# ANNEXES

## Annex A – List of Documents

### Document 1 – Model of entry form for the participation in the Prix Ars Electronica’s Digital Communities competition

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| --- | --- |
| COMMUNITY PROJECT | |
| Name of Project: | |
| Web Address of the Project: | |
| Project Details | |
|  | Objectives: |
|  | Language and Context: |
|  | Project History: |
|  | People involved in the project: |
|  | Lessons learned: |
| Technical Information | |
|  | Technological basis: |
|  | Solutions: |
|  | Implementations: |
|  | Users: |
|  | Licence: |
| Statement of reasons: | |
| Planned use of the prize money: | |
| Personal Information of Representative of the Project | |
|  | Name: |
|  | Address: |
|  | Organization: |
|  | Experiences: |

### Document 2 – Akshaya submission (http://www.akshaya.net)

\*URL of the work: \* www.akshaya.net

\*Project Details\*

\*Objectives: \* I. Universal ICT Access

As a first step, a network of Akshaya e-centers is being set up across Kerala. Run by entrepreneurs, each centre will be a self-sustaining unit with the e-literacy programme assuring baseline revenue. Akshaya centres are being set up within 2 km of every household. 4500-6000 Akshaya Centers will be developed in the State with the objective of one centre for 1000 families. The Centres are being connected through broadband wireless technology. Development of these centres provide direct sustained employment to at least 25,000 people in the IT Sector. Each centre is equipped with 5-10 computers, printers, scanners, Webcam, other peripherals and necessary softwares to carry out various ICT based services. In addition, IP phones are also being made available in these centres.

II. E-Literacy

Akshaya e-centres provide training that not only familiarise people with the basics and scope of IT, but also ensures hands-on skill in operating a computer, using the internet and so on. Aimed at creating a 100% literate state, the programme aims at providing E-literacy to one person in each of the 64 lakh families in the State. A carefully designed content module designed in local language is for 15 hrs. for each person is a major highlights of the programme. The process of providing the skill sets shall lead to the creation of a long lasting relation between the Akshaya centres and the families in the catchment, which on a macrom level will generate a state wide data warehouse and repository; of relevant content for the families.

III. Creation of Micro ICT Enterprises.

The Akshaya e-centers are being set up under the sole initiatives of selected entrepreneurs, who have come forward from among the local community. These centres are set up as pure entrepreneurial ventures, with an investment of Rs. 3-4 lakhs per centre. The entrepreneur spirit has been fully utilised for developing the Micro entrerprise in the ICT sector. As in the case of any conventional enterprise, these entrepreneurs display their skills and resources in ICT enabled sectors, content creation, fulfilling the communication needs of the community, e-enabling farmers, scholars, medical practitioners, in the community for total development. These entrepreneurs are fulfilling their social commitment to impart e-literacy to his community members.

IV. Creation of ICT Service Delivery Points

The Akshaya ICT access points are envisaged to provide G2C, G2G, C2C and G2B information interchange and dissemination. Akshaya centers shall function as decentralized information access hubs that cater to a range of citizen needs that has an inbuilt integrated front-end. Collection of utility bills and taxes now done through Friends centres is being integrated with Akshaya centres, thereby minimizing the transaction cost to the citizens

\*Language and context: \* Malayalam.Kerala,India,Asia country

\*Project History: \* Akshaya begins to bridge the Digital Divide. It inagurated on 18th November 2002,by president of India. The akshaya centres set up by May 2003 and literacy campaign completed by January 2004. Board band connection provided by August 2004 and E-payments statred

\*People: \* Chief Minister, Secretary-Information Technolgy, Director, Kerala State IT Mission,District Collector-Malappuram, Mission coordinator and Assistant Mission coordinator

\*Lessons learned: \* At present, the number of Akshaya centres per Panchayat is 5- and each centre has 1000-1500 families. The lesson learnt from the pilot is that the number of Akshaya centres can be limited to 2-4 per Panchayat and the number of families in the catchment can be thus 2000-2500 per centre. This would raise the sustainability of the centres.

\*Technical Information\*

\*Technological Basis: \*

infrastructure at Center-5 pc and periperhals, Wireless Radio

NOC- full fledged NOC

OS-various- Linux at NoC and some centers, Windows

Connectivity- WiFi-802.11 b

\* Solutions: \* E-payment software

rural e-commerce through net banking

\* Implementations:\* Kerala

\*Users: \* Citizen of Kerala

\*License: \*

\*Statement of Reasons: \* Akshaya wis the most ambitious ICT programs ever attempted in a developing society. The project is expected to generate a network of 6000 information centres in the state, generate about 50,000 employment opportunities and throw up investment opportunities to the tune of Rs.500 Crores, all within a time span of 3 years.

\*Planned use of prize money: \* For creating more content service delivery platforms in Agriculture, Health and Education

### Document 3 – Proyecto Cyberela – Radio Telecentros submission (http://www.cemina.org.br)

\*URL of the work: \* www.cemina.org.br

\*Project Details\*

\*Objectives: \* La meta del proyecto es promocionar la sustentabilidad social y economica de los radio telecentros que fueron creados y ampliar el proyecto creando nuevos radio telecentros en otras comunidades para poder capacitar a cada vez mas mujeres en las TIC y beneficiar a toda la comunidad involucrada.

\*Language and context: \* El surgimiento de las tecnologias de

comunicaciòn y informaciòn(TIC) ha transformado las relaciones sociales, la educaciòn, el trabajo, la economia y hasta el comportamiento. Lo mas interesante es que mismo las mujeres siendo la mayoria de la poblaciòn en el mundo (y tambien en la populaciòn brasilena) el perfil del usuàrio de Internet ahùn es prioritariamente del hombre blanco que habla el idioma ingles, tiene cerca de 35 anos, es de nìvel universitàrio y de classe A e B. En Brasil, 72% de las mujeres nunca utilizo una computadora, 86% nunca tuvieron contato com Internet y 30% no sabe lo que es. Esos datos son para demostrar que, asi como se pasa con derechos y oportunidades (como educaciòn, condiciones de trabajo, entre outras) – que las mujeres tambien en relaciòn a las TIC necesitan buscar condiciones de igualdad.

Vale decir que hasta las Naciones Unidas ya reconocieron como

estratégico el aceso de las mujeres a las TIC, y ese dato aparece en tercer lugar en orden de prioridade, después de la pobreza y la violencia.

Fue pensando en esa estratégia que el Proyecto Cyberela invistio en capacitaciòn para mujeres en el uso de las TIC y en los

ràdios-telecentros. La distancia de los grandes centros urbanos acentua la dificulad de aceso a recursos técnicos como la manutenciòn de las màquinas y la reposiciòn de los equipamentos.

La baja escolaridad entre mujeres y jovenes de eses municìpios es alta, 30% de las mujeres son consideradas analfabetas funcionales. A causa del poco incentivo y de la poca oportunidad, los empleos son cada vez mas escasos. En ese sentido también la mejor calidad de los programas de radio es mui importante, ya que permite un desempeno activo de las personas que no son capazes de utilizar las herramientas digitales en corto y médio plazo.

Otra necesidade importante que el proyecto contempla es la capacitaciòn para proyectos de generacion de ingresos, fomentando el emprendedorismo.

En 2000, el ìndice de empreendedorismo feminino en el paìs era de 29%; em 2003, ese nùmero subio para 46%. En el Nordeste, region mas pobre, existe una ampla diversidad de actividades artesanaless desarolladas por mujeres que pueden ser potencializadas por la geraciòn de emprego e renda utilizando ferramentas digitais.

Las acciones propuestas em ese proyecto dirigense especificamente a mujeres, que de acuerdo con todos los indicadores de desarollo humano, son los segmentos que mas sufren los efectos de la pobreza y de la desigualdad y ademàs enfrentan el desafio de vencer un prejuicio històrico de las mujeres que no fueron educadas para lidar con màquinas.

\*Project History: \* Fundado en 1990, Cemina apuesta en el desarollo de liderazgos comunitàrios femininos como agentes de transformaciòn social. El medio ràdio fue escojido para esa finalidad por ser el medio de comunicaciòn mas simples y barato, y que atinge 98% de la populaciòn, siendo que las mujeres son las mayores oyentes. CEMINA elabora programas especiales e campanas que son distribuìdas para emisoras de todo el paìs. Desde 1992, realizo mas de 300 capacitaciones para comunicadoras populares y liderazgos de mujeres que querian aprofundar el contenido de género de sus actividades radiofònicas. La Red de Mujeres de Ràdio (RMR) nascio del deseo de las participantes de los cursos de Cemina de fortalecer sus actividades y cambiar experiencias. Son cerca de 400 comunicadoras de todas las regiones del paìs que atuan en las ràdios comunitàrias, educativas y comerciales. Después de diez anos promoviendo los derechos de las mujeres a traves de la ràdio, el cenàrio impuesto por las nuevas tecnologias de informaciòn y comunicaciòn (TIC) presento un grand desafio para Cemina: o las mujeres hacen parte de ese proceso o serian una vez mas excluìdas de la participaciòn igualitària de la sociedad. Incluir las mujeres en el universo de la informàtica y de la internet, sin dejar de utilizar el medio radio, passo a ser prioridad para la instituiciòn. En 2002, el Programa Habla Mujer gano status de ràdio en internet. A www.radiofalamulher.com ayudo a intensificar la estratégia de traer las mujeres para ese universo com la disponibilizaciòn de contenidos de radio con foco de género y derechos humanos en Internet. La estrategia seguinte fue la apertura de un concurso direcionado a la Red de Mujeres de Ràdio con el objectivo de facilitar el aceso de las comunicadoras de ràdio a las TIC. Vinte y nueve comunicadoras fueron selecionadas a partir de su capacidad de mobilizaciòn y servicios prestados a la comunidad a traves de la actividad en las ràdios, pero la ausencia de provedores de aceso de internet en muchas ciudades impidio el suceso de todas.

Esas comunicadoras recibieron computadores con programas de ediciòn de àudio, fueron capacitadas para utilizarlos, ganaron conexiòn de banda ancha y asistencia técnica por seis meses con el objectivo de mejorar la calidad de la produciòn de los programas de radio y facilitar el intercambio de àudios via internet, promoviendo asi la creaciòn de una nueva red, la Red Cyberela. Esa iniciativa conto com el apoyo del Programa Infodev del Banco Mundial, de la Fundaciòn Kellogg y de Unesco.

A seguir, Cemina empezo a expandir la conexiòn de banda hancha para toda la comunidad a traves los ràdio-telecentros, que visan promover la capacitaciòn para que todas las mulheres esten incluìdas digitalmente, ademàs de proporcionar aceso a recursos educativos y de generaciòn de ingresos por Internet a la populacion de esas comunidades. Esas ràdio-telecentros creadas por Cemina tambien proporcionaron la mejora de la produciòn de radio, principalmente a nìvel de investigaciòn y de ediciòn de los programas y campanas.

\*People: \* El equipo principal creador del proyecto:

.Thais Corral, coordinadora general de Cemina

.Madalena Guilhon, coordinadora de comunicaciòn

.Silvana Lemos, coordinadora ejecutiva del Proyecto Cyberela

.Denise Viola, editora del site www.radiofalamulher.com y capacitadora

[…]

\*Lessons learned: \* A partir de la experiencia con los radio-telecentros que fueron creados por el proyecto, la sustentabilidad social es impactante devido a que las comunidades se aproprian del nuevo conocimiento para su proprio desarollo.

La mayor dificultad encontrada hasta ahora es la sustentabilidad economica que depende de la situaciòn economica de cada lugar y es la etapa en la cual estamos invistiendo.

\*Technical Information\*

\*Technological Basis: \* Todos los radio-telecentros que ya estan funcionando tienen 10 computadores usados, un servidor, una impresora multiuso, conexion a una antena banda ancha, softwares para edicion de audio y toda la infraestrutura necesaria para su funcionamiento.

\* Solutions: \*

\* Implementations:\*

\*Users: \*

\*License: \*

\*Statement of Reasons: \* Dentre todos los proyectos conocidos de

inclusion digital, el Proyecto Cyberela - Radio Telecentros, de Cemina es el unico que inclue la perspectiva de gÈnero y el apoyo de òrganos publicos y privados en su implementaciòn asocidos a una ONG. Tiene como objectivo no solo la inclusion digital pero también el fortalecimiento no solo el movimiento de las mujeres como de la comunidad local, Ademàs, se preocupa con la capacitaciòn tecnica y la sustentabilidad de los radio-telecentros a largo plazo.

\*Planned use of prize money: \* El dinero del premio sera usado para proporcionar mas capacitacion tecnica y de contenido a las mujeres comunicadoras que ya estan involucradas en el proyecto Cyberelas – Radio Telecentros.

### Document 4 – The World Starts With Me submission (extracts) (http://theworldstarts.org)

URL of the work: www.theworldstarts.org

Project Details

Objectives: Objectives are: - increase knowledge on the whole spectrum of sexual / reproductive health, - systematically promote positive attitudes, - coping with negative social and cultural norms and skills regarding a range of relevant sexual health topics By promoting self-esteem and gender equality and by empowering young people with information and skills regarding their (sexual and reproductive) rights the curriculum supports young people and in particular young women in helping them to safeguard and enjoy their own sexual and reproductive health. - learning basic computer skills Butterfly Works experienced that learning the computer is not only sexy to young people, it also is a necessity to be able to get any place in the formal economy and most of all it gives them an ego-boost. Especially designing on the computer stimulates curiosity to learn more. ‘Working with the content’ really helps to internalise information and stimulates young people to have a positive approach towards sexuality as a starting point in developing technical and social competencies (eg, negotiation skills, contraceptive use, the right to refuse sex). Common goal The common goal of WSWM is to improve the sexual health of young people in East Africa while providing skills relevant to the job market. To show the need: - the prevalence of HIV/AIDS in Uganda is extremely high - young people are disproportionably infected and affected by HIV - teenage pregnancy is high (over 50% of girls become mother before the age of 18) - abortion is practiced (although its illegal), often in unsafe conditions (a significant part by young people) - sexual activity starts at a young age, between 10 - 14 years old and is often forced - contraception and condom use is low and adequate sexual health knowledge and - skills are often missing - poverty leads often to offering sex in exchange for goods or money - sexual intimidation by teachers is common (the 2nd largest number of forced sex situations) Although Uganda started early in the AIDS epidemic with education, current education is mainly restricted to AIDS prevention and is information based. This not only led to an information fatigue, also other sexual health problems hardly get attention. Discussion and talking about sexuality are still taboo. Community interest Many people in African communities want access to relevant, detailed information on SRH issues and look for ways to deal with the SRH problems. Schools and teachers see their former students becoming infected with HIV and current students having problems and wish to reach as many students as possible with programs they feel comfortable with while taking into consideration that they are generally overworked and underpaid. Young people want relevant information, to be taken seriously, some badly want help, they are keen to be involved in new developments such as computers.

Language and context: Context of Uganda WSWM is developed for Uganda but with the idea of implementing the program in the whole of English speaking East Africa. During a test workshop (May ë03), 2 Kenyan peer educators estimated the adaptability of the program for urban Kenya. In April 2004 the Ugandan version will be piloted in NairoBits in Kenya, observed by local SRH experts. After the pilot further adjustment- and implementation plans for Kenya will be made. Tanzanian pilot partners are being looked into. Important for the context of Uganda and the whole of East Africa is the educational system: - methods used and lesson materials are old - groups are large (60/100 students in 1 class is common) - self-expression and own initiative is not encouraged The WSWM aims at behaviour change, which needs a more participatory and experiential learning approach (using experience and activities). Context of technology use The integration of ICTís in urban East-Africa is a fact. For most formal jobs, basic ICT skills are a necessity and the computer has even entered the informal job-market. Missing out on basic ICT-skills is not an option for talented and motivated youth. Providing relevant and youth friendly ICT training that attracts youth to experiment more with computers is therefore also a necessity. Schools and Telecenters with computers (see map of the current Telecenters in Uganda) provide computer training, which are mostly international basic courses with little match to the relevant context of the Ugandan youth. Besides, integrated computer training is rare. That leads to inefficient use of computers. The computers are often few, old and lack of good maintenance, the connection is unreliable. They are however available in schools and Telecenters. WSWM is developed in full awareness of the technical possibilities: - web based: cheap to spread and to update, light to download, burnable on cd-roms, flash player provided - non-computerised alternatives: exercises have a computerized and non-computerised version, can even be done using pencil/paper or natural available material (a methods manual based on locally available material is provided). - softcopy/hardcopy: if the group is larger than 4 times the number of pcís available, a hardcopy backup is provided to make sure a large number of students can participate

[…]

People: Core team There are five main groups involved in the project, they are; - The WSWM development and program teams; Butterfly Works and WPF, Netherlands - The individual schools, teachers and students who use / run the program in Uganda co-ordinated by SchoolNet Uganda - The SRH partners for knowledge and counselling back up; WIDE and FPA, Uganda - The SRH partner for online counselling; Straight Talk, Uganda - The NairoBits project, who run the pilot in Nairobi, Kenya Butterfly Works www.butterfly-works.org is the group who developed the progam together with various parties (see appendix for bio). BW develops and produces concepts which create opportunities and insight for young people in challenging circumstances, using multimedia. WPF ñ World Population Foundation www.wpf.org is a Dutch foundation which supports programs regarding sexual and reproductive health and rights in developing countries. School Net Uganda www.schoolnet.co.ug links and supports 52 schools and telecenters in Uganda with computers. WIDE is a small sexual and reproductive health and training office of young trainers in Uganda. FPA, Family Planning Association has offices and clinics all over Uganda supporting people in sexual and reproductieve health issues. NairoBits project Kenya www.nairobits.com is a digital design school for young people from slum areas in Nairobi. (This school was founded by Butterfly Works in 2000). Users The users of the program are potentially all English speaking African youth. The current users are young people 12-19 yrs mainly in Uganda and secondly in Kenya. They are facilitated by their co-users of the program, school teachers and youth workers. Uganda The schools in Uganda are all part of the Schoolnet Uganda network. Each school has a computer lab with 10+ average to old pcís and a medium to fast internet connection. The teachers are highly motivated and youth friendly. Students are aged from 12-19 and selected by their peers to take part. They agree to inform their peers on what they learn as a pre-condition. Students from the pilot program assist the teacherís with new students. Schools are from all over Uganda (see map). They are a mix of day, boarding, all girls, all boys, mixed, poorer, richer, urban and rural. Kenya The users in Kenya are members of slum area youth organisations in Nairobi co-ordinated by Nairobits. They are both in and out of school youth ages 14 to 16. The trainers of the program at Nairobits are themselves youth from the slums who have become web designers and teachers. They also have a history of peer education activities. The trainers in Kenya took part in the preparatory training in Uganda and due to their relatively advanced ICT skills will be involed after more SRH training in adapting the program for Kenya. In this way not only the program users but the making of the progam will migrate to East Africa. Characteristics of users The users are young people and of course not a homogenous group. On the computer front they have mostly no previous computer experience. They can read and write and have followed at least some formal education. They speak English as a second language, schooling is in English. The education style followed in East Africa is denoted as ‘Chalk and Talk’ with the teachers as holder of knowledge which the students must copy exactly for good results. Thus students are happily surprised by the active role they get to play in the program. Young people are interested in youth culture such as reggae music, hip hop and gospel and current clothing fashions. Many users are Christians or Muslims and find their faith an important element in their lives. Young East Africans are often dogged by poverty and lack of opportunities either to get educated or work. In urban areas they have to work hard to avoid crime. In rural areas lack of information and sadly even food is a problem. The teachers and youth workers in the program are generally those who are interested in supporting the young people around them in difficult decisions and issues in their lives, getting to know young people better and interested in new and ICT teaching styles. See also the section on common goal on SRH issues. Resticted use Due to the sensitive nature of the topic and the embedded nature of the program, access is not so much restricted as supported. ‘live’ support is given to teachers and students who do the program. The teachers who run the program get a week long training in sexual and reproductive health and counseling issues and using e-learning in the classroom. They have regular on and offline contact with a local coordinator teacher who is also running the program in his school. They are backed up by WIDE trainers who are professional sexual and reproductive health trainers who they can call to or email for advice . The students are supported in that when they come forward with issues related to the course such as sexual abuse or the need for a HIV test they can be referred to the counselling services or medical centers of FPA (Family Planning Association). In Kenya where the program is being piloted the program is similarily supported. As the program grows the support procedures are being developed.

### Document 5 – canal\*ACCESSIBLE submission (http://www.zexe.net/barcelona)

\*URL of the work: \* http://www.zexe.net/barcelona

\*Project Details\*

\*Objectives: \* El objetivo del canal\*ACCESSIBLE consiste en trazar en Internet la cartografía de los puntos inaccesibles de la ciudad, a partir de las fotografías que 40 personas con distintas discapacidades físicas envían desde teléfonos móviles a la Web del proyecto.

Barcelona es una ciudad orgullosa de su urbanismo y arquitectura pero un grupo de personas discapacitadas provistas de teléfonos móviles, nos demuestran que no todo es tan radiante como la ciudad nos quiere hacer creer.

Desde finales de diciembre 2005 los emisores han documentado y publicado en Internet 3.336 barreras arquitectónicas y otros casos de inaccesibilidad agrupados en las distintas categorías: escalones, escaleras, aceras, transporte, wc, incivismo y casos de mala adaptación. Cada caso enviado a la Web es geo-referenciado de manera que aparece la imagen junto al respectivo mapa local y su correspondiente comentario de audio o texto.

Los emisores se reúnen semanalmente en consejos de redacción asamblearios en los que se deciden las zonas de la ciudad a documentar, se analiza la evolución de los canales existentes y se votan las propuestas para la creación de nuevos canales. Un ejemplo de canal en emisión aceptado en una de estas reuniones es el canal\*SI, donde los emisores publican casos de buena accesibilidad.

El proyecto canal\*ACCESSIBLE se inició a finales de diciembre 2005 y las emisiones siguen hasta el fin de marzo. La asamblea de emisores ha decidido crear una asociación para la continuidad del proyecto después de esa fecha.

El proyecto ha conseguido movilizar a la comunidad de personas con discapacidad física y también sensibilizar a la opinión pública, gracias a la amplia difusión que ha tenido en los medios de comunicación tradicionales y en Internet. El ayuntamiento de Barcelona cuenta con información directa de los usuarios afectados para tomar las medidas necesarias para corregir los desajustes de accesibilidad de la ciudad.

\*Language and context: \* El proyecto canal\*ACCESSIBLE se realiza en la ciudad de Barcelona y es bilingüe: catalán y castellano. El contexto específico es el de la problemática de accesibilidad con la que a diario se enfrentan las personas discapacitadas que habitan en Barcelona.

Hay 117.745 personas que sufren discapacidades físicas en Cataluña y 8.000.000 en la comunidad europea. A partir de la misma problemática, el contexto puede llegar a ser mucho más amplio.

\*Project History: \* El proyecto se basa en la posibilidad de dar voz y presencia en Internet a colectivos que sufren discriminación. Se trata de facilitar tecnología móvil de comunicación a estos grupos para que puedan expresarse en Internet, sin tener que esperar la visión que de ellos nos dan de los medios de comunicación preponderantes. Son los propios afectados quienes nos explican quienes son y cuales son sus expectativas.

Con un historial de investigación que arranca en 2003, se han realizado proyectos en http://www.zexe.net con los siguientes colectivos:

2004 Taxistas de la ciudad de México

2005 Jóvenes gitanos de Leída y León, España

2005 Prostitutas de Madrid

2006 Personas discapacitadas de Barcelona

En la actualidad se preparan proyectos con otros colectivos de Manila(Filipinas) y Sao Paulo (Brasil)

\*People: \* Concepto y dirección del proyecto: Antoni Abad

Programación: Eugenio Tisselli

Coordinación: Mery Cuesta

Asistente de coordinación: Pilar Cruz

El proyecto canal\*ACCESSIBLE cuenta con 40 emisores discapacitados que transmiten regularmente en Internet desde teléfonos móviles con cámara integrada.

El acceso como emisor esta restringido a los emisores registrados aunque la convocatoria es abierta a todas las personas con discapacidades físicas. El sitio Web del proyecto es de acceso público.

\*Lessons learned: \* Por las anteriores experiencias con taxistas mexicanos, jóvenes gitanos españoles y prostitutas de Madrid, cuando un colectivo discriminado que no esta acostumbrado a ser escuchado, obtiene la posibilidad de expresarse en Internet mediante teléfonos móviles, lo primero que sucede es que no encuentra que contenidos comunicar. Pero paulatinamente cada colectivo ha ido encontrando los temas que mas le afectan y también se ha organizado en grupos emisores dedicados a cada canal consensuado en las reuniones periódicas. Al final siempre han conseguido articular y publicar canales temáticos específicos del colectivo y a menudo constituir un reflejo de la sociedad que les envuelve.

A menudo ha habido que programar especialmente para adaptar el dispositivo a las necesidades comunicativas especificas de cada colectivo, como es el caso del canal\*ACCESSIBLE, que incluye los planos locales de cada caso de inaccesibilidad publicado.

\*Technical Information\*

\*Technological Basis: \* La base tecnológica del dispositivo consiste en el envío desde teléfonos móviles con cámara integrada, de mensajes multimedia a direcciones específicas de email, que corresponden cada una a un determinado canal temático de los publicados en la página Web del canal\*ACCESSIBLE.

El dispositivo en el servidor Linux consiste en una base de datos mSQL-php que gestiona los contenidos enviados a cada uno de los canales publicados.

\* Solutions: \* El dispositivo del canal\*ACCESSIBLE utiliza el software de envío de mensajes multimedia (mms) presente en los teléfonos con cámara integrada.

La interpretación de estos envíos en la base de datos del servidor consigue ordenar los contenidos en canales temáticos públicos en Internet.

El dispositivo cuenta también con la posibilidad de edición en línea de los contenidos publicados: eliminación de mensajes, cambio de posición de mensajes y edición de texto.

\* Implementations:\* El dispositivo ha sido utilizado por los siguientes colectivos:

2004 Taxistas de México DF

2005 Jóvenes gitanos de Leída y de León (España)

2005 Prostitutas de Madrid

En la actualidad esta siendo utilizado por 40 personas discapacitadas de la ciudad de Barcelona.

Se preparan nuevos proyectos en Manila (Filipinas) y en Sao Paulo (Brasil)

\*Users: \* Los usuarios potenciales del dispositivo son colectivos o comunidades victimas de discriminación que de esta manera consiguen expresarse en total libertad, sin tener que esperar las opiniones que de ellos vierten los medios de comunicación preponderantes.

\*License: \* Se planea realizar una distribución pública del dispositivo cuando esté más desarrollado.

\*Statement of Reasons: \* Porque a partir de tecnología móvil e Internet abre la posibilidad de que colectivos o comunidades discriminados puedan expresarse por si mismos y en total libertad.

\*Planned use of prize money: \* 1/3 Investigación de necesidades de comunicación distintos colectivos y diseño de las interfaces resultantes. 1/3 Programación de base de datos e implementación de nuevas funcionalidades. 1/3 Gastos de viaje y estancia para la preparación de nuevos proyectos en Manila (Filipinas) y en Sao Paulo (Brasil).

### Document 6 – Electronic Frontier Foundation submission (http://www.eff.org/)

\*Description of project: \* The Electronic Frontier Foundation digital community -- begun in 1990 and growing until the present day -- champions freedom in our networked world. EFF works through our website, blog posts and podcasts, online video projects, "action alerts" that encourage personal political involvement, our email newsletter, the promotion of debates and other interactive events, and online guides and other information for writers and artists who want to express themselves digitally.

The people involved in this project include EFF staff, more than 13,000 EFF members around the globe, more than 46,000 subscribers to our newsletter, and more than 68,000 users of our Action Center.

We address those who create and communicate in the electronic world -- through digital art, blogs and other online composition, computer code, or other means -- as well as those who are interested in technology policy covering free expression, innovation, and privacy.

\*URL of the work: \* http://www.eff.org/

\*Project Details\*

\*Objectives: \* From the Internet to the iPod, technologies are transforming our society and empowering us as speakers, citizens, creators and consumers. When freedoms in this vibrant new electronic environment come under attack, the Electronic Frontier Foundation is the first line of defense for the public interest -- getting people informed and involved in protecting expression and innovation on the electronic frontier. Our website and other resources are used to identify, discuss, and then act on the critical digital freedom issues as they develop in cyberspace.

\*Language and context: \* EFF's communications are primary in English, with parts of our website translated into Spanish. Our multi-national staff has assisted groups from Peru to Russia, and regularly tour and speak internationally. Our headquarters and legal arm are in San Francisco, with additional offices in Brussels, Toronto, and Washington, D.C. EFF staff also attends meetings of the World Intellectual Property Organization in Geneva in order to fight for the public interest in digital rights on a global level. EFF has inspired companion organizations in Finland (Electronic Frontier Finland), Australia (Electronic Frontiers Australia), Canada (Electronic Frontier Canada); our Blue Ribbon Internet Freedom campaign inspired sister campaigns in Australia, Belgium, Canada, France, Portugal, the United Kingdom and South Korea.

\*Project History: \* The Electronic Frontier Foundation was founded in July of 1990 in response to a basic threat to free expression. As part of an investigation into "hackers," the United States Secret Service seized all electronic equipment and copies of an upcoming book from a games book publisher named Steve Jackson Games, even though the business had no connection to the "hacking." When the computers were finally returned, employees noticed that all of the electronic mail that had been stored on the company's electronic bulletin board computer had been individually accessed and deleted.

In an electronic community called the Whole Earth 'Lectronic Link (now WELL.com) several informed technologists understood exactly what freedom of expression issues were involved. Mitch Kapor, former president of Lotus Development Corporation, John Perry Barlow, Wyoming cattle rancher and lyricist for the Grateful Dead, and John Gilmore, an early employee of Sun Microsystems, decided to do something about it. They formed an organization to work on digital freedom issues raised by new technologies.

As EFF's lawyers began to work through the U.S. courts, other staffers began building an international community. In October of 1990, EFF opened a forum on CompuServe, an early online computer service. In 1991, EFF began publishing its online newsletter EFFector. Also in 1991, we sent out our first "Action Alert," asking U.S. citizens to contact their senators to oppose new restrictions on encryption. In 1994, EFF took its electronic community to the World Wide Web, creating a website which became the hub of our activism and education work. A year later, EFF started creating off-line educational forums and organizing opportunities for supporters. EFF was the first organization to hire an "online activist", and pioneered many of the techniques that political and civic society groups use on the Net today. EFF continues to spearhead new projects in both the physical and digital world, but the website remains the home base for coordinating and disseminating information to our community.

\*People: \* EFF's staff of 27 is the core team -- including activists, technologists, artists, policy analysts, attorneys, and event coordinators. EFF has more than 13,000 members around the globe, as well as more than 46,000 subscribers to our newsletter, and more than 68,000 users of our Action Center. All sorts of people participate in our community: artists and writers concerned about freedom of expression in their digital work, innovators creating new ways to communicate and connect through technology, activists who want to work with their local or national governments to change policy, journalists looking for insight into important developments in the digital world, and dissidents concerned with the role of technology in oppressive regimes. While the EFF staff creates or edits most of the content on the public EFF website, we are constantly soliciting input and advice from the community, and web posts are as likely to point outward to others' work as they are to point inward to EFF's projects. Everyone is encouraged to use the work on EFF.org as part of their own activism and art, and the site is published under a Creative Commons license.

\*Lessons learned: \* We have learned that a community of educated people can help influence technology policy on the electronic frontier and make the digital world safe for free expression and innovation. For example, in 1996, thousands of websites turned their sites black and linked back to EFF to protest a U.S. Internet censorship law. Later that same year, EFF launched the Blue Ribbon Campaign so web users could signal their opposition to online censorship. Much of the U.S. law was overturned, and the Blue Ribbon Campaign is still running strong. In 2004, EFF supported the development of Tor, technology that facilitates anonymous communication. Tor now has hundreds of thousands of users who are making the system more robust, and protecting whistleblowers, dissidents, and other activists who need to communicate electronically in a safe and private way. This year, we have also learned the power of using YouTube, MySpace, and other social networking sites to increase the reach of our community. Last summer, we posted an animated video we created about restrictive intellectual property proposals to YouTube, and so far it has had more than 1 million views.

We've also learned that the power of the Net can trump the power of vested politics. For a short period of time, EFF attempted to lobby the American Congress to take digital freedom seriously. Our experience of the restrictions of traditional engagement with established powers -- and the political possibilities of empowering an online community free from those compromises -- brought us back to online activism and the virtual world.

\*Technical Information\*

\*Technological Basis: \* The Electronic Frontier Foundation tries wherever possible to use open source (libre) software. We have been firm advocates of the free software approach to development, and have supported open source projects such as Tor (http://tor.eff.org/) and MythTV/GNU Radio (we represented them in deliberations at the European DVB organization).

\*Statement of Reasons: \* For more than 16 years, the Electronic Frontier Foundation online community has been building and evolving to serve our ever-changing electronic environment and to protect our digital rights. The stakes have grown higher every year, as more people around the world depend on digital communication for artistic and personal expression, companionship, activism, and political change. EFF has served – and will continue to serve -- as a supporter and enabler of this global digital community.

\*Planned use of prize money: \* EFF would use the prize money to continue our activism and education work on our website and around the world.

### Document 7 – Free Software Foundation submission (http://www.fsf.org)

\*Description of project: \*

\*URL of the work: \* http://www.fsf.org, http://www.gnu.org

\*Project Details\*

\*Objectives: \* Our main objective is to achieve software freedom for everyone. The FSF is dedicated to promoting computer users' rights to use, copy, study, modify, and redistribute computer programs. We promote the development and use of free software, particularly the GNU operating system, used widely today in its GNU/Linux variant; and free documentation. FSF and GNU Web sites and discussion mailing lists are places where people can come to coordinate their efforts toward these goals. All of these efforts improve the ability of people to share knowledge with each other and build communities around that knowledge.

\*Language and context: \* The FSF itself is based in the United States, but the free software movement we organize is truly international. FSF President and founder Richard Stallman speaks all over the world on behalf of the cause, and delivers his speeches in English, French and Spanish. As of this writing in March 2005, he has visited Belgium, Bolivia, Chile, Colombia, Iceland, India, Italy, Norway, and Syria --- since the beginning of the year. Around 30% of FSF donating associate members live outside the United States.

Free software development today is global; the version of GNU/Linux that we recommend is developed in Argentina. Free software usage today is also global. GNU/Linux is used in cluster supercomputers and in cheap computers for the masses, used to run much of the Internet, used for advanced research, used by the World Social Forum and by large brokerage companies, and used in the Telecenters of Sao Paulo that provide computer access to poor neighborhoods. It has been adopted for state schools in parts of Spain and India.

\*Project History: \* FSF's founder, Richard Stallman, had participated in the cooperating community of the 70s while working at MIT. When this community collapsed under pressure for commercialization, he decided to build a new community of cooperation.

However, with the proprietary software that had become the norm in the 80s, cooperation was illegal or impossible. To redistribute the software verbatim is illegal; to improve it without a copy of the source code is impossible. To have a community would require replacing that proprietary software with "free software"----software that users are free to change and redistribute (and run). So Stallman set out to develop a free software operating system, called GNU. Most operating systems are developed for technical or commercial reasons; GNU is the only operating system ever developed specifically for the sake of giving computer users the freedom to cooperate.

Development of GNU started in January 1984. The FSF was founded inOctober 1985 to raise funds for GNU development, and for promoting users' freedom to share and change software. Over the years, thousands of developers on several continents have joined in developing GNU. As part of developing GNU, we also developed the concept of "copyleft", a way of using copyright law to defend everyone's freedom instead of to take it away. This is implemented in the GNU General Public License (GNU GPL), whose first version was released in January 1989.

In 1992, the kernel Linux was released as free software under the GNU GPL. As GNU was then missing only a kernel, GNU and Linux together made a complete operating system, which now has tens of millions of users. This was an early example of a new form of growth: other projects developing software and releasing it as free software, inspired by the community that we built.

\*People: \* Richard Stallman, the founder of the FSF and free software in general, remains the head of the Foundation and the conscience and soul of the movement. There are now hundreds of GNU programs, each with its own core team of developers. Thousands of volunteers around the globe contribute. Any free software user can contribute to a project, regardless of that user's educational background, socioeconomic status, or geographical location. All that matters is the ability to write code or documentation and the willingness to share the result and what was learned in its creation. Volunteers who don't write code or documentation help by engaging in political activism and telling other people about free software, using the structures and campaigns run by the FSF as their focus.

\*Lessons learned: \* We have realized how hard people are willing to work for a cause they believe in. We have learned that, when given a chance and something to study, many different kinds of people can and will become programmers and make useful contributions to the free software knowledge base. What has been difficult, once free software reached the point of being functionally superior to proprietary software, and began to attract users and developers who sought practical benefits alone, is keeping attention focused on the importance of freedom to cooperate. That is currently our highest priority.

\*Technical Information\*

\*Technological Basis: \* The GNU/Linux operating system consists of the GNU system plus the Linux kernel. Of the many programs we developed for GNU (called "GNU programs"), the most commonly used are Emacs, gcc, gdb, make, and mailman. Other free software programs that have grown in response to the GNU Project include Apache, Perl, Python, MySQL, and PHP.

\* Solutions: \* Proprietary software is a social problem: it is distributed in a scheme to keep users divided and helpless. Users of proprietary software must take what is handed to them, and pay license fees for that privilege. The source code that would tell them how the software works is usually a secret; sometimes they get a copy it for a large payment, but they are not allowed to tell anyone else what they have learned from it.

Free software solves this problem by giving users the freedom to redistribute the software, to study the source code, to change it, and to publish their changes. They are also free to use and pass on all that they have learned from reading the source code. Users of free software pay no license fees, and can modify the software to suit their needs. With the source code they are better equipped to handle problems that may arise. In handling them, they create and share knowledge that will help other people as well.

\* Implementations:\* The GNU Project developer tools (the Emacs text editor, the gcc C compiler, the debugging tool gdb, and the build tools make and autoconf, among many others) are used worldwide among software developers. GNU Project packages, as well as much other free software, are widely used in academia in general and academic research in particular. The Internet runs largely on free software: the Apache server, the MySQL database, and the Perl, Python, and PHP scripting languages run a huge number of Web sites. The vast majority of free software is licensed under the GNU General Public License. Many of the technological projects nominated for this award have surely used our licenses or been inspired by the community we built.

\*Users: \* Software developers benefit by improving their software, through feedback and contributions from user/developers all over the word.

Schools and non-profits that are hard-pressed financially can get quality software that they can customize to fit their needs exactly without paying licensing fees.

Talented youth with access to a PC running GNU/Linux can learn the art of software development in the most effective way: by reading large programs, and making improvements in them. In the past, only the best universities offered the opportunity to learn this way.

Commercial users that value support and are ready to pay for it can get better support for their money with free software. This is because support for proprietary software is usually a monopoly, but support for free software is a free market. Programmers in all regions can benefit from the opportunity to provide support for free software, since that is not monopolized by a rich foreign corporation.

End users benefit by being able to use software that has been vetted and improved by users around the world, not just the team of one company. They also benefit from the fact that free software develops under the control of its users, rather than under the control of one developer. Of course, only programmers know how to write changes, but everyone can then use them, and all participate in choosing which directions of development are generally adopted. Because free software rejects the "priesthood of technology" by inviting everyone to read the program's "sacred text"---its source code---users are encouraged rather than forbidden to learn whatever amount of programming knowledge they might wish to acquire.

Society as a whole benefits by eliminating the power of software developers over the users of that software, and by avoiding the concentration of wealth that proprietary software brings.

The precedent for knowledge-sharing set by the free software movement is now inspiring sharing and cooperation in other areas, such as reference works, academic publishing, music, and the arts. Wikipedia is one example.

\*License: \* The FSF developed the two major licenses that free software is released under: the GNU General Public License (GNU GPL) and the GNU Lesser General Public License (GNU LGPL). Thousands of programs have been released under these licenses. Both of these licenses guarantee the freedom to copy, modify, and distribute the software released under them. As a measure of how widely it is has been adopted, roughly 90% of the almost 4,000 packages in the FSF's Directory of free software (which includes programs licensed under a number of free software licenses) are under the GPL or LGPL. The FSF also wrote the GNU Free Documentation License (GFDL) for free manuals and reference works. For many GNU programs, contributors also assign copyright for their work to the FSF. This means that the FSF serves not only as author of the licenses under which most free software is distributed, but also as trusted holder of the copyrights on many community-generated works. This role is vital, as it empowers the FSF to use its resources to act as legal enforcer of the freedoms individuals in the community want protected as their work is distributed.

It is hard to know how many users there are, since everyone can redistribute free software and with no obligation to inform us. Estimates of the number of computers running GNU/Linux range up to 100 million.

\*Statement of Reasons: \* The GNU Project, through developing a free software operating system and the GNU General Public License, built the free software community as we know it today. Just think about all of the various communities on the Web---most, if not all, were made possible by the ethical and practical idea of free software and the freedom to cooperate. Wikipedia, last year's winner of this prize, is licensed under the GFDL. MediaWiki, the software it runs on, is released under the GPL.

These projects, like many others, draw their contributors to a large extent from the free software community. We cannot claim credit for all of the projects out there and all of the work that went into them, but our role in intentionally building this community, in writing the licenses that these projects predominantly use, and in providing the space for this amazing growth to continue, made it possible to do them.

\*Planned use of prize money: \* Our newest project is a organizing a community database on the fsf.org Web site recording which models of hardware devices fully support free software. This will pressure hardware manufacturers to cooperate with free software by directing users to manufacturers that do.

We will continue all of our work in organizing the efforts of the international free software community. Specific plans in this area include maintaining our Free Software Directory, which indexes thousands of free software programs so people can locate software appropriate for their needs; creating a comprehensive list of innovations made by free software programmers; and organizing a collection of testimonials from individuals and organizations who have used free software for their work.

Another important project in our future is releasing version 3 of the GNU GPL. The new version will improve the ability of free software to spread in a context that has changed technologically a great deal since version 2 of the license was written in 1991. Finishing the new version will entail organizing a process for obtaining community feedback. We will also continue enhancing our Web site as a focal point for community discussions, protecting the integrity of the licenses and meeting the infrastructure requirements of the free software community as it continues its astounding growth.

### Document 8 – Telestreet submission (www.telestreet.it)

\*Description of project: \*

\*URL of the work: \* www.telestreet.it

\*Project Details\*

\*Objectives: \* Since its birth, the Orfeotv-Telestreet project has aimed at sharing knowledge and technology, giving everyone the means to practice freedom of expression by setting up citizens open editorial staffs around the street televisions or enabling people to create their own street TV. In particular, the project considers the right to access communication channels a fundamental issue for every citizen as much as the right to health care and instruction. Indeed, open access to communication channels is an expression of such freedom of information, enabling people to take advantage of their rights. The community finds its common ground above all in the discovery of multiple points of view to portray the reality surrounding it, but also in the sharing of the produced video material through the web and the broadcasting. Telestreet is a bottom-up convergence project where neighbourhood-based micro-antennas are connected each other by the broadband to share knowledge. The ultimate aim is creating relational networks and active citizenship through an integrated use of communication means, from the most traditional and common-people oriented ones to digital technology. Everyone can easily set up his own street TV and every street TV can rely on consociated-televisions collaboration. Thus, what matters is not how many people watch television but how many people communicate and speak out. Making television is the opposite of suffering it. This is what a bottom-up convergence is about: i.e. when communication re-establishes its relationship with reality. By thinking globally and acting locally, Telestreet tactically partakes reality, and by so doing every citizen reaches the opportunity to turn from passive viewer into active subject of an utterance.

Actually, Telestreet's approach to communication induces non-professional people to experiment and create new spaces of community, in the neighbourhood as on the web. Indeed, it is the precondition that the relevant technologies are widely accessible that allows the \*do-it-yourself\* concept spread and hundreds micro TVs raise up.

\*Language and context: \* At the moment the project is being developed in Italy, Argentina, Spain. The choice of a \*traditional\* broadcasting channel such as air \* although in combination with broadband web and satellite television \* was influenced by Italy's peculiar context for communication. As a matter of fact, over 60% of Italians access information exclusively through two mainstream broadcasting networks (Rai and Mediaset), which, as a consequence, have the power to mould people's imaginary. At the same time, reading rates for newspapers and books reaches among the lowest in Europe. Thus, within such flattening of the General Intellect, mainstream television rules unchallenged.

The Telestreet circuit de-structures and re-sematicises exactly the popular means par excellence, so that whoever has so far been passive has the chance to overcome such condition by turning into an active subject of communication. The result is the birth of a citizenship that becomes active as soon as it takes over the most passive-making communicative tool, the one where political and symbolic strategies of Power are greatly at stake in Italy.

\*Project History: \* A group of eight (intellectuals, students, filmmakers, workers) got the project going because they felt disillusioned with the Italian mediascape because of the current monopoly over television communication. Orfeotv was born on June 21st 2002, and on February 20th 2003 ' after a d-day with over 20 street televisions ' the Telestreet network was initiated.

Nowadays, there are more than 250 street TVs in Italy. Some of them are communitarian televisions, born out of some public administrators' will to implement the Telestreet project by involving their community members. Every street TV can rely on consociated-televisions collaboration as far as its legal position, technical issues, artistic and linguistic matters are concerned.

Orfeotv and Telestreet have gained great attention from people and from mainstream communication, not only in Italy. Tiny Orfeotv stimulated creativity of people coming from widely different social classes all around Italy: they have the possibility to experiment how to produce a television, rather than being overwhelmed by it.

Besides, Telestreet is acting from a 'glocal' point of view. It was part of the No War Tv project, a satellite television born during the Iraqi war and made by Italian independent journalists and media-activists. A lot of Telestreet productions on rallies were transmitted during the war by this television in order to produce different and Europe-visible information.

Moreover, it is necessary to mention that the Orfeotv-Telestreet project is illegal according to Italian laws. However, it is constitutional according to article 21 of the Italian Constitution. In October 2003 some MPs placed an item on the Italian parliament's agenda in order to allow the Telestreets some freedom at least until the phenomenon has been properly regulated.

Finally, Dutch project Next Five Minutes has recently announced the will to realise the Telestreet experience in the Netherlands. Reproducing the hybrid air/web-broadcasting model, it is going to start with the Proxivision experience.

\*People: \* Orfeotv's editorial staff members are 15, though a larger number of people gravitating around it. There are students willing to learn how to use new digital technologies, independent videomakers, people from the neighbourhood who recur to Orfeotv to denounce problems or to have their interviews broadcasted. Italy harbours about 250 street televisions with 10 to 15 people working around each one. Participation in the street television project takes place under the fulfilment of only three principles: anti-racism, anti-sexism and anti-fascism. Everyone is welcome to participate, without any limitation and technology is placed into everyone's hands. But above all, everyone can set up a street television, as happened with the existing ones. Orfeotv offers theoretical and technical free advice via web site as well as 'face to face'.

\*Lessons learned: \* One of the main achievements is the creation of an editorial staff that infused the project with new energy and a plurality of points of view. Orfeotv editorial staff produces documentaries, videos and interviews strictly linked to the area, to life in theneighbourhood and to the city (Bologna). At the same time, it is constantly connected with the other members of the Telestreet network with whom it shares video works, information and digital technology know-how. The network also organises various events (demonstrations, audio-visual productions, meetings) of which live air broadcasting and streaming is often co-realised.

Still, there came a time when the need to belong to Orfeotv's editorial staff was felt by all participants, since, due to a generation gap, the younger had problems squaring up to the elders, as well as women to men. The issue has been solved by giving everyone the opportunity to access the technology to realise videos and to broadcast, so that everyone may transmit auto-produced material (especially young video makers), shoot and edit videos, invent formats and so on. Actually, technology ' far from being a tool for exclusion ' has become a mean to bridge the Digital Divide regarding age as well as gender.

\*Technical Information\*

\*Technological Basis: \* - Video. The project consists of a very simple and cheap transmitter-modulator-air signal amplifier transmitting images by means of an antenna. It takes only 0,07 watts and covers a 300 meters-wide area. We have looked for a very simple technology because we want it to be accessible for as many people and groups as possible. Therefore, it is possible to set up a street television with common instruments anyone may have at home - a digital video camera, a PC, a video recorder. Furthermore, it is also possible to use a small mixer for live directing.

- Web. The Telestreet network is setting up an Internet database, developed in xml, for all street televisions' productions, where anyone can upload their works and download the ones made by the others. The archive is a very important tool for achieving video material for the programming of each television. Thus, a web site (www.telestreet.it) has been realised using free software. It is developed in php language by means of CMS, in particular MD Pro. The site is an open-access tool for all the people taking part in the Telestreet project and for whoever (individuals, groups, institutions) decides to set up a street television for the first time.

- Satellite. The possibility to set up a satellite channel (or terrestrial digital channel when such technology will be the norm in Italy) is being considered. Every single independent street television will be able to broadcast its productions through this channel. The result would be a nation-wide broadcaster with fully horizontal public and democratic access, where everyone could book his or her daily airing time via the web.

\* Solutions: \* From a technical point of view, Telestreet does not occupy other television's channels, but uses what we call 'shadow cones', frequencies granted to commercial networks but unusable because of territorial obstacles. This means that - although not having a regular frequency - the circuit doesn't damage other televisions owning regular transmitting concessions. By so doing, Telestreet shows how raising up an antenna and broadcasting whatever you cannot watch on commercial television as well as accessing means of 'emergent democracy', is possible, cheap and easy.

* Implementations:\* At the moment, Telestreet's web site presents some sections: news (where everyone can publish information regarding the mediascape, the Telestreet network, '), forum (where users can discuss about legal, technical, political, creative and organisational issues), events calendar, street TVs' database, legal and technical schedules, FAQ, Telestreet open mailing list.

Moreover, some new utilities are being implemented: self-moderated discussion area and web site for every street TV (blog), integrated system for video files upload and sharing, video play list for the TVs programming, xml-developed syndication with other news portals on media-activism (Italian and international, as well), convergence between forum and mailing list, creation of local mailing lists, database for collecting and sharing videos coming from independent areas.

\*Users: \* Street televisions' users are the neighbourhood's inhabitants, whereas those who use the web site and the video database are the televisions' editorial staffs, citizens, cultural associations, media-activists, people interested in setting up a street television, researchers studying the Telestreet phenomenon.

\*License: \* gpl, Creative Commons

\*Statement of Reasons: \* Television experiences transmitting with low costs have already taken place in the last years (in the Netherlands and Germany, for example). However, what is new with Telestreet concerns mainly the fact that it is a grassroots circuit implementing the convergence between a powerful socialising tool like television and a democratic, horizontal channel like the Internet. It is just combining these two means that it is possible to create social networks. We have chosen the 'Digital Communities' category because the project Orfeotv-Telestreet is creating social networks fundamental for the sharing of knowledge and for community communication projects diminishing the Digital Divide and nurturing emergent democracy. Starting with an integrated system for grassroots communication (through an air signal, the web and the broad band) citizens are able to access communication channels and become experienced with ICT. Thus, this newly gained freedom to produce communication is the necessary condition for the development of an active, critic and conscious way of being a citizen. Indeed, our aims concern the possibility to enable people to recognise their rights by means of digital and common technologies. From a theoretical point of view, the questions relates to tactical relationships between old and new media. Although it is clear that Telestreet begins as television, the centrality of social and technical networks in its development makes it a far more interesting hybrid. Television must be considered a new prosthesis and an extension of the net: but to avoid another media alternative "ghetto", the horizontally of the net must meet the "socialising" power of television. It is a truism that in our society power is more likely to exercise itself through exclusion than exploitation. Telestreet has identified the weak points in one of the main institutions that govern the process of exclusion. Tactical media are practices based on the recognition that the most powerful institutions governing exclusion are never just social but socio-technical. Telestreet has positioned itself critically at the interface connecting the social to the technological. All this takes place without any help from public institutions or private enterprises and suffers the limitations imposed on the project by Italian legislation which denies public access to communication means.

For this reason, an award would mean above all the recognition of the merits for an extremely challenging and visionary project, where the burden is born exclusively by common citizens ' since neither the Italian government nor its parliament seem to be interested in creating the right conditions to implement the freedom of expression typical of a democratic society based on ICT. An award would therefore signal a strong support for the extended right to self-expression, knowledge and public access to communication means.

\*Planned use of prize money: \* improvement of the broadcasting technology and of the web site's functionality. Development of the open satellite channel project (or terrestrial digital). Payment of management expenses (neither Orfeotv nor Telestreet receive any kind of funding and they mainly collect money in order to survive). Initiatives to involve neighbourhood people. Continuity to the productive routine.

### Document 9 – New Global Vision submission (http://www.ngvision.org)

\*Description of project: \*

\*URL of the work: \* http://www.ngvision.org

\*Project Details\*

\*Objectives: \* To create an historical archive of independent videos –To organize a distribution network through peer-to-peer, ftp servers, RSS/RDF feed - To establish a producer and distributor community which agrees on the use of the Creative Commons licenses and keep track of their activities through ad hoc blogs - To develop a publishing, archiving and distribution set of software which is available for other communities to use: http://devel.ngvision.org/index -To be a useful tools for independent television which need to share and retrieve contents (see the telestreet network)

\*Language and context: \* NewGlobalVision is rooted in the Italian context and is mostly in Italian but it is increasingly moving toward a European and transcontinental space.

\*Project History: \* NewGlobalVision was born in 2001 in a very Italian context and strongly connected with global struggles. It was born immediately after the tragic days of the G8 demonstrations in Genoa (July 2001). Those days were characterised by a clear mystification of reality by global power and a shameful censorship of information by official media. The Italian community of media-activists immediately felt the need to create a new tool to publish and share all the video materials that has been produced after those terrible days, video and images which tells other stories from mainstream media, as well as documentaries which has been censored by official TV broadcasts. From July 2001 up to now (march 2004), the project has been increasing the number of videomakers which use it to distribute their own productions. The project developed an awareness of questions connected to independent distribution, especially that of licences, proposing the Creative Commons as a possible solution. The numbers of downloads increase in a very significant way as does the variety of contents. NGV became a tool in the hands of the new born Telestreet network (terrestrial low frequency Italian pirate TVs). NGV opened itself to European and international communities, it develops RSS/RDF feed to be a tool for international video projects in a decentralized way (http://oceania.indymedia.org/newsreal.php). It becomes available on different peer-to-peer networks (from edonkey to bittorrent), it increases the number of ftp serves available, it develops an automatic upload system (http://upload.ngvision.org) which is also becoming an useful editorial tools. Last but not least, Ngvision is addressing the importance of Blogs for producers and it releases a monthly newsletter to all the users. NGV created a mailing list for the producers community, to share points of view on creation and techniques. Some data: 2002 -> 6395 visits / 106330 hits; 2003 -> 72709 visits / 1520892 hits; 2004 -> 21590 visits / 404561 hits.

\*People: \* Together all over Italy using a mailing list as the main mean of discussion together with internet relay chat and physical meetings. About 20 groups are involved as members and users, between them there is the ECN community which technicals resources are used by NewGlobalVision. All the individuals and groups involved have different attitudes and approaches; there are hackers and technicians who take care of the servers and develop the software paying particular attention to accessibility and videomakers and artists that are more interested in promoting the tools and creating a community as an alternative to the official media. All the people involved in the project are strongly driven by a desire for the autonomy and independence of communication, and of sharing knowledges. Because of these reasons access to the project is open and promoted through workshops and laboratories.

\*Lessons learned: \* The objective was to have space and bandwidth to archive and distribute independent video productions. We also had to address the problems related to downloading: how to have enough bandwidth to let many users download the same video file? The problem was solved setting up a network of ftp servers that are automatically updated. A file is named ngv\_place\_language\_date\_name.avi/mov so that it is easy to find on peer-to-peer networks (edonkey, bittorrent). This system is actually working, but not in all its possibilities. The culture of peer to peer is still to be disseminated amongst ngv users.

\*Technical Information\*

\*Technological Basis: \* New Global Vision is based on a set of software developed in a unix system environment and it can be used by any other archiving and distributing project. FTP servers and peer-to-peer technologies (edonkey- bittorrent) are used to distribuite the files. Data mining tools are also used and a distributed database system is to be implemented.

\*Users: \* The users and beneficiaries of NGV are the coming communities of independent producers, not only Italian but international and European. Amongst its users are also all those who love to download and watch good documentaries or movies from the Internet or to access a good source of direct information. It is important to remember that the beneficiaries are also the media networks such as the Italian Telestreet network and satellite TVs all over the world, as long as they can access NGV as a source for their programs.

\*License: \* The set of software of Ngvision is released under the GPL licenses, while Creative Commons licenses are applied to all the video inserted in the NGV archive

\*Statement of Reasons: \* NGV is a young project but in 4 years it has grown really fast with up to 300 videos uploaded?. - NGV is a pioneer in video archiving and distributing communities and up to now is one of the few really functioning systems - NGV is a decentralized tool which works for everyone who wants to create a digital community around video sharing (see oceania newsreal which uses ngv RSS/RDF feed) - Due to actual political situation NGV is a crucial tool for the Italian independent media community - NGV is not static but keeps developing, especially for giving tools to producers to exchange information – NGV helps in the process of transforming the user into the producer - NGV is not only a digital community but reaches into the non-digital as it is a tool to create a common space of information which are broadcasted on terrestrial frequencies or screened in cinemas.

\*Planned use of prize money: \* The money will be used to pay for hardware implementations, hard disks and a new server which will be used for live streaming and streaming of a cycle of the last five uploaded videos. The streaming will be done in mpeg4 using a Darwin server. The streaming will be automatically broadcast by any independent television who wants to connect.. NGV already experimented with the streaming but we need a dedicated server to do so. The money will be also used to organize series of workshops and laboratories all over Europe to share the necessary skills to be part of the NGV community. To promote sharing of skills is a very important thing that helps the network of independent pirate tv (telestreet) and alternative media to connect to one other. Ngv is also preparing a catalogue with all the available videos. We would like to use the money to print and distribute the catalogue to promote screenings in different venues.

### Document 10 – Overmundo submission (extracts) (www.overmundo.com.br)

\*Description of project: \* Overmundo is at the same time a community and a software tool. Its goal is to promote the emergence of the Brazilian culture, in all its complexity and geographical diversity. Overmundo was created by a group of four people, who coordinated the efforts of other 35 collaborators. Overmundo is open to anyone at large.

Overmundo today consists of the largest community of people in Brazil aimed at promoting a big and neverending conversation about the Brazilian culture. Using "web 2.0" tools, individuals and groups from all over the country write articles, post pictures, films, music, texts, describing their own places and communities, and creating national visibility for cultural events and scenes all over the country. Before Overmundo was created, these possibilities seemed almost unimaginable. A quick glance at one single article at the website demonstrates the diversity and comprehensiveness of the conversations taking place on it. It is easy to perceive the multiple diversities brought together by Overmundo: diversities of age, gender, race, geography, and above all, worldviews.

\*URL of the work: \* www.overmundo.com.br

[…]

\*Project History: \* The origin of Overmundo goes back to 2003, when the anthropologist Hermano Vianna was invited by Minister of Culture Gilberto Gil to think of a project that would integrate cultural movements and scenes from all over Brazil. Hermano then created the project Movimento (Movement), that would count with the help of collaborators spread all over Brazil, creating a network of individuals and institutions dealing with cultural production.

The project was then modified by the Ministry of Culture, and eventually became the general framework for the Pontos de Cultura (‘Cultural Hotspots’) project successfully developed by the Minister.

Nevertheless, the total potential of the Movimento project remained yet unexplored. In 2005, Petrobras, the largest oil company in Latin America, and the most important financer of the arts in Brazil (every year Petrobras invests more than U.S.$120 million in financing cultural projects in Brazil) invited Hermano Vianna to help solving a problem.

The problem was that Petrobras was financing a broad range of cultural productions in Brazil, but the majority of those productions were simply being lost, or quickly becoming unavailable to the public. For instance, Petrobras was financing the recording of CD¥s by numerous artists, music compilations from indigenous communities, documentaries, short-films, books, plays and all sorts of cultural manifestations. These cultural artifacts were in general printed in limited issues (sometimes only a few cds were printed, or a few books). Quickly the cds were distributed, very feel copies were left, and the majority of the public still had permanet point of access to those cultural productions. Accordingly, Petrobras realized that its huge investments in culture, such as recording an album, or restoring a compilation of traditional music, were becoming ineffective. There was virtually no use of digital technology or the Internet as a distribution channing or for archiving.

Hermano Vianna was then invited by Petrobras to develop a project to build a ‘digital magazine’, a website who would compile and store all the cultural production sponsored by Petrobras. Hermano then invited a team of three other collaborators to discuss the invitation. The team came to the conclusion that they would have no interest in developing this ‘digital magazine’.

Accordingly, the team decided to make a counter proposal to Petrobras. They would create a website where Petrobras could include its sponsored cultural products. However, that should not be the focus. Instead, the group said it was interested in trying to solve a bigger problem of the Brazilian cultural context. The group would only accept the invitation if the website was entirely collaborative, and open to any one in the country to contribute with articles, and any other sort of cultural productions. In other words, the group proposed to use the tools of the so-called ‘web 2.0’, but mxing them up in order to solve the particular goals they had in mind.

After a couple of weeks, Petrobras agreed to give complete and absolute freedom for the group to develop the website.

The strategy proposed by the group (named as ‘Group of Ideas Movimento’) creating the best possible environment for collaboration and participation. Nevertheless, Movimento had it clear that the challenge was not only technological, but also of community-building. How to build a community in a country with more that 186 million people, and with vast geographical diversity?

The strategy devised for building the community was as follows. Movimento would hire one contributor in each of the Brazilian states (27 in total). These contributors would be responsible for writing periodically to the website for a period of 18 months, about the culture of their own states. The contributors would also be responsible for ‘agitating’ and ‘energizing’ other contributors in their own states to start contributing to the website as well. The contributors of this group were called ‘Overmanos’ and ‘Overminas’ (meaning ‘Overbros’ and ‘Oversistas’).

The assumption of Movimento was that after 18 months Overmundo would have been able to achieve enough content and momentum to continue the task by itself, only with the support of a decentralized community, built with the original help of the Overmanos and Overminas. To achieve that, the budget for the project would cover the payment of all Overmanos and Overminas, 28 in total, one for each state of Brazil and two for the state of Sao Paulo. The total budget of the project, including technological development and sustainability of the community of collaborators for 18 months was of U.S.$1 million.

The technological development of the site started in June 2005. A national meeting with the selected Overmanos and Overminas was made in October 2005 (a weblog reporting the meeting can be found at www.overmundo.blogspot.com.br). After the meeting, the group of 28 overmanos and overminas were hired in November 2005, to start producing the initial content for the website. A temporary website was posted online, based on a wordpress platform. The website would publish 1 single article everyday, until the official launch of the website, programmed to March 2006.

Accordingly, for more than 4 months, one article was published per day at the Overmundo website, at the time, a conventional weblog. That helped calling a little attention to the project, and gave the Movimento Group time to work on the technological tools that would be used in the final website.

On March 2006, the official Overmundo website was launched, with all its collaborative tools, making it possible to receive decentralized contribution of anyone. Also, the editorial board of the website was also collaborative: the community itself was responsible for deciding what to publish or not at the website, and also what should have more visibility and make the headlines of the website.

Three months after the launch, the Overmundo model and strategy proved to be extremely successful. The success was so surprising, that the original group of paid overmanos and overminas proved to be no longer necessary: almost 100% of the content of the website at that time started to be produced by decentralized contributions. Nevertheless, the overmanos and overminas were kept for other additional 3 months, but changing completely their role. Instead of producing content to the website, the overmanos and overminas became exclusively ‘agitators’, disseminating the idea of collaboration and bringing people interested in creating visibility to their cultural activities to contribute to the website.

The community was then built, and it was a very comprehensive one. Not only there was a huge demand for dissemination of culture (almost as if culture always wanted to emerge, but did not have the means for doing that), but also people started quickly to realize that by posting contributions at Overmundo they were opening a channel for cooperation, for visibility, for building alliances, and for receiving commentary and help from people from all over the country.

As a result, the U.S.$1 million budget predicted to fund the overmanos and overminas was no longer necessary in its totality. Only a portion of it had been used after 6 months of the project, and the project was already clearly successful. Petrobras was so happy with the results that they actually inquired Overmundo whether it would like to receive more funding for the full year of 2007 (since the original budget covered the website activities only until July 2007). Unanimously, the group refused to receive more money, and instead, extended the duration of the project until the current budget allows it to continue.

Finally, the development of Overmundo was divided in three phases:

1) technological development and launch of the website

2) building the community and expanding its outreach and collaboration

among its members

3) finding ways of self-sustainability for Overmundo

Phases (1) and (2) have been successfully completed. The challenge ahead of Overmundo is now how to achieve its own self-sustainability, becoming independent from any external financers. The Movimento Group is currently focused on this task.

[…]

\*Solutions: \* At Overmundo, the community is king. It produces all the content, and it also decides what content to publish, and what content should gain more visibility.

For achieving this goal, Overmundo incorporated a broad range of ‘web 2.0’ tools.

As mentioned above, the goal was that 100% of the content was produced by the community and edited by the community. But then, how to achieve a quality control system?

The strategy for that was primarily inspired by the Kuro5hin (www.kuro5hin.org). Every item that is contributed to Overmundo goes first to the ‘Editing Line’ (Fila de Edição). For 48 hours, the item remains on it ‘quarantined’. During this period, any user can make suggestions and comments. The author decides whether the item should be modified or not according to the suggestions. Only the author can modify the item (different from the Wiki model).

After the 48-hour period, the item goes to the ‘Voting Line’ (Fila de Votação). During this period, users of the website can vote whether they liked the article. The voting system is similar to Digg (www.digg.com). However, there is an important difference. At Digg, the order of the items does not correspond to the order of the votes (if one goes to the Digg page, there will be articles with less votes on top of articles with more votes). The reason for that is that the algorithm used by Digg is not open - only the website knows the true ‘points’ that an article needs to be on the top. Overmundo adopts a system of ‘Overpoints’, that is, each vote gives the article a certain number of overpoints. And the position of the article at the website is determined according to the number of Overpoints. Accordingly, the algorithm is clear.

In order to be finally published at the website, the article has to receive a minimum amount of Overpoints. Once the minimum amount of points is achieved, the item is published at an intermediary position. From that position, the article can continue to be voted, moving to the top and eventually achieving the headline of the website. If the item is not voted, time takes its Overpoints away, and the article is brought down.

Overmundo also uses a system of ‘karma’, by which users can earn reputation points at the website. Users with higher ‘karmas’ will have more Overpoints than users with smaller karmas, and therefore, more editorial powers. Accordingly, the karma system is helping Overmundo to build a decentralized governance model for the website site. The 30 users with the highest karmas are now being invited to a separate discussion list. Our goal is that in the near future, the whole governance of the website will rely on these 30 users, which will be renewed periodically, according to their karma variations along time.

In order to view all the other websites considered by Overmundo in its design, it is worth checking the credits webpage of the website at the following address:

http://www.overmundo.com.br/estaticas/creditos.php

### Document 11 – dotSUB submission (http://dotsub.com)

\*Type of project:\* browser based tool enabling any film or video to be subtitled into any language without any downloads or training, in an open source wiki type of way. The final video, with all languages, is viewable and embeddable from any website in all languages.

\*Description of project: \* VISION

dotSUB provides tools that change language barriers into cultural bridges. By putting seamless video subtitling technology into the hands of individuals, dotSUB tools make stories from every culture accessible to every culture, fostering intercultural experience, communication, and connection.

MISSION

As a result of the Internet?s ability to connect us to our most distant neighbors, we are now able to share our collective creative output as never before. With words, images, music, and video moving across the globe in a matter of seconds, we collectively possess a new innovative power for cross-cultural communication.

The emergence of relatively inexpensive digital video technologies and low cost storage and bandwidth have radically democratized our ability to tell compelling stories. We are limited only by our imaginations and our neighbors’ capacity to understand the language that weaves the images together.

We believe that video is a universal language and the world’s appetite is increasing as viewing and showcasing technologies continue to evolve. Until now however, the ability to seamlessly subtitle videos in multiple languages has curbed the opportunities for creators and viewers to maximize the potential of the medium.

As educators, governments, NGOs, and corporations increasingly create, utilize and rely on moving images as crucial communication tools, we believe that there is a tremendous opportunity for a new technology tool that increases the potential of digital video. Additionally, as traditional media companies exercise more control over distribution of content, dotSUB provides an alternative approach for new media models to make content available to more people.

RATIONALE

Regardless of whether one is a professional filmmaker, a corporate trainer, a teacher with a new curricular idea, a student with a burning passion, or an organization with a specific message?video has become the creative medium of choice. It is transformative and unique. It encourages a kind of creative energy that fosters new thought and new creativity and new pathways for identifying and solving problems.

Using the dotSUB tools, filmmakers and owners of film content have the ability to see their work subtitled in multiple languages and thus made available to much larger global viewing audiences. Even when distribution agreements are in place, films are not often translated into more than a small handful of languages. Rather, they are made available in languages with easily recognized market audiences.

\*URL of the work: \* dotsub.com

\*Project Details\*

\*Objectives: \* TO FACILITATE CROSS CULTURAL COMMUNICATION THROUGH VIDEO AND FILM, IN ANY LANGUAGE, USING A RADICAL NEW BROWSER BASED TOOL

\*Language and context: \* THERE IS NO GEOGRAPHICAL LOCALE FOR THIS PROJECT, AS IT IS LANGUAGE NEUTRAL. IT ENABLES VIDEO OR FILM FROM ANY LANGUAGE TO BE SUBTITLED INTO ANY OTHER LANGUAGE ? ALL GENRES, SUBJECTS, LENGTHS, FORMATS, ETC.

\*Project History: \* THE PROJECT WAS BORN OUT OF MY FRUSTRATION WITH THE DIRECTION THE WORLD WAS GOING IN THE PAST 5 ? 10 YEARS. AS DIGITAL TECHNOLOGY WAS ENABLING QUICKER, CHEAPER AND FASTER GLOBAL COMMUNICATION, THE WORLD WAS GROWING FURTHER AND FURTHER APART. I WANTED TO CREATE AN ELOQUENTLY SIMPLE TOOL TO ENABLE ANYONE, IN ANY COUNTRY, SPEAKING ANY LANGUAGE, ASSUMING WE HAD THE PERMISSION OF THE RIGHTS HOLDER, TO BE ABLE TO SUBTITLE ANY FILM OR VIDEO FROM ONE LANGUAGE INTO ANY OTHER LANGUAGE WITH OUT ANY DOWNLOADS OR TRAINING.

IT STARTED IN 2004, TOOK 2-1/2 YEARS TO DEVELOP THE TECHNOLOGY, AND WE HAVE BEEN EXPERIMENTING WITH ITS POSSIBLE APPLICATIONS AND USES FOR THE PAST 8 MONTHS.

\*People: \* 3 PEOPLE ON THE CORE TEAM ? MICHAEL SMOLENS ? CHAIRMAN AND CEO, LAURIE RACINE ? PRESIDENT, AND THOR SIGVALDASON ? CTO. THE PROJECT IS TOTALLY OPEN.

\*Lessons learned: \* OUR PROJECT IS A DOUBLE PARADIGM SHIFT IN THINKING FOR MOST PEOPLE, AS THE ABILITY TO EASILY, QUICKLY AND INEXPENSIVELY (MOSTLY FREE) ABILITY TO SUBTITLE VIDEO INTO OTHER LANGUAGES HAS NEVER EVEN BEEN A REMOTE DREAM. AS MORE AND MORE ORGANIZATIONS/COMPANIES BEGIN TO UNDERSTAND ITS POTENTIAL, THE VARIETY OF USES FOR OUR TOOL IS INCREASING WEEKLY.

\*Technical Information\*

\*Technological Basis: \* A BROWSER BASED TOOL, REQUIRING NO DOWNLOADS. HUMAN BEINGS ENTER TEXT INTO THEIR BROWER (SEE DEMO AT http://dotsub.com/demo/) - AND THE TEXT IS STORED IN A DATA BASE ON DOTSUB SERVERS. THE VIDEO FILE CAN RESIDE ANYWHERE, AND THE VIDEO PLAYER AND FUNCTIONALITY ARE EMBEDDABLE. WHEN A SPECIFIC LANGUAGE IS CHOSEN, IT SELECTS THAT TEXT AND RENDERS IT ON TOP OF THE VIDEO AS IT IS PLAYING.

\*Solutions: \* ALREADY ANSWERED ABOVE

\*Implementations:\* VIDEO PODCASTS, NON PROFITS, NGO?S, CORPORATIONS

\*Users: \* ANYONE WHO USES VIDEO AS A TOOL OF COMMUNICATION, EITHER IN EDUCATION, HEALTHCARE, MEDIA, ENTERTAINMENT, LAW, POLITICS, ETC.

\*License: \* IT IS AVAILABLE GENERALLY AS A FREE TO USE, FREE TO EMBED API, AS LONG AS THE CONTENT OWNER HAS NO COMMERCIAL APPLICATIONS FOR THEIR CONTENT. IF THE CONTENT OWNER HAS PLANS TO MONETIZE THEIR CONTENT IN ANY LANGUAGE MADE POSSIBLE USING OUR TOOL, WE WILL WORK EITHER ON A REVENUE SHARE, LICENSE FEE PER STREAM, OR WORK FOR HIRE ? DEPENDING ON THE NEEDS, DESIRES AND BUDGETS OF EACH CLIENT.

\*Statement of Reasons: \* AS THE WORLD BECOMES MORE WIRED, AND BANDWIDTH COSTS DECREASE, WITH VIDEO ENABLED PCS, MOBILE DEVICES, AND OTHER VIEWING SCREENS BECOME UBIQUITOUS, IT BECOMES MORE AND MORE IMPORTANT TO BE ABLE TO VIEW AND UNDERSTAND THE FEELINGS AND PASSIONS AND FEARS OF PEOPLE IN ALL CULTURES. TRADITIONAL MEDIA, AND EXISTING SUPPLY CHAIN TECHNOLOGIES, ESPECIALLY TOUGHER AND TOUGHER COPYRIGHT RULES MAKE THIS NEARLY IMPOSSIBLE FOR ALL BUT THE BEST FUNDED FILMS. DOTSUB HOPES TO BE ABLE TO MAKE ANY VIDEO OR FILM AVAILABLE IN ALL LANGUAGES ? AN EFFORT THAT COULD HAVE PROFOUND IMPACT ON THE WORLD.

\*Planned use of prize money: \* FURTHER ENABLE WORTHY NON PROFITS AND OTHER EFFORTS WHO NEED HELP COMMUNICATING ACROSS CULTURES.

### Document 12 – Open Clothes submission (http://www.open-clothes.com/)

Description of project: "Open-Clothes.com" is a community on the Internet for who makes clothes, for who wants clothes, and for everybody who likes clothes.In which community, anyone can participate for free on the theme of "making the clothes of 'I' size". "Those who make" can enjoy making clothes, at their own pace conveniently. "Those who wear" can enjoy making clothes which matched liking and the body exactly. "Open-Clotes.com" community is compared to a tree. First, wooden "trunk" is the making-clothes network of "those who make." The function of community is substantial from information exchange to work sale as if annual rings may be piled up. The network which supports activity from beginners to experts in connection with making dress as an individual is formed. Then, it is a "branch" bears fruits, the works born from the network of "those who make" . "Those who wears" gathers in quest of "clothes with stories." The micro demands of "how it is made", "wanting such dress fits me", etc. which are difficult to respond on a ready-made, are realized, together with "those who make." It is the common manufacture system of "those who wear", and "those who make." Moreover, a "root" is required to suck up nutrition and send to a trunk. The cooperation with the professional contractor who become a foundation supporting activity of "those who make" is indispensable to making clothes. Then, in Open-Clothes.com, the common production system of "those who make", and "the contractors who make" is built. [1] Individuals with the energy of making a thing gather and build "society". [2] The new "culture" is produced, which finds out the value in the produced work which is different from ready-mades. [3] The "industry" will be cherished, which supports making the thing, value added and can respond to a market. Healthy tree may attach rich leaves and rich fruits on a trunk, and returned to the ground as nutritive substance. They may be taken in from the root and may send out to a trunk and the growth may be continued.Like the tree, culture, and industry and a social system cooperation is realize according to the power of the community and the continuation of making dress. We "Open-Clothes.com" think such expansive circulation will be produced.

URL of the work: http://www.open-clothes.com/

Project Details

Objectives: Open-Clothes carries out the help which finds such "making the clothes of 'I' size" out of communication. People who participate "Open-Clothes" can have much possibility. \* Who "Wants to make" can - cancel questions and troubles with information exchange. - present her / his works and hear opinions and evaluations about them. - sell works. - perfome manufacture management. - find business partners. - share sale / advertisement channels. - produce with a few lot. - harness her / his knowledge and technology. \* Who "Wants to wear" can - buy clothes, looking at the background of manufacture. - make the clothes suitable for size or liking from "JOINT MADE", which means make together with those who make. - study happily and be a person "who makes." We will realize the "clothes" environment opened by knowledge and technology of all people in connection with clothes -- that is, -- "Open-Clothes." Clothes are the themes in connection with all people. We think optimal "clothes" environment will be required for people with the style which is different in each. Through construction, management of "Open-Clothes.com" which is community computing environment, we will discover and solve subjects in connection with clothes. We aim at the following gradual results. - Offer of a choice called new production / circulation in a fashion field. - Offer of the place where we can find the partner based on a style. - Opportunity creation of a work and a volunteer. - Construction of the knowledge database about clothes. - Edit and offer of teaching materials about clothes. - Construction of a clothes database. - Secondary use as resources of common products, and protection of a right. - One to one production. - Development and improvement in clothes related technology. - Energy curtailment by cooperation of apparel systems. - Realization of the high quality human service on the Internet. - Activation of production. - The proposal of the sustainable and expansive management technique of community energy.

Language and context: From now on we are active only in japan. We are affected by the diversity of japanese fashion. There is no class in japanese fashion. And the passion for fashion is very strong in Japan. There is the student with full of the motivation in "I want to study making dress", the young designer who asks for the place of the further activity with her / his brand, the fashion professional which are engaged in making dress as an occupation, the housewife and "the fine elderly people" as a former pro desires works and volunteers to harness knowledge and technology after retirement, the person who enjoys making dress at their pace as a hobby. Although the production shift to China, consumption depression, etc. pose a serious problem in the apparel industry, such people with full of the energy in Japan are striving for making clothes in quest of the place of activity still more. We perform making the "place" where such people construct a networks and can take various communications through the knowledge and the work. In the Future, We will connect all people who in connection with clothes. For example, you make clothes of 'I' size, designing with American and making pattern of clothes with Italian, using japanese textile which Indians yarned and dyed, sewing or knitting by your partner in your country who you found in "Open-Clothes.com"

Project History: When we, core members, were university students, we studied about fashion industry, and make and sell clothes by ourselves. But it was difficult to circulate making and selling our works. Furthermore, we felt sorry for being unable to meet expectations of friends "Please make my clothes". From the reflection, we worries earnestly about "the good relation" between clothes and the Internet, at last. We heard the episode that the man with six fingers said "My life is happy if it removes that there is no glove fits me." We thought it should be that there is the glove fits him too, and that everybody can get favorite and suited things. What it did not realize was the negligence of those who were engaged in the fashion industry. Then the project started in March, 2000 with 4 friends. The community site started in May, 2001. We managed the community as we bring up our baby. The community expanded little by little, by word of mouth. From early time, we also started real meetings where members of the community can meet and communicate each other. We have held about 30 events, such as exchange meetings, study meetings, factory inspection meetings, the exhibitions of clothes, and so on. Moreover, we started Open-Clothes Expo as compilation of our vision last year. The Expo is held two times a year.

People: 4 core staffs and about 40 volunteers carry the project. The project team takes very open style. Everybody who is interested in the project, can perticipate in it and taste feeling of fullness and contribution. About 4,500 people are the members of the community where everybody can perticipate for free with no regulation. About 50 companies and schools support the community.

Lessons learned: \* WORKED (not perfectly) - Human network community - Knowledge database - Indivisual empowerment - Digital archive of works - Common production / circulation / selling system - Matching of a hobby and taste \* NOT WORKED - Tools for design - e-learning - Protection of designs and copyrights - 3-dimensional measurement of a human body - 3-dimensional modeling / pattern making - Wearable computing - Old-clothes recycling system - Low energy production - Realization of the quality of life

Technical Information

Technological Basis: Web based tools as infrastructure. Tools and platform for communication, design, presentation, business, knowledge and fashion life itself.

Solutions: N/A

Implementations: N/A

Users: Everybody can watch the site [ about 400,000 people accessed since 2001/3 ]. More function for submitted Users [ 4,500 users till now ] for free. From 5 to 10 persons a day submit as users. Composition of submitted members. - The level of 10 years old (30%), 20 (30%), 30 (15%), 40(10%), 50 (10%), over 60 (5%). - Students (30%), professionals (40%), housewives (20%), other (10%). - Japan (Tokyo 70%, other 25%), Other (5%). The number of beneficiaries will be up to "6-billions", every people all over the world.

License: N/A

Statement of Reasons: We offer new way of community and society and industry in fashion. Although limited field, there is the various life activity itself. The members do not only gather and speak, but produce values. They Co-municate, Co-design, Co-laborate, Co-product to make clothes they want. That is to say, "Open-Clothes" is new community mixing virtual and real, and producing values.

Planned use of prize money: We want to start new service to bring up young designers which connect to industries. The service was very difficult to start because of lack of money. We think once the service started, the energy of young people drive not only "Open-Clothes" community but also japanese industry itself to a good direction.

## Annex B – List of Figures

Figure 1 – Conceptual map for ’digital community’. Bird’s eye

Figure 2 – Co-occurrence pattern for the ‘online community’

Figure 3 – Logical intersections between ‘online community’, ‘network’, ‘group’

Figure 4 – Conceptual map without word seeding. Bird’s eye

Figure 5 – Temporal trend for ‘rural’

Figure 6 – Temporal trend for ‘software’

Figure 7 – Co-occurrence between ‘software’ and ‘free’/’open’/’social’

Figure 8 – Temporal trend for ‘information’

Figure 9 – Co-occurrence map for ‘information’

Figure 10 – Co-occurrence map for ‘city’

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Figure 12 – Co-occurrence map for ‘work’

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Figure 14 – Temporal trend for ‘art’

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Figure 17 – Visualization of the Overmundo network of mediators

## Annex C – List of Tables

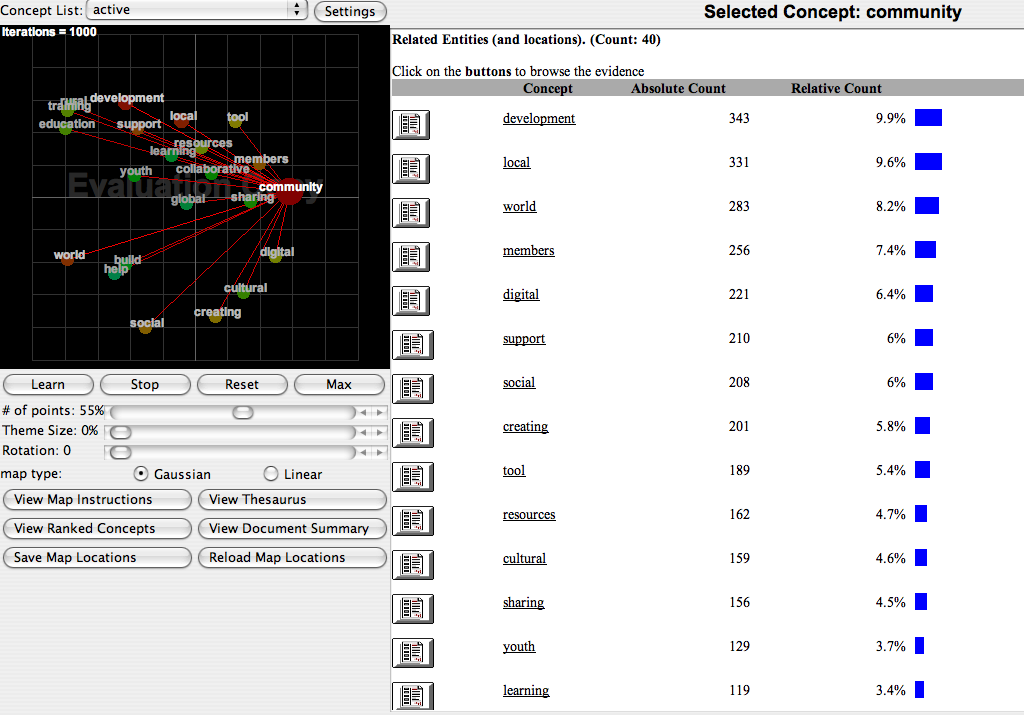
### Table 1 – Resume: from epistemological assumptions to techniques of data collection and analysis

|  |  |  |  |
| --- | --- | --- | --- |
| Epistemological assumptions | Choice of the sample | Method | |
| Technique of data collection | Technique of data analysis |
| Performative classification of digital communities (DC): DC definition is the result of clustering together objects *said* to be occurrences of the concept. Acknowledgement as distributed enuciative action | Objects of study are the projects participating in Ars Electronica’s competition. They are *said* and *acknowledged* as DCs by different social actors: the projects authors + Prix Ars Electronica’s International Advisory Board + independent jury | Submissionsexported from online archive as txt file with ASCII codification  Navigation of DCs’ websites | Quali-quantitative (for N cases) and qualitative (for n cases) analysis of submissions  Profile analysis of websites |
| Study of controversies  1) Meaning emerges from comparison and/or polemic structures.  2) Controversies and agency are made visible into accounts | 1) Prix Ars Electronica competition as a form of controversy, a situation where meaning emerges from comparison between different projects struggling to be defined as successful DC.  2) Use of archived submission forms as accounts: meaning emerges also from distance in time |

### Table 2 – Ranked Concept List for ‘digital community’

|  |  |  |  |
| --- | --- | --- | --- |
| Concept | Absolute Count | Relative Count |  |
| [community](file:///C:\Users\PelizzaA\AppData\AppData\Roaming\AppData\Roaming\AppData\Roaming\AppData\Roaming\Microsoft\Word\Pubblicazioni\Macintosh%20HD:\Users\nisa\Desktop\Dissertation%203.4\Chap.4-results\materiale\Step1\18.html) | 3446 | 100% | |  | | --- | |  | |
| [development](file:///C:\Users\PelizzaA\AppData\AppData\Roaming\AppData\Roaming\AppData\Roaming\AppData\Roaming\Microsoft\Word\Pubblicazioni\Macintosh%20HD:\Users\nisa\Desktop\Dissertation%203.4\Chap.4-results\materiale\Step1\40.html) | 818 | 23.7% | |  | | --- | |  | |
| [world](file:///C:\Users\PelizzaA\AppData\AppData\Roaming\AppData\Roaming\AppData\Roaming\AppData\Roaming\Microsoft\Word\Pubblicazioni\Macintosh%20HD:\Users\nisa\Desktop\Dissertation%203.4\Chap.4-results\materiale\Step1\24.html) | 627 | 18.1% | |  | | --- | |  | |
| [local](file:///C:\Users\PelizzaA\AppData\AppData\Roaming\AppData\Roaming\AppData\Roaming\AppData\Roaming\Microsoft\Word\Pubblicazioni\Macintosh%20HD:\Users\nisa\Desktop\Dissertation%203.4\Chap.4-results\materiale\Step1\9.html) | 573 | 16.6% | |  | | --- | |  | |
| [social](file:///C:\Users\PelizzaA\AppData\AppData\Roaming\AppData\Roaming\AppData\Roaming\AppData\Roaming\Microsoft\Word\Pubblicazioni\Macintosh%20HD:\Users\nisa\Desktop\Dissertation%203.4\Chap.4-results\materiale\Step1\20.html) | 491 | 14.2% | |  | | --- | |  | |
| [creating](file:///C:\Users\PelizzaA\AppData\AppData\Roaming\AppData\Roaming\AppData\Roaming\AppData\Roaming\Microsoft\Word\Pubblicazioni\Macintosh%20HD:\Users\nisa\Desktop\Dissertation%203.4\Chap.4-results\materiale\Step1\3.html) | 490 | 14.2% | |  | | --- | |  | |
| [members](file:///C:\Users\PelizzaA\AppData\AppData\Roaming\AppData\Roaming\AppData\Roaming\AppData\Roaming\Microsoft\Word\Pubblicazioni\Macintosh%20HD:\Users\nisa\Desktop\Dissertation%203.4\Chap.4-results\materiale\Step1\32.html) | 466 | 13.5% | |  | | --- | |  | |
| [support](file:///C:\Users\PelizzaA\AppData\AppData\Roaming\AppData\Roaming\AppData\Roaming\AppData\Roaming\Microsoft\Word\Pubblicazioni\Macintosh%20HD:\Users\nisa\Desktop\Dissertation%203.4\Chap.4-results\materiale\Step1\26.html) | 441 | 12.7% | |  | | --- | |  | |
| [digital](file:///C:\Users\PelizzaA\AppData\AppData\Roaming\AppData\Roaming\AppData\Roaming\AppData\Roaming\Microsoft\Word\Pubblicazioni\Macintosh%20HD:\Users\nisa\Desktop\Dissertation%203.4\Chap.4-results\materiale\Step1\13.html) | 436 | 12.6% | |  | | --- | |  | |
| [tool](file:///C:\Users\PelizzaA\AppData\AppData\Roaming\AppData\Roaming\AppData\Roaming\AppData\Roaming\Microsoft\Word\Pubblicazioni\Macintosh%20HD:\Users\nisa\Desktop\Dissertation%203.4\Chap.4-results\materiale\Step1\14.html) | 435 | 12.6% | |  | | --- | |  | |
| [cultural](file:///C:\Users\PelizzaA\AppData\AppData\Roaming\AppData\Roaming\AppData\Roaming\AppData\Roaming\Microsoft\Word\Pubblicazioni\Macintosh%20HD:\Users\nisa\Desktop\Dissertation%203.4\Chap.4-results\materiale\Step1\19.html) | 370 | 10.7% | |  | | --- | |  | |
| [training](file:///C:\Users\PelizzaA\AppData\AppData\Roaming\AppData\Roaming\AppData\Roaming\AppData\Roaming\Microsoft\Word\Pubblicazioni\Macintosh%20HD:\Users\nisa\Desktop\Dissertation%203.4\Chap.4-results\materiale\Step1\10.html) | 333 | 9.6% | |  | | --- | |  | |
| [sharing](file:///C:\Users\PelizzaA\AppData\AppData\Roaming\AppData\Roaming\AppData\Roaming\AppData\Roaming\Microsoft\Word\Pubblicazioni\Macintosh%20HD:\Users\nisa\Desktop\Dissertation%203.4\Chap.4-results\materiale\Step1\12.html) | 331 | 9.6% | |  | | --- | |  | |
| [resources](file:///C:\Users\PelizzaA\AppData\AppData\Roaming\AppData\Roaming\AppData\Roaming\AppData\Roaming\Microsoft\Word\Pubblicazioni\Macintosh%20HD:\Users\nisa\Desktop\Dissertation%203.4\Chap.4-results\materiale\Step1\4.html) | 326 | 9.4% | |  | | --- | |  | |
| [rural](file:///C:\Users\PelizzaA\AppData\AppData\Roaming\AppData\Roaming\AppData\Roaming\AppData\Roaming\Microsoft\Word\Pubblicazioni\Macintosh%20HD:\Users\nisa\Desktop\Dissertation%203.4\Chap.4-results\materiale\Step1\7.html) | 288 | 8.3% | |  | | --- | |  | |
| [collaborative](file:///C:\Users\PelizzaA\AppData\AppData\Roaming\AppData\Roaming\AppData\Roaming\AppData\Roaming\Microsoft\Word\Pubblicazioni\Macintosh%20HD:\Users\nisa\Desktop\Dissertation%203.4\Chap.4-results\materiale\Step1\22.html) | 283 | 8.2% | |  | | --- | |  | |
| [education](file:///C:\Users\PelizzaA\AppData\AppData\Roaming\AppData\Roaming\AppData\Roaming\AppData\Roaming\Microsoft\Word\Pubblicazioni\Macintosh%20HD:\Users\nisa\Desktop\Dissertation%203.4\Chap.4-results\materiale\Step1\39.html) | 279 | 8% | |  | | --- | |  | |
| [build](file:///C:\Users\PelizzaA\AppData\AppData\Roaming\AppData\Roaming\AppData\Roaming\AppData\Roaming\Microsoft\Word\Pubblicazioni\Macintosh%20HD:\Users\nisa\Desktop\Dissertation%203.4\Chap.4-results\materiale\Step1\38.html) | 267 | 7.7% | |  | | --- | |  | |
| [help](file:///C:\Users\PelizzaA\AppData\AppData\Roaming\AppData\Roaming\AppData\Roaming\AppData\Roaming\Microsoft\Word\Pubblicazioni\Macintosh%20HD:\Users\nisa\Desktop\Dissertation%203.4\Chap.4-results\materiale\Step1\16.html) | 258 | 7.4% | |  | | --- | |  | |
| [learning](file:///C:\Users\PelizzaA\AppData\AppData\Roaming\AppData\Roaming\AppData\Roaming\AppData\Roaming\Microsoft\Word\Pubblicazioni\Macintosh%20HD:\Users\nisa\Desktop\Dissertation%203.4\Chap.4-results\materiale\Step1\36.html) | 228 | 6.6% | |  | | --- | |  | |
| [youth](file:///C:\Users\PelizzaA\AppData\AppData\Roaming\AppData\Roaming\AppData\Roaming\AppData\Roaming\Microsoft\Word\Pubblicazioni\Macintosh%20HD:\Users\nisa\Desktop\Dissertation%203.4\Chap.4-results\materiale\Step1\30.html) | 219 | 6.3% | |  | | --- | |  | |
| [global](file:///C:\Users\PelizzaA\AppData\AppData\Roaming\AppData\Roaming\AppData\Roaming\AppData\Roaming\Microsoft\Word\Pubblicazioni\Macintosh%20HD:\Users\nisa\Desktop\Dissertation%203.4\Chap.4-results\materiale\Step1\31.html) | 198 | 5.7% | |  | | --- | |  | |
| [organizations](file:///C:\Users\PelizzaA\AppData\AppData\Roaming\AppData\Roaming\AppData\Roaming\AppData\Roaming\Microsoft\Word\Pubblicazioni\Macintosh%20HD:\Users\nisa\Desktop\Dissertation%203.4\Chap.4-results\materiale\Step1\25.html) | 189 | 5.4% | |  | | --- | |  | |
| [groups](file:///C:\Users\PelizzaA\AppData\AppData\Roaming\AppData\Roaming\AppData\Roaming\AppData\Roaming\Microsoft\Word\Pubblicazioni\Macintosh%20HD:\Users\nisa\Desktop\Dissertation%203.4\Chap.4-results\materiale\Step1\6.html) | 183 | 5.3% | |  | | --- | |  | |
| [international](file:///C:\Users\PelizzaA\AppData\AppData\Roaming\AppData\Roaming\AppData\Roaming\AppData\Roaming\Microsoft\Word\Pubblicazioni\Macintosh%20HD:\Users\nisa\Desktop\Dissertation%203.4\Chap.4-results\materiale\Step1\2.html) | 163 | 4.7% | |  | | --- | |  | |
| [include](file:///C:\Users\PelizzaA\AppData\AppData\Roaming\AppData\Roaming\AppData\Roaming\AppData\Roaming\Microsoft\Word\Pubblicazioni\Macintosh%20HD:\Users\nisa\Desktop\Dissertation%203.4\Chap.4-results\materiale\Step1\8.html) | 161 | 4.6% | |  | | --- | |  | |
| [interest](file:///C:\Users\PelizzaA\AppData\AppData\Roaming\AppData\Roaming\AppData\Roaming\AppData\Roaming\Microsoft\Word\Pubblicazioni\Macintosh%20HD:\Users\nisa\Desktop\Dissertation%203.4\Chap.4-results\materiale\Step1\41.html) | 160 | 4.6% | |  | | --- | |  | |
| [model](file:///C:\Users\PelizzaA\AppData\AppData\Roaming\AppData\Roaming\AppData\Roaming\AppData\Roaming\Microsoft\Word\Pubblicazioni\Macintosh%20HD:\Users\nisa\Desktop\Dissertation%203.4\Chap.4-results\materiale\Step1\34.html) | 159 | 4.6% | |  | | --- | |  | |
| [environment](file:///C:\Users\PelizzaA\AppData\AppData\Roaming\AppData\Roaming\AppData\Roaming\AppData\Roaming\Microsoft\Word\Pubblicazioni\Macintosh%20HD:\Users\nisa\Desktop\Dissertation%203.4\Chap.4-results\materiale\Step1\21.html) | 157 | 4.5% | |  | | --- | |  | |
| [real](file:///C:\Users\PelizzaA\AppData\AppData\Roaming\AppData\Roaming\AppData\Roaming\AppData\Roaming\Microsoft\Word\Pubblicazioni\Macintosh%20HD:\Users\nisa\Desktop\Dissertation%203.4\Chap.4-results\materiale\Step1\1.html) | 152 | 4.4% | |  | | --- | |  | |
| [networks](file:///C:\Users\PelizzaA\AppData\AppData\Roaming\AppData\Roaming\AppData\Roaming\AppData\Roaming\Microsoft\Word\Pubblicazioni\Macintosh%20HD:\Users\nisa\Desktop\Dissertation%203.4\Chap.4-results\materiale\Step1\27.html) | 149 | 4.3% | |  | | --- | |  | |

### Table 3 – Co-occurrence list for ‘online community’



### Table 4 – InfoRapid Search & Replace’s results for A = DIGCOM&group&!network (Hypothesis A < B)

|  |  |  |  |
| --- | --- | --- | --- |
| Searched for | DIGCOM&group&!network | | |
| In Files | \*.txt | | |
| In Directories + | C:\Documents and Settings\Anna\Desktop\Dissertation 3.3\dati txt TOTALE 920\English | | |
| Search Options | Pattern matching  Match whole words  Use internal converters | | |
| Matches found | 401 | Files found / total | 62 / 742 |

### Table 5 – InfoRapid Search & Replace’s results for B= DIGCOM&network&!group (Hypothesis A < B)

|  |  |  |  |
| --- | --- | --- | --- |
| Searched for | DIGCOM&network&!group | | |
| In Files | \*.txt | | |
| In Directories + | C:\Documents and Settings\Anna\Desktop\Dissertation 3.3\dati txt TOTALE 920\English | | |
| Search Options | Pattern matching  Match whole words  Use internal converters | | |
| Matches found | 208 | Files found / total | 33 / 742 |

### Table 6 – InfoRapid Search & Replace’s results for C = group&network (Hypothesis C = 0)

|  |  |  |  |
| --- | --- | --- | --- |
| Searched for | group&network | | |
| In Files | \*.txt | | |
| In Directories + | C:\Documents and Settings\Anna\Desktop\Dissertation 3.3\dati txt TOTALE 920\English | | |
| Search Options | Pattern matching  Match whole words  Use internal converters | | |
| Matches found | 3117 | Files found / total | 301 / 742 |

### Table 7 – InfoRapid Search & Replace’s results for C = group&network&DIGCOM (Hypothesis D = 0)

|  |  |  |  |
| --- | --- | --- | --- |
| Searched for | group&network&DIGCOM | | |
| In Files | \*.txt | | |
| In Directories + | C:\Documents and Settings\Anna\Desktop\Dissertation 3.3\dati txt TOTALE 920\English | | |
| Search Options | Pattern matching  Match whole words  Use internal converters | | |
| Matches found | 2144 | Files found / total | 157 / 742 |

### Table 8 – Leximancer settings for Task 2

|  |  |  |  |
| --- | --- | --- | --- |
| Leximancer settings | | | |
| Setting | Description | Value | Explanation |
| Pre-processing Phase | | | |
| Stop-word removal (yes/no) | Remove words in the predefined Stop List from the data | yes |  |
| Edit stop-word list | It allows to check the words that were counted as stop-words and remove them from the Stop List | no additional changes in the stop-word list |  |
| Make folder tags (do nothing/make folder tags/make folder and filename  tags) | This parameter is very important when comparing different documents  based on their conceptual content. It causes each part of the folder path to a file, and optionally the filename itself, to be inserted as a tag on each sentence in the file. These tags will be included as concepts in the map. Thus, inspecting the links formed with the other concepts can allow the comparison of the content of the various folders | make folder tags (folders named as year of submission from 2004 to 2007) | Since the task is about comparing the textual documents by the year of submission, this selection allows the generation of year-related tags that will appear in the map |
|  | | | |
| Automatic Concept Identification | | | |
| Automatically Identify Concepts (yes/no) | Enable/disable the automatic generation of concepts. By disabling this option, only concepts defined by the researcher will be shown on  the map | yes | This selection enables the automatic generation of concepts on the basis of frequency. This setting allows the researcher not to set any pre-defined concept in advance |
| Total concept number (automatic/1-1000) | The number of automatically selected concepts to be included in the map | automatic |  |
| Number of names (automatic/1-1000) | Of the number of concepts chosen, what is the minimum number of  concepts that should be forced to be names | automatic | ‘Automatic’ allows a natural mixture by not forcing names into the list |
|  | | | |
| Concept Editing | | | |
| TAB Auto Concepts | It allows to delete, merge and edit automatically extracted concepts | - Merge all plurals and derived morphological forms |  |
| TAB Auto Tags | It allows to delete, merge and edit folder tags | year-related tags |  |
| TAB User Defined Concepts | It allows to create, delete, merge and edit manually defined concepts | none | I do not set concepts in advance |
| TAB User defined tags | It allows to delete, merge and edit user defined tags | none |  |
|  | | | |
| Thesaurus Learning | | | |
| Learn Concept Thesaurus (yes/no) | Turning off the thesaurus learning will prevent Leximancer from adding additional items to the concept definitions | yes | Vast data se: need not only for simple keyword search, but also weighted accumulation of evidence |
| Learning Threshold (1-21) | This setting allows to control the generality of each learned concept. Increasing the level will increase the fuzziness of each concept definition by increasing the number of words that will be included in each concept | 14 (normal) |  |
| Sentences per Context Block (1-5) | This option allows to specify the sentences  that appear in each learning block | 3 | value for most circumstances |
| Break at paragraph (ignore/break at paragraph) | This setting is to prevent context blocks from crossing paragraph boundaries | yes |  |
| Learn Tag Classes (yes/no) | Turning it  on will treat Tag classes as normal concepts, learning a thesaurus  definition for each | no |  |
| Concept Profiling |  |  |  |
| Number to discover (0 -1000) | It indicates how many extra concepts should be discovered | 0 (feature disabled) |  |
| Themed discovery (Concepts in ALL/ ANY/ EACH) | It selects how the discovered concepts should be related to the pre-defined  concept set |  |  |
|  | | | |
| Classification and Indexing | | | |
| Entities | Entities are the concepts that are actually shown on the conceptual map, and represent the top-level of classification of the text | Concepts  Tag classes |  |
| Properties | Properties, in contrast to entities, are concepts that are checked for co-occurrence with the entities, but are not displayed on the cluster map |  |  |
| Kill classes | Kill classes are concepts that if found in a classified block of text, cause all other classifications of that block to be suppressed |  |  |
| Required classes | Required classes are classifications that must be found in blocks of text, or else the blocks are ignored |  |  |
| Classification Settings |  |  |  |
| Sentences per context block (1 – 100) | Specify how many sentences per tagged text block | 3 (default) |  |
| Break at paragraph (yes/no) | Prevent tagged context blocks from crossing paragraph boundaries | yes |  |
| Word Classification Threshold (0.1-4.9) | This threshold specifies how much cumulative evidence *per sentence* is needed for a classification to be assigned to a context block | 2.4 (default) |  |
| Name Classification Threshold (2.6-5) | This threshold specifies the minimum strength of the *maximally weighted* piece of evidence to trigger classification | 4.5 (default) |  |
| Blocks per Bucket (1-100) | A bucket contains one or more consecutive context blocks. If the sum of the evidence of a particular concept within the bucket is below a threshold, the specific concept tag  is removed from all the sentences in the bucket | 1 |  |
|  | | | |
| Mapping and Statistic | | | |
| Conceptual Map |  |  |  |
| Map Type (Linear/Gaussian) | The Gaussian map has a more circular symmetry and emphasises the similarity between the conceptual context in which the words appear. The linear map is more spread out, emphasising the co-occurrence between items | Linear |  |
| Concept Statistics |  |  |  |
| Attribute Variables | It allows to set attribute variables from the Concept List | ‘art’, ‘city’, ‘government’, ‘group’, ‘local’, ‘mobile’, ‘network’, ‘open’, ‘political’, ‘public’, ‘web’ |  |
| Category Variables | It allows to set category variables from the Concept List | TG\_2004\_TG  TG\_2005\_TG  TG\_2006\_TG  TG\_2007\_TG |  |

### Table 9 – Ranked Concept List for the whole data set without word seed

|  |  |  |  |
| --- | --- | --- | --- |
| Concept | Absolute Count | Relative Count |  |
|  |  |  |  |
| [site](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\24.html) | 720 | 22.3% | |  | | --- | |  | |
| [art](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\36.html) | 608 | 18.8% | |  | | --- | |  | |
| [work](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\40.html) | 537 | 16.6% | |  | | --- | |  | |
| [information](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\26.html) | 457 | 14.1% | |  | | --- | |  | |
| [software](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\27.html) | 451 | 13.9% | |  | | --- | |  | |
| [media](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\11.html) | 375 | 11.6% | |  | | --- | |  | |
| [development](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\32.html) | 298 | 9.2% | |  | | --- | |  | |
| [local](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\12.html) | 277 | 8.5% | |  | | --- | |  | |
| [system](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\55.html) | 259 | 8% | |  | | --- | |  | |
| [mobile](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\17.html) | 237 | 7.3% | |  | | --- | |  | |
| [cultural](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\14.html) | 235 | 7.2% | |  | | --- | |  | |
| [social](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\29.html) | 226 | 7% | |  | | --- | |  | |
| [open](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\46.html) | 218 | 6.7% | |  | | --- | |  | |
| [technology](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\53.html) | 211 | 6.5% | |  | | --- | |  | |
| [world](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\64.html) | 189 | 5.8% | |  | | --- | |  | |
| [online](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\1.html) | 187 | 5.8% | |  | | --- | |  | |
| [video](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\43.html) | 173 | 5.3% | |  | | --- | |  | |
| [members](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\7.html) | 172 | 5.3% | |  | | --- | |  | |
| [network](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\47.html) | 149 | 4.6% | |  | | --- | |  | |
| [org](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\28.html) | 144 | 4.4% | |  | | --- | |  | |
| [group](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\2.html) | 133 | 4.1% | |  | | --- | |  | |
| [free](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\16.html) | 133 | 4.1% | |  | | --- | |  | |
| [digital](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\51.html) | 127 | 3.9% | |  | | --- | |  | |
| [money](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\41.html) | 125 | 3.8% | |  | | --- | |  | |
| [services](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\6.html) | 114 | 3.5% | |  | | --- | |  | |
| [public](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\35.html) | 114 | 3.5% | |  | | --- | |  | |
| [students](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\34.html) | 102 | 3.1% | |  | | --- | |  | |
| [support](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\20.html) | 101 | 3.1% | |  | | --- | |  | |
| [research](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\58.html) | 96 | 2.9% | |  | | --- | |  | |
| [rural](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\42.html) | 95 | 2.9% | |  | | --- | |  | |
| [web](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\62.html) | 95 | 2.9% | |  | | --- | |  | |
| [health](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\33.html) | 92 | 2.8% | |  | | --- | |  | |
| [learned](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\22.html) | 87 | 2.6% | |  | | --- | |  | |
| [time](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\4.html) | 80 | 2.4% | |  | | --- | |  | |
| [radio](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\13.html) | 76 | 2.3% | |  | | --- | |  | |
| [political](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\48.html) | 72 | 2.2% | |  | | --- | |  | |
| [program](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\60.html) | 71 | 2.2% | |  | | --- | |  | |
| [space](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\50.html) | 68 | 2.1% | |  | | --- | |  | |
| [music](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\5.html) | 64 | 1.9% | |  | | --- | |  | |
| [design](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\21.html) | 63 | 1.9% | |  | | --- | |  | |
| [government](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\37.html) | 63 | 1.9% | |  | | --- | |  | |
| [city](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\18.html) | 62 | 1.9% | |  | | --- | |  | |
| [youth](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\39.html) | 62 | 1.9% | |  | | --- | |  | |
| [including](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\65.html) | 61 | 1.8% | |  | | --- | |  | |
| [school](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\15.html) | 43 | 1.3% | |  | | --- | |  | |
| [countries](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\23.html) | 43 | 1.3% | |  | | --- | |  | |
| [team](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\19.html) | 42 | 1.3% | |  | | --- | |  | |
| [server](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\57.html) | 39 | 1.2% | |  | | --- | |  | |
| [text](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\63.html) | 33 | 1% | |  | | --- | |  | |
| [internet](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\54.html) | 32 | 0.9% | |  | | --- | |  | |
| [human](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\31.html) | 31 | 0.9% | |  | | --- | |  | |
| [global](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\8.html) | 30 | 0.9% | |  | | --- | |  | |
| [international](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\25.html) | 27 | 0.8% | |  | | --- | |  | |
| [created](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\44.html) | 25 | 0.7% | |  | | --- | |  | |
| [life](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\30.html) | 21 | 0.6% | |  | | --- | |  | |
| [map](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\59.html) | 15 | 0.4% | |  | | --- | |  | |
| [database](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\49.html) | 14 | 0.4% | |  | | --- | |  | |
| [collaboration](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\52.html) | 14 | 0.4% | |  | | --- | |  | |
| [concept](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\10.html) | 13 | 0.4% | |  | | --- | |  | |
| [collective](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\9.html) | 10 | 0.3% | |  | | --- | |  | |
| [environment](file:///C:\Users\nisa\LeximancerProjects\Step2\Map\56.html) | 10 | 0.3% | |  | | --- | |  | |

### Table 10 – Analysis sheet

|  |  |  |
| --- | --- | --- |
| Descriptive categories | Operative questions | Index |
| Project objective(s) |  | A |
| Goals | What is the goal(s) that the project aims at achieving? | A1 |
| Source of boundaries | To what element does the application appeal in order to depict the community as a stable, taken for granted assemblage? | A2 |
| Actors involved |  | B |
| Addresser | Is there any entity that designed/developed the project? | B1 |
| Addressee | Is there any identifiable target of the action of the Addresser?  Are Addresser and Addressee clearly distinguishable? | B2a  B2b |
| Anti-groups/anti-actants | Are there anti-actants that interfere with the course of action in a negative way? | B3 |
| Actants as mediators Vs. intermediaries | Is there any entity that contributes with some competences to the course of action?  Does the actant trigger further actions/mediations?  Does it activate new participants?  Does it introduce a bifurcation in the course of action?  Does it ‘transport’ (shift) or ‘translate’ (modify) what it is supposed to carry?  Is the output predictable starting from the input?  Does the actant determines some other event?  How long is the chain of action? How many passages can be counted? | B4  B4a  B4b  B4c  B4d  B4e  B4f  B4g |
| Professional mobilized | Are there professionals (journalists, social scientists, statisticians) quoted as part of what makes possible the durable definition of the community? | B5 |
| Spokesperson | Do the spokespersons that speak for the group existence – namely, the author of the application – appear as agents in the account? | B6 |

### Table 11 – Proyecto Cyberela – Radio Telecentros. Variations in the role of radio, ICT and gender concerns following the advent of digital media

|  |  |  |
| --- | --- | --- |
|  | Before the advent of the digital domain | With advent of the digital domain |
| Radio | (Analogue)  Mediator | (Internet radio)  Mediator |
| ICT | (correspond to analogue radio) | (Seen as ‘skills’)  Goal to be reached |
| Gender and human rights commitment | (Attention)  Result of policies | (Becomes ‘Contents’)  Intermediary |

### Table 12 – Summary of the theories of action associated with ‘empowerment’

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Tonga.On-line | Akshaya | Proyecto Cyberela – Radio Tel. | The World Starts with Me | canal\*  ACCESSI-BLE |
| Source of bound-aries | Cultural heritage and traditions  (Tonga people) | Geopolitical/  administrative (local communities in Kerala) | Statistics  (gender) | Statistic  (age and, partially, gender) | Social discrimination |
| Role of digital ICT | Mediators  (Alpha Smart triggers ‘msg and digital reflections’ creating associations with dispersed actants) | ICT-skills and data repository as goals. Wireless net, computers, scanners, etc. as intermediaries | ICT-skills are goals. Technical facilities as intermediaries | Pc as intermediary (may be substituted). But ICT-skills as a competence. WSWM is a mediator | Mobile phones and digital photos as intermedi-aries; Internet alternatively as mediator or intermediary |
| Role of other tech-nologies | Music as mediator that translates the cultural heritage into the digital age | / | Radio as mediator | Low-tech objects (i.e. paper&pencil, local materials) as intermediaries | Broadcast media as (anti-) mediators |
| Medi-ators/  inter-medi-aries | Many mediators,  agency chain extends in many directions | One mediator, some intermedi-aries. Very short agency chain | Few human mediators, some non-human intermediaries | Many mediators | Three mediators, some intermediaries |
| Profes-sionals | Journalist | / | / | Teachers | / |
| Relation-ship Address-er/Ad-dressee | No distinction | Clearly distinct  (Service delivery business) | Fairly distinct after the advent of digital media | Only during course: stu-dents who finish it become facilitators | Fairly distinct: ‘disadvantaged groups’ and project promoters do not blur |

### Table 13 – Comparison among EFF, FSF, Telestreet/NGV

|  |  |  |  |
| --- | --- | --- | --- |
|  | EFF | FSF | Telestreet |
| Objective | ‘To defend freedom of expression, innovation and privacy on the electronic frontier’ | ‘To achieve sw freedom to cooperate for everyone’ | To create relational networks and active citizenship through an integrated use of communication tools |
| Object of value | Public interest in digital rights on a global level | Computer users rights to use, copy, study, modify and redistribute computer programs | Citizens right to access communication channels |
| Source of boundaries | Freedom in the networked world | Community and cooperation (software freedom is a condition for this) | Active citizenship (Freedom of expression is a condition for this) |
| Addresser | Different levels of participation: EFF staff (coordinators, activists, techies, artists, policy analysts, attorneys), EFF members, nl subscribers, users of Action Center | Richard Stallman made it start. Then it proliferated through users and developers (see mediators) | Orfeo TV started it, but everyone can set up a street TV. Participation is open and the aim is to overcome the distinction between sender and receiver |
| Addressee | ‘Those who create and communicate in the electronic world’, those who are interested in technology policy covering freedom | see mediators (none is only addressee) | see mediators (none is only addressee) |
| Anti-groups | United States Secret Service | Pressure for commercialization.  Proprietary software | Two mainstream broadcasting networks |
| Additional mediators | ‘Action alerts’, *encourage* personal political involvement.  EFF as supporter and enabler of global digital community. | GNU OS *gives* computer users the *freedom* to cooperate. FSF itself *raises funds* for GNU, *promotes* users freedom, is trusted copyright *holder*.  Volunteer developers from around the world. Kernel Linux (‘inspired by the community that we built’).  Users: every software user is a mediator.  Licenses *guarantee* freedom. | Telestreet *induces* non-professional people to experiment.  Users are mediators.  Article 21 of Italian Constitution invoked to assert Telestreet constitutionality, deputies mobilized.  Media when combined or disassembled: Internet + DIY TV *stimulates* creativity, *gives chance* to become active, *enables* people, *bridges* gender and age divide. DIY ethics |
| Inter-mediaries | website, blog posts, podcasts, online video projects, newsletter, online guides.  YouTube, MySpace, social network sites | / | Media when taken as single channels (satellite Tv, website) |

### Table 14 – Classification of winning projects according to orientation to business, relationship between online and offline interaction, focus of interest, centralized/distributed technology used

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Profit/Non-profit | Only online/Also offline interaction | Specific focus of interest | Centralized/decentralized technology**[[1]](#footnote-1)** |
| Tonga.Online *–* smart X tension | Non-profit | Also offline | No | Centralized |
| Akshaya | Profit | Also offline | No | Centralized |
| Projecto Cyberela – Radio Telecentros | Non-profit | Also offline | Yes | Centralized |
| The World Starts With Me | Non-profit | Also offline | Yes | Centralized |
| canal\*ACCESSIBLE | Non-profit | Mainly online | No | Centralized |
| Electronic Frontier Foundation | Non-profit | Mainly online | Yes | Centralized |
| Free Software Foundation | Non-profit | Mainly online | Yes | Decentralized |
| Telestreet/NGV | Non-profit | Also offline | No | Decentralized |
| Overmundo | Non-profit | Mainly online | No | Centralized |
| Open Clothes | Profit | Mainly online | Yes | Centralized |
| dotSUB | Profit | Mainly online | Yes | Centralized |

### Table 15 – Analysis of the websites of the winning projects according to the degree of visibility of the Outside allowed by the technologies used

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Technologies used | Interactive technologies that allow users to leave publicly visible traces | Inscribed users | Degree of visibility of the Outside |
| Akshaya  www.akshaya.net | **Textual web pages** (read only); **Guestbook form** (does not work); **‘Contact us’ link**: list of phone numbers; **Restricted area**: it is not possible to register online | None | 1. Passive, invisible guest | Invisible, no online registra-tion |
| Proyecto Cyberela – Radio Telecentros  www.cemina.org.br | Textual web pages (read only); Video streaming;  PDF documents’ publishing;  Radio streaming/download;  Contact form | None | 1. Passive, invisible guest | Invisible, no online registra-tion |
| The World Starts With Me  www.theworldstarts.org | **Flash animations** accessible only to students and teachers;  Contact **e-mail** addresses;  Students **forum** | Students **forum** accessible only by registered students. Online registration is not allowed | 1. Members interacting with each other | Invisible, no online registra-tion |
| Tonga.Online *–* smart X tension  www.mulonga.net | Textual web pages (read only); News feed;  Discussion forum;  Contact form;  Newsletter;  A/V streaming and download | **Discussion forum**: read-only for guests, submission-open for members. Online registration is allowed | 1. Members interacting with each other; 2. Passive, invisible guest | Invisible, but low barriers to member-ship |
| dotSUB  dotsub.com | Video **screening** is open;  To **upload** one’s own videos and **subtitle** other people’s videos registration is required | Video **uploading** and **subtitling** is restricted to members. But online registration is allowed | 1. Members as experts; 2. Passive, invisible guest | Invisible, but low barriers to member-ship |
| Canal\*ACCESSIBLE  www.zexe.net/barcelona | Photo, map and video **database** searchable by date, name of submitter, city area, type of obstacle;  Open discussion **forum** | Open discussion **forum**: it does not need registration | 1. Interactivevisible guest | Visible |
| Electronic Frontier Foundation  www.eff.org | Contact **e-mail** addresses.;  Newsletter;  RSS Feeds;  ‘Send a postcard’ **form**;  ‘Send your message to decision makers’ **form**: restricted to U.S. citizens;  **HTML/PDF guides** for Internet users;  ‘Line Noise’ **Podcast**;  ‘Submit prior Art’ **form**;  **EFF software projects**: wikis, mailing lists and Sourceforge’s tracker;  ‘Deeplinks’ **blog**: no comment facilities | EFF software projects make use of **wikis** for coordination, **mailing lists** and Sourceforge’s **tracker** for development | 1. Passive, invisible Other  2. Engaged citizens  3. Developers | Invisible |
| Free Software Foundation  www.fsf.org  www.gnu.org | Newsletter;  **News section** (read only);  **Mailing lists** on specific campaigns;  ‘**Contact us**’ e-mail address;  **Free Software Directory** (db on all existing free sw): users can download and rate sw, submit a level, subscribe to development-focused mailing lists and IRC channels, view VCS repository;  **Campaigns center**: information on campaigns and access to ‘take action’ tools hosted by partner organization like EFF’s action alert;  FSF Groups Wiki;  **FSF Blogs** publishes blog entries by ‘people in the community’, no comments allowed, but it possible to suggest one’s own blog;  **Events** section: RSS feed;  **Code contribution**: open to members | **Mailing lists** on specific campaigns restricted to members, but registration is allowed online;  **Mailing lists** of code development open also to non-members;  **Free Software Directory**: non-members can rate sw, subscribe to development-focused mailing lists and IRC channels;  **FSF Groups Wiki** open to guests too;  **Code contribution**: open to members, but online registration is allowed on Savannah servers | 1. Passive, invisible Other 2. Engaged citizens 3. Guest developers 4. Member develop-pers | Guest develop-pers are visible |
| Telestreet  www.telestreet.it  www.ngvision.org | **News** section run by editorial team, guests’ comments allowed;  Open a posteriori moderated **mailing list** (Telestreet);  Closed **mailing list** (NGV);  Discussion forum;  Video download;  **Peer-to-peer** video distribution;  **Ftp upload** of videos | Open **comments** on news;  Open mailing list;  Discussion **forum** (need registration which is allowed online);  **Peer-to-peer** distribution and **ftp upload** open to guests | 1. Interactivevisible Other 2. Low barriers member-ship | Visible |
| Overmundo  www.overmundo.com.br | **Blog**: open to read, only members can comment, submit, revise, vote articles;  **Contact form** to contact the core team | **Blog**: only members can comment, propose, revise and vote articles to be published. Online registration is allowed BUT requires sensitive data. Members have different voting weights according to the length of their participation in the community | 1. Invisible Other  2. Entry members 3. Established members 4. Senior members | Invisible, barriers to member-ship posed by time, commit-ment and ID |
| Open Clothes  www.open-clothes.com | Read-only **news** section;  Bulletin board;  ‘Recipe’ **download**;  **Database** on members (‘Harbour’);  B2B and B2C selling platform;  Members **showcase** (‘Dejima’);  Newsmagazine;  **Database** of fashion schools;  ‘Production journal’ **showcase** | **Bulletin board:** postingrequires membership;  B2B and B2C **selling platform:** access requires membership;  Members **showcase** requires membership;  **Newsmagazine** open to contributions by members | 1./2./3./4Diverse forms of member-ship | Invisible, barriers to member-ship posed by time, commit-ment and ID |

### Table 16 – Map of communities according to degree of permeability entailed by self accounts (rows) and software (columns)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Application/Software | Invisible Other | High barriers to membership | Low barriers to membership | Visible Other |
| More mediators than intermediaries | The World Starts With Me | Overmundo | Tonga.Online-smart X tension | Free Software Foundation  Telestreet |
| More intermediaries than mediators | Akshaya  Proyecto Cyberela-Radio Telecentros  Electronic Frontier Foundation | Open Clothes | dotSUB | Canal\*ACCESSIBLE |

1. With ‘centralized’ we consider those technologies that allow a few-to-many or one-to-many pattern of communication through a unique platform. Examples are web-radios, blogs, html web pages. With ‘decentralized’ technologies we mean those tools that allow a many-to-many or one-to-one pattern of communication. Examples are peer-to-peer networks, mailing lists, wikis. We certainly acknowledge that this is a very rough distinction: for instance, wikis are a many-to-many technology, but they also rely upon a web platform, so that there is a certain degree of centralization in wikis, too. As it is going to be explained in the following lines, we quote this and the other variables just to go beyond them and replace them with more abstract principles. [↑](#footnote-ref-1)