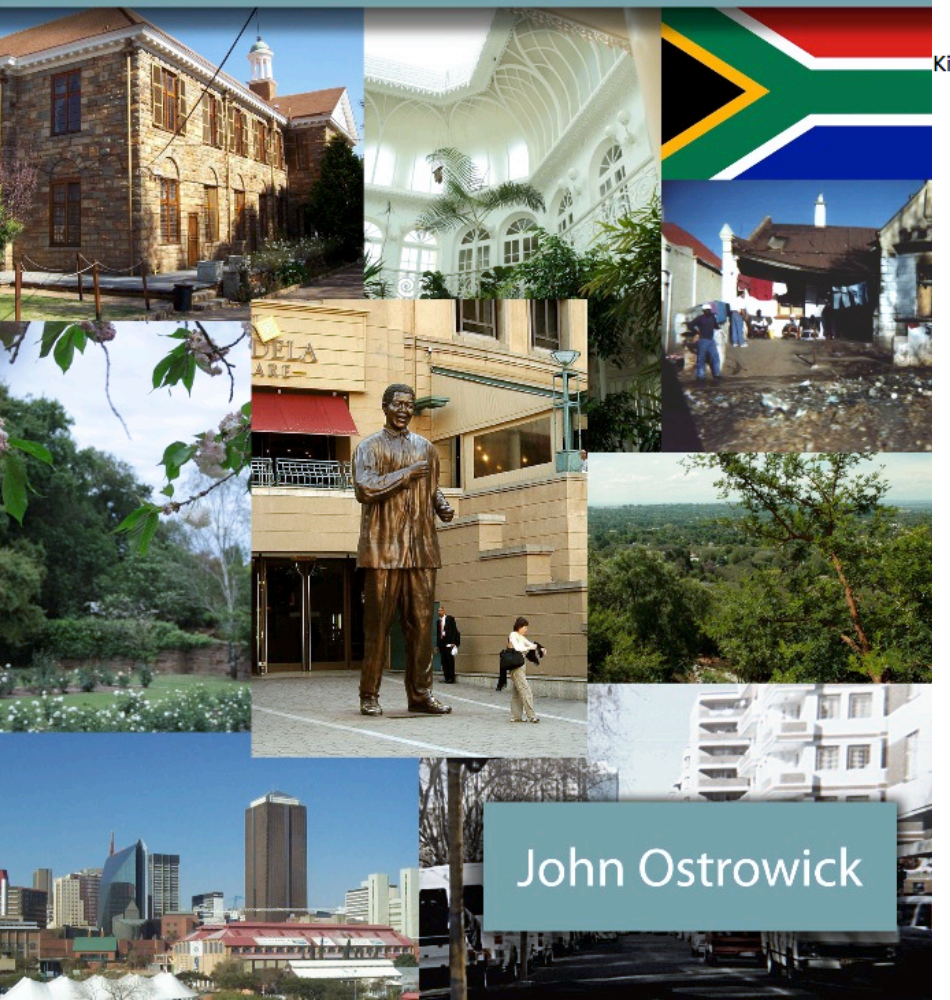
Writing and art — a showcase of my other skills

HOBBIES



An Insider's Guide to Johannesburg

2022 Edition — Post-Covid



John Ostrowick

amazon Deliver to South Africa | All | john ostrowick

All | Today's Deals | Registry | Prime Video | Gift Cards | Customer Service | Sell

10 results for "john ostrowick"

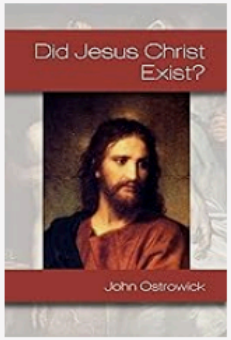
Department

Books
- History
- Literature & Fiction
- Politics & Social Sciences
- Christian Books & Bibles
- Business & Money
- Biographies

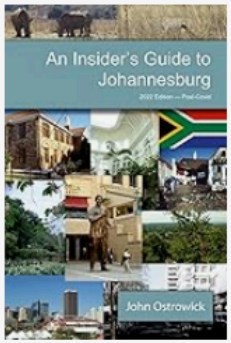
Kindle Store
- Kindle eBooks

Results

Check each product page for other buying options.

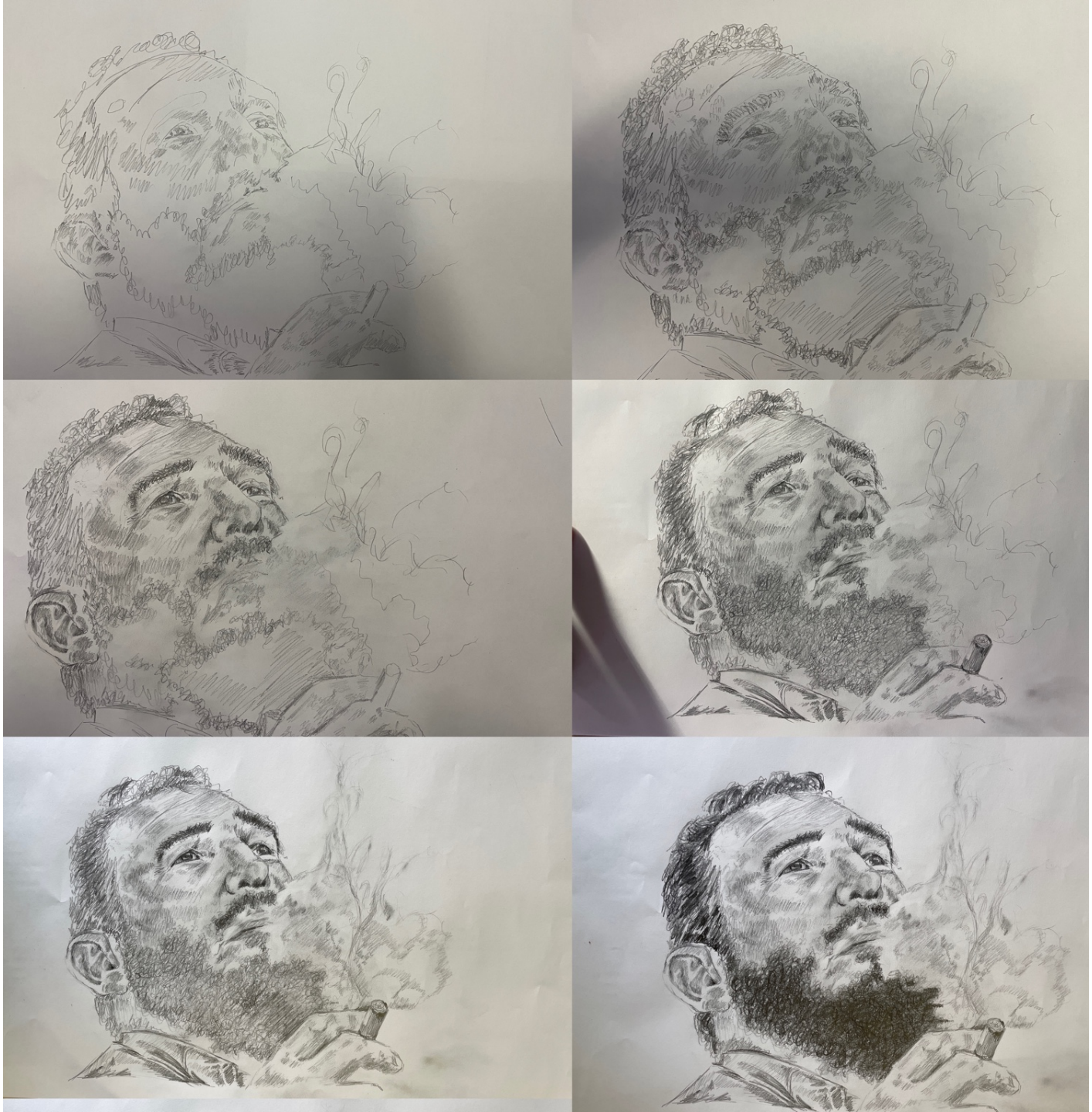


Did Jesus C
by John Ostrow
★★★★☆
Kindle
$0.00 kindleunl
Free with Kindle U
Now
Available instar
Or $4.00 to bu
Paperback
$13.01
Delivery Mon,
Ships to South Af



An Insider's
by Mr John Ost
★★★★★
Paperback
$36.92
Delivery Mon,
Ships to South Af
More Buying C
$31.92 (3 used

Science Exp
by Mr John Ost
★★★★★
Paperback
$12.00



THANK YOU!

JOHN@OSTROWICK.CO.ZA