Feedback on the BPF's Call for Projects & Initiatives

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1 - Femmes et Développement du Contenu Internet Local
Chad, Africa

La vulgarisation de l'identité numérique national ne peut se faire sans association de toutes les parties prenantes et surtout ceux qui créent du contenu local mais qui n'ont pas de moyens numériques d'en diffuser.C'est ainsi que, en tant qu'un acteur majeur dans la vulgarisation de l'internet au Tchad, l'internet Society Chad (ISOC-CHAD) organise un atelier durant décembre 2017 à N'Djamena sur la création du contenu local et sur l'importance du nom domaines nationales '' le.Td '' au profit des organisations féminines qui sont une source de contenu local non négligeable .

Stakeholders in the project
Isoc Chad

Contributed by
Brahim Ousmane Mustapha

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2 - asociatividad institucional para el desarrollo e integración de infraestructura y servicios de conectividad
Argentina, Latin America

Se busca promover asociatividad interinstitucional e iniciativa privada para generar una plaforma de red metropolitana, que progresivamente se convierta en regional, con infraestructura y gestión propia que evite la superposición de esfuerzos y potencie el trabajo conjunto.

Main achievements
Se reunen ya todas las entidades de educacion superior, más municipio y hospital. Se han agregado enlaces a puntos culturales. Se cuenta con el apoyo de la Red Nacional de las Universidades de Argentina (ARIU)

Factors contributing to success
Una tradicional asociatividad entre algunas de las instituciones base, la excelente predisposición de autoridades y tecnicos.

Factors hindering achieving results
La lentitud del proceso ha sido un problema. Los altos costos en argentina para Internet son un inconveniente.

Lessons learned/comments
Intentar un gran alcance del proyecto desde el comienzo es un error. Construir bottom-up progresivamente es un mecanismo mas efectivo.

Es necesario promover la regionalizacion de la gestion de internet como un modo de facilitar la estabilidad de la red

Stakeholder in the project
Conicet, UNS, UTN, ARIU

Contributed by
Carlos Francisco Frank

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3 - Proyecto Armonía: las TIC y el desarrollo humano en comunidades rurales.

Cuba, Caribbean
http://armonia.uniblog.uo.edu.cu/

Contribuir al desarrollo humano y local utilizando las TIC desde la labor socioeducativa de la escuela rural, potenciando la participación protagónica de maestros investigadores, especialistas en informática y pobladores para la elaboración de medios didácticos digitales para ser utilizado en actividades docentes y extradocentes, mediando contenidos socioeducativos derivados del conocimiento popular y de investigaciones educativas que revelan problemáticas socioeducativas que se manifiesta en la comunidad y que favorecen resolver dichas problemáticas. El mayor aporte a lograr con el proyecto es el mejoramiento humano, laboral y profesional de los integrantes de las comunidades rurales.

Main achievements
- Formación doctoral de tres investigadores del proyecto.
- Elaboración de una concepción pedagógica de integración de la escuela con la comunidad mediada por la cultura informática en las comunidades rurales.
- Elaboración de una metodología para potenciar la cultura informática de dirigentes, maestros y escolares a través de la elaboración y uso de medios didácticos digitalizados en las comunidades rurales.

- Realización de cerca de 200 actividades científicas investigativas desarrolladas por maestros rurales como parte de su formación como Máster en educación y que se vinculan a los objetivos del proyecto.
- Elaboración de medios didácticos digitales en HTML sobre historia local, educación ambiental, educación sexual, potencialidades sociopolíticas y sociales de las comunidades, desarrollo educacional, rescate de elaboración de objetos tradicionales campesinas, cultura física del adulto mayor, rescate de la música tradicional, entre otros.

Factors contributing to success
Contribuyó al éxito del proyecto la vinculación universidad, escuela, familia y comunidad, esta integración logró desde la actividad científica investigativa de los maestros de las escuelas rurales, asesorados por investigadores de la Universidad de Oriente, y desde la labor socioeducativa de la escuela, trabajar con especialistas de informática de dichas escuelas para hacer un levantamiento de contenidos socioeducativos aportados por los pobladores a partir de la indagación científica y crear los medios didácticos digitales. Jugó un papel beneficioso en estos resultados la vinculación escuela comunidad y la participación activa de los pobladores, fundamentalmente los adultos mayores.

Factors hindering achieving results
Obstaculizó el proyecto para lograr resultados las carencias de recursos informáticos (PC, cámara de fotos y videos) y el financiamiento (dieta de viaje, alimentación y hospedaje).para desarrollar con sistematicidad y profundidad las tareas propuestas por el proyecto.

Lessons learned/comments
Estuve involucrado como organizador del proyecto y las lecciones aprendidas fueron:
1. El vínculo universidad – sociedad es imprescindible para el desarrollo humano y local de las comunidades.
2. La integración de los componentes académico, investigativo y extensionista de las instituciones de la educación superior permiten con efectividad contribuir al desarrollo local de las comunidades.
3. En el marco de las zonas rurales, el trabajo conjunto de la escuela y la comunidad permite el desarrollo comunitario, toda vez que se apoya en el conocimiento científico y popular para abordar contenidos socioeducativos que resuelven problemáticas diversas en estas.
4. Trabajar con intencionalidad y responsabilidad, demostrando que con la participación de todos podemos lograr incidir en los pobladores de comunidades rurales

Consejos:
• Desde el diagnóstico de la comunidad, persuadir y sensibilizar a decisores, directivos, pobladores y maestros de la importancia del proyecto en función del crecimiento humano de toda la localidad.
• No amilanarse por la escases de recursos materiales y financieras para el desarrollo de trabajos con las comunidades rurales, pues al final e compensado por el agradecimiento, participación y apoyo de sus pobladores.

Se logró un impacto pedagógico y social manifestado en:
• Se logró un nivel de gestión para garantizar los recursos humanos e informático, así como la coordinación de la escuela con los diferentes factores para el desarrollo del proyecto.
• Se planificaron actividades metodológicas a nivel de escuela para la implementación de la metodología
• Se tuvo en cuenta en la actividad científica investigativa del centro, la realización de eventos científicos y elaboración de publicaciones relacionadas con la labor social y educativa de la escuela.
• Promovieron trabajos científicos investigativos y actividades curriculares con el uso de los medios didácticos digitales.
• Emprendieron acciones sistemáticas para el desarrollo del trabajo metodológico con la utilización de los medios didácticos digitales.
• Incremento en la resolución de tareas docentes relacionadas con la utilización del medio didáctico digital.
• Incremento sustancial de medios didácticos digitales elaborados que mediante las actividades curriculares

tributan al vínculo escuela-comunidad.

• Actualización y renovación de conocimientos relativos a contenidos curriculares que propician el vínculo escuela-comunidad.

• Interés generalizado en la mayoría de la población por cursar la alfabetización informática.

• Los medios didácticos digitales responden a necesidades actuales de la familia y la comunidad.

• Fue alta la preparación de la familia en los conceptos y conocimientos sobre las temáticas tratadas.

• Hubo una influencia de los pobladores que participaron en las actividades programadas por la escuela, en cuanto fueron capaces de orientar a familiares y vecinos sobre el tema.

• Disposición de los pobladores a participar en actividades que se generan desde la escuela.

Actualmente se realizan aulas virtuales para la capacitación de pobladores a través de la intranet de la Universidad de oriente para la preparación en temáticas de interés de pobladores de zonas rurales, además de audiovisuales que muestran la realización de objetos y trabajos manuales tradicionales campesinos, que prácticamente no se realizan y se están perdiendo en esas zonas rurales.

Stakeholders in the project
Ministerio de Educación de Cuba
Universidad de Oriente
Dirección Provincial de Educación Santiago de Cuba
Dirección Municipal de Educación de II Frente
Comunidades serranas de II Frente

Contributed by
Gustavo Cervantes Montero

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3 (English) - Harmony Project: ICT and human development in rural communities.
Cuba, Caribbean
http://armonia.uniblog.uo.edu.cu/

Contribute to human and local development using ICT from the socio-educational work of the rural school, promoting the leading participation of research teachers, computer specialists and residents for the development of digital didactic media to be used in teaching and extra-teachers activities, mediating socio-educational content derived from popular knowledge and educational research that reveal socio-educational problems that manifest themselves in the community and favor solving these problems. The greatest contribution to achieve with the project is the human, labor and professional improvement of the members of the rural communities.

Main achievements
Doctoral training of three project researchers.

• Development of a pedagogical conception of the integration of the school with the community mediated by the information culture in rural communities.

• Development of a methodology to enhance the information culture of leaders, teachers and schoolchildren through the development and use of digitized didactic media in rural communities.

• Completion of about 200 scientific research activities developed by rural teachers as part of their training as Masters in education and linked to the objectives of the project.

• Development of digital didactic media in HTML about local history, environmental education, sexual education, sociopolitical and social potentialities of the communities, educational development, rescue of traditional peasant objects, physical culture of the elderly, rescue of traditional music, between others.

Factors contributing to success

The university, school, family and community links contributed to the success of the project, this integration achieved from the scientific research activity of the teachers of the rural schools, advised by researchers from the Universidad de Oriente, and from the socio-educational work of the school, to work with computer specialists from these schools to do a survey of socio-educational contents provided by the inhabitants based on scientific inquiry and create digital teaching aids. It played a beneficial role in these results linking the school community and the active participation of the inhabitants, mainly the elderly.

Factors hindering achieving results
Obstacled the project to achieve results the lack of computer resources (PC, camera and videos) and financing (travel diet, food and lodging). To develop systematically and thoroughly the tasks proposed by the project.

Lessons learned/comments
I was involved as the project organizer and the lessons learned were:
1. The university-society link is essential for the human and local development of the communities.
2. The integration of the academic, research and extension components of higher education institutions effectively allows contributing to the local development of the communities.
3. Within the framework of rural areas, the joint work of the school and the community allows community development, since it relies on scientific and popular knowledge to address socio-educational contents that solve diverse problems in these.
4. Work with intentionality and responsibility, demonstrating that with the participation of all we can achieve influence on the inhabitants of rural communities.
Tips:
• From the diagnosis of the community, persuade and sensitize decision-makers, managers, residents and teachers of the importance of the project in terms of the human growth of the entire locality.
• Not be intimidated by the scarcity of material and financial resources for the development of work with rural communities, since in the end it is compensated by the gratitude, participation and support of its inhabitants.

Comments:
A pedagogical and social impact manifested in:
• A level of management was achieved to guarantee human and computer resources, as well as the coordination of the school with the different factors for the development of the project.
• Methodological activities were planned at the school level for the implementation of the methodology
• The scientific research activity of the center was taken into account, the carrying out of scientific events and the preparation of publications related to the social and educational work of the school.
• They promoted scientific research and curricular activities with the use of digital teaching aids.
• They undertook systematic actions for the development of methodological work with the use of digital teaching aids.
• Increase in the resolution of teaching tasks related to the use of the digital teaching medium.
• Substantial increase of digital didactic media elaborated through the curricular activities that are taxed to the school-community link.
• Update and renewal of knowledge related to curricular contents that favor the school-community link.
• Generalized interest in the majority of the population for studying computer literacy.
• Digital didactic media respond to the current needs of the family and the community.
• The preparation of the family was high in the concepts and knowledge about the topics dealt with.
• There was an influence of the inhabitants who participated in the activities programmed by the school, as soon as they were able to guide relatives and neighbors on the subject.
• Disposition of the inhabitants to participate in activities that are generated from the school.

Currently, virtual classrooms are being developed for the training of residents through the intranet of the University of the East for the preparation of subjects of interest to rural inhabitants, as well as audiovisuals that

show the realization of objects and manual traditional peasant works, which practically they are not realized and they are being lost in those rural areas.

Stakeholders in the project
Ministerio de Educación de Cuba
Universidad de Oriente
Dirección Provincial de Educación Santiago de Cuba
Dirección Municipal de Educación de II Frente
Comunidades serranas de II Frente

Contributed by
Gustavo Cervantes Montero

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4 - Bislama Online Dictionary
> Vanuatu, Asia Pacific
> www.bislama.org

An online dictionary in the Bislama language of Vanuatu.

Stakeholder in the project
Ausaid via the TVET strengthening project

Contributed by
Daryl Moon

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5 - Summit CSA Cloud Security Alliance Argentina
> Argentina, Latin America
> https://csa-ar-summit.com/

Annual event to share the news related to the security of the information found in the cloud connected to the internet.

Main achievements
2017 https://csa-ar-summit.com/
2016 https://www.eventbrite.com.ar/e/csa-argentina-summit-2016-registration-24058749367#

Factors contributing to success
The good collaboration and communication between the professionals, the network that generates in each event, the exhibitors with the technical tables and debate.

Factors hindering achieving results
The bureaucracy in the contracted services

Lessons learned/comments
As organizer 2016 and 2017 I can comment that the important points for me were, the information shared, the organization and the work teams with short-term objectives.

Stakeholders in the project
» CIO, OSC, CISO, BISO, CRO, CFO, CCO, CGOS, CPO´s y CTO.
 » Los interesados en Gobierno de IT, cumplimiento y ejecutivos de privacidad.
 » Los altos ejecutivos de negocios.
 » Finanzas, auditoría, legal y de cumplimientos reguladores.
 » Empresa y directores de operaciones de riesgo
 » Continuidad de las operaciones.
 » Gestores de crisis o de gestión de emergencias.
 » Gestores de recuperación ante desastres.
 » Encargados de Infraestructura de TI, operaciones y desarrolladores.
 » Auditoría Interna.
 » Interesados en cumplimientos regulatorios de administración de riesgos tecnológicos.

Contributed by
Carina Birarda

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6 - Fiji Museum Virtual Museum
Fiji, Asia Pacific
http://virtual.fijimuseum.org.fj/

A virtual museum making the Fiji Museum's displays available online.

Main achievements
Providing access to the Fiji Museum's displays to people unable to access the Museum itself, particularly people in the rural and maritime areas of Fiji.

Factors contributing to success
The partnership between the Fiji Museum and the private enterprise with the technical skills to facilitate the work.

Factors hindering achieving results
A very short 3 month development period

Lessons learned/comments
Strong partnerships are vital and solutions need to work within the technical capacity of target audience.

An administration portal allows updating and editing of the Virtual Museum

Stakeholder in the project
Fiji Museum, First Fighter, Fiji Ministry of Education, Heritage and the Arts

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7 - Food is Life Media Campaign
Papua New Guinea and Melanesia, Asia Pacific

The Food is Life campaign works to improve family health and climate impacts by increasing nutrition, traditional garden productivity and sustainable agricultural for rural populations in the Pacific. Our project educates Pacific Islanders about how to safe guard their households against poor diets, lifestyle diseases and industrialized farming threats by sharing local innovations in indigenous culinary practices, appropriate farming

technologies and maintaining food gardens for health and wealth. In collaboration with our regional partners, Save PNG has produced a training tool kit complete with an educational audio-video series, facilitator's guide and study booklet. This Information, Communications and Technology (ICT) resource will be disseminated to Pacific audiences in Melanesia through television and radio broadcasts, social media networks and peer education trainings.

Cafe Niugini TV Series component of the project: https://www.facebook.com/Cafe-New-Guinea-601738593230738/

Save PNG article:
https://www.agroecologyfund.org/blog/2017/8/7/storytelling-and-food-how-pacific-islands-are-revitalizing-pride-in-their-food-culture

Cafe Niugini TV Series video trailer:
https://youtu.be/OUiHuXp0LZE

Main achievements
The Food is Life Project continues the work of Save PNG's popular Café TV brand success which celebrates PNG and Melanesian food, culture & farming stories with pacific audiences. This 16-part video series produced in collaboration with 40 Melanesian food communities filmed in 5 countries and hosted by indigenous food enthusiast Jennifer Baing-Waiko, has reached over 1 million viewers on television networks throughout the Pacific. Audio-visual resource kits were distributed to educational institutes, non-profit organizations and community groups directly impacting the lives of 15000 participants from Melanesia. This communications kit encourages Melanesians to use appropriate agriculture techniques, rural livelihoods and indigenous food health strategies in promoting messages of 'self-reliance' among Pacific communities. We hope to replicate the Melanesian model to other parts of the region to ensure all Pacific islanders can exchange beneficial good food practices, cooking traditions and farming technologies.

Factors contributing to success
Over the past 5 years, Save PNG has formed a strong working partnership with regional organizations coordinating various food festivals, cultural events, conferences and trainings in building the Food is Life concept throughout the Pacific. Most recently, our Food is Life project is educating 300 rural villages throughout Melanesia on the benefits of indigenous food systems which is drastically reducing the dependence on fast food in partner communities. Secondly in 2016, to support our Food is Life Campaign, we held the Tupunis Food Festival in Vanuatu (video link: https://youtu.be/P9Q1TAk11vw) which brought together over 2000 regional participants to share skills, knowledge and strategies in building sustainable models of responsible food economies for improved health, prosperity and self-reliance. Thirdly in 2013, we coordinated an Indigenous Terra Madre regional meeting to prepare our Melanesian delegation to attend the Slow Food International and Terra Madre event in Turin, Italy. At the Salone del Gusto event, members of our team were able to exchange valuable agriculture knowledge, food cultivation practices and seed saving methods with farming groups from around the globe.

Factors hindering achieving results
- Roles and responsibilities of the Collaborative organisations in the project were difficult to negotiate and one partner failed to perform their task.
- Monitoring and Evaluation was weak and needs more commitment, time and resources to further measure impact of the project on target audiences.
- Language and Communication barriers with partners was difficult in French speaking countries such as New Caledonia and Vanuatu.

Lessons learned/comments

As a result of the Food is Life filming project in Melanesia the fusion of cultures and cuisines are now being mixed together throughout the Pacific. The cross-cultural influence and food diversity that can be created through different communities sharing each other's culinary knowledge and cooking traditions is showing remarkable success. Save PNG is confident there will be some healthy styles of cooking being shared around Melanesia now that these delicious recipes have been introduced into different communities throughout the region.

Stakeholders in the project
Collaborative:
Save PNG Inc. - PNG
Social Empowerment Education Program - Fiji
Seven Day Adventist Church - Suvavou
Kastom Gaden Association - Solomon Islands
Tjibaou Culture Centre - New Caledonia

Funders:
The Christensen Fund - USA
The AgroEcology Fund - USA
FFCF - USA
DFAT Australian Aid
United Nations Permanent Forum on Indigenous Issues
CPL

Contributed by
Bao Waiko

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8 - examples of public service broadcasting enablers for local contents
United Kingdom, Europe (and other)

Many Public service broadcasters in Europe and beyond (Japan, Australia, Korea, Canada, US, etc.) have launched their on service of v.o.d. (video on demand) over the Internet. Acces to these service, of which the most famous is BBC I-player, are granted for free to citizen, that can access when they want, on any device, any programme broadcasted.

https://www.bbc.co.uk/iplayer; http://www.raiplay.it/ ; etc.
http://downloads.bbc.co.uk/mediacentre/iplayer/iplayer-performance-may15.pdf data of viewing of the I-player in 2015

Main achievements
In few years BBC I-player became the first service of access to video in the UK and today accounts for a large portion of the video traffic over the internet. In May 2015 (see linked document) through the I-player has been requested 222 millions video items, mainly of local contents produced in the UK by the BBC and for the BBC by independent producers. Similar success (even if not of the same magnitude) occurs to other V.o.D services of the Public Service Broadcsters around europe and the world.
http://downloads.bbc.co.uk/mediacentre/iplayer/iplayer-performance-may15.pdf data of viewing of the I-player in 2015

Factors contributing to success

The I-player of the BBC or Rai.play for RAI in Italy are the results of a will of innovation and to serve all citizens, of all classes and of all ages, on all platforms. This evolution of traditional broadcasting into the Internet world represent the largest offer of local contents today available on line. And it's clearly distinct from the pay-offer of various Netflix and similar, because it is accessible for free to the citizen of the concerned country and because offer at least 60% or more of local contents.

Factors hindering achieving results
The main problem, beyond the political will, is the problem of the resources needed to create and launchthe service. This is why still in some countries such kind of offer over the Internet doesn't exist. Especially in smaller and less developed countries, where only pay offers exist and contribute to dig the digital divide.

Lessons learned/comments
All the successful stories of V.o.D. of public service media around the world prove two main things: that local contents remain the preferred ones by each citizen of the world, at equivalent quality conditions; and that to make of experience like this a success, is needed the contribution and the active involvement of all the stakeholders. BBC I-player concept was proposed by BBC to the UK government and was included in the remit of the BBC. But also BBCat the sametime has to discuss the availability of contents with the authors' rights organizations, with the guilds of the professional involved and with the Cultural institutions. All of those have a say in the process and all agreed to make available this huge quality contents to all citizen in the new digital environment.

Stakeholder in the project
for the I-player: BBC, the UK government, the professional of the audiovisual sector, British cultural institutions.

Contributed by
Giacomo Mazzone - Head of Institutional Relations at the EBU

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9 - Dominios Latinamerica
Uruguay / Argentina , Latin America
http://dominioslatinoamerica.co/

The news portal DOMINIOS LATINOAMERICA offers up-to-date information about online tools for productivity, with special focus on SMEs in the Latin American and Caribbean region.

All its content is developed in three languages, Spanish, English and Portuguese.

DOMINIOS LATINOAMERICA also has a presence in social networks, where the news are distributed in several languages.

DOMINIOS LATINOAMERICA organizes since 2012 once a year a conference and exhibition in different countries of the region, and also several webinars during the year.

Main achievements
Successful conferences and exhibitions in Buenos Aires Argentina (2012), Bogota Colombia (2013) Mexico (2014) Costa Rica (2015) San Juan Puerto Rico (2016) San Luis Argentina (2017).
Successful exhibitions (see website dominioslatinoamerica.co for details about the six editions)

Factors contributing to success

The focus on SMEs and online tools is totally innovative in the region.

Factors hindering achieving results
One of the big barriers is the lack of knowledge about the general focus of the conference and exhibition, SMEs usually have all their human resources focused on concrete issues and they have few time for networking and conferences. Once they participate they realize the value of the network but this is a big barrier to have in mind.

Lessons learned/comments
Lessons learned are that language is a big barrier, creating content in three languages is very challenging but worth the effort. Also the Latin American and Caribbean region economy is based on SMEs and they have all their human resources focused on concrete issues and they have few time for networking and conferences.

Stakeholders in the project
All: government, civil society, academia, private sector, technical community

Contributed by
Adrián Carballo

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10 - South School on Internet Governance
Uruguay, Latin America
www.gobernanzainternet.org

Objectives and Mission of the South School on Internet Governance:
- Increase the number of representatives from the Latin American and Caribbean Region in the Internet ecosystem
- Train the next leaders of Internet Governance in their countries and in the region
- Grant fellowships to all participants

Main achievements
The South School on Internet Governance has granted more than 2000 fellowship to participants, many of them are now involved in different I* organzations or as participants in constituencies, working groups or the MAG.

SSIG has been organized in the following countries:

2009 - Buenos Aires, Argentina
2010 - San Pablo, Brazil
2011 - Mexico City, Mexico
2012 - Bogota, Colombia
2013 - Panama, Panama
2014 - Port of Spain, Trinidad & Tobago
2015 - San José, Costa Rica, Costa Rica
2016 - OAS Headquarters - Washington DC, USA
2017 - Fundación Getulio Vargas - Río de Janeiro - Brazil

The school offers simultaneous translation into spanish english portuguese, these audio channels also go to the community with the remote participation with viedo streaming.

Factors contributing to success

There is no payment involved, no participant pays, all of them get a fellowship to participate, and there is also remote participation with no limits of access. In the 2016 edition there were up to 25.000 remote participants during the 5 days of activiti.

Other important issue is that the school offers simultaneous translation into spanish english portuguese, these audio channels also go to the community with the remote participation with viedo streaming.

Factors hindering achieving results
No major problems.

Lessons learned/comments
Value of simultaneous translation and remote participation, value of the fellowship program to promote participation.

Contributed by
Adrián Carballo

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11 - "Correspondentes", from VEJA website
Brazil, Latin America

The project "Correspondentes", released in June of 2017, creates a network of local news in Brazil, hiring journalists from 10 state capitals to report what is going on specially on local politics - in addition to teams that work on São Paulo, Rio de Janeiro and Brasília branchs. The initiative has been celebrated, in times when big newspapers and magazines reduce the coverage area due to cost cutting, while local news publishers are shutting down their outlets. Two states (Rio Grande do Sul and Paraná) are being covered so far, and until february VEJA website will launch blogs from the states of Amazonas, Pará, Minas Gerais, Bahia, Rio Grande do Norte, Ceará, Mato Grosso do Sul and Mato Grosso.

https://veja.abril.com.br/blog/rio-grande-do-sul/
https://veja.abril.com.br/blog/parana/

Main achievements
Blog "Rio Grande do Sul" brought nationally a big story on Arts:
a museum canceled an exhibition after protesters complained of "erotic" works. The story caused a major controversy in the country. Besides that, the blogs are revealing problems on local administration the local newspapers, frequently suffering from political parties pressions, are not able to publish

Factors contributing to success
Hiring experienced journalists is the most important. A project like this would not work so well with junior professionals

Factors hindering achieving results
Nothing so far. The biggest problem to launch the project was having money to hire 10 journalists. The solucion: cutting costs of news agencies.

Lessons learned/comments
Empowering professional journalism requires investment on exclusive content. It is easy to make a current affairs website or magazine by leaning on news agency and official content. To pursue the thuth in a big and complex country like Brazil, it is important to stimulate the work of good journalists

Contributed by
Daniel Bergamasco

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12 - Art in Hawai.i
Hawaii, USA
https://www.instagram.com/artinhawai.i/

Art in Hawaii serves to connect and nurture the Hawaiian contemporary art community. Beyond our Facebook group which posts art events and happening in the visual arts in Hawaii; every week we feature an instartist in residence from Hawai'i or the greater Pacific. Finally, we publish conversations between artists in Hawaii and the larger contemporary art community.

https://m.facebook.com/groups/175691812772700
https://www.instagram.com/artinhawai.i/
http://cargocollective.com/artinhi/About

Main achievements
We have over 2500 followers on Facebook and have been recognized by the local community including the Honolulu Museum of Art and the Honolulu Biennial.

Factors contributing to success
As the founder, I wanted to create something that I could contribute to on a daily basis from anywhere in the world. Social media is the perfect medium to connect across oceans and communities.

Factors hindering achieving results
Facebook and instagram are not the ideal platforms in that our content is still circulating on platforms we do not have control of. However, they have also allowed us to garner a strong following and access people and communities that we may not be directly connected to.

Lessons learned/comments
Finding something that one can contribute to on a daily or regular basis has made this project successful.

Stakeholders in the project
Jane Chang Mi and Michelle Broder van Dyke (co-founders)

Contributed by
Jane Chang Mi

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13 - Triggerfish Story Lab
South Africa, Africa
https://www.triggerfishstudios.com

In 2016, ABC Studios, Walt Disney Studios and Disney Channels came together to support The Triggerfish Story Lab (the "Project"), a public-private initiative in South Africa led byTriggerfish Animation Studios and South Africa's Department of Trade and Industry. Triggerfish Disney Story Lab Prize's goal was to identify and support the next generation of storytellers in the region. The Triggerfish Story Lab provided a unique opportunity to discover Africa's next generation of storytellers, particularly storytellers from historically

excluded and underrepresented groups, and provide an opportunity for their work to find an audience across the globe. Triggerfish Animation Studios selected four features and four TV series for development as a result of the Triggerfish Story Lab.

https://www.triggerfishstudios.com
http://variety.com/2015/film/global/disney-triggerfish-1201540818-1201540818/

Main achievements
o The Story Lab received 1,378 entries from 30 countries across Africa. 23 features and 14 TV series were shortlisted and developed over a two-week intensive workshop in Cape Town in November 2015 with Orion Ross, Vice President of Content – Animation, Digital and Acquisitions Disney Channels EMEA, and leading Hollywood script consultant Pilar Alessandra. The selected storytellers also visited Disney's headquarters in Burbank, California to receive mentoring from key studio and television executives.

o The selected storytellers include Nnedi Okorafor, a Nigerian-American World Fantasy Award winning novelist; multi-award-winning Kenyan director Wanuri Kahiu; South African YouTube phenomenon Mike Scott, whose music videos for Goldfish have over 12m views; and Lucy Heavens, one of the writers on the breakout South African animation hit Supa Strikas, which is broadcast in 120 countries around the world.

o Triggerfish raised about $3.5 million for the Story Labs project, including funding from South Africa's DTI, to be used specifically for the sourcing and development of film and TV scripts across Africa, including scripts from storytellers from historically excluded and underrepresented groups. Story Labs then worked with a group of experts to select scripts with the most potential and develop those to a stage where they are ready to go into production.

Factors contributing to success
Working with the local government and a locally established partner was instrumental in helping the project succeed.

Lessons learned/comments
Working with the local government and a locally established partner was instrumental in helping the project succeed.

TWDC went through past IGF local content sessions transcripts and pulled out information about presenters' projects/initiatives. Happy to send that over if it would be helpful.

Stakeholders in the project
•   Triggerfish Animation Studios
•   The Walt Disney Company
•   The Department of Trade and Industry, South Africa

Contributed by
Sajda Ouachtouki

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14 - Guardians of the Ocean - The Last Frontier
         Asia Pacific
         https://www.youtube.com/watch?v=qSMKuljWItQ

The Last Frontier, a documentary series focusing on experimental seabed mining, an imminent venture in the Pacific. This documentary presents the situation in Papua New Guinea (PNG).

Despite the experimental nature and a dearth of knowledge about hydrothermal vents and deep sea ecosystems, Nautilus Minerals Inc. is already prospecting PNG's Bismarck Sea with an aim to begin mining as early as 2019.

This film highlights a general failure by authorities to incorporate sufficient environmental protections, as well as the norm of free, prior, and informed consent (FPIC) for indigenous peoples of the Bismarck Sea.

Main achievements
This project has been able to present community voices to influence policy level. It is a project still in progress and aims to provide more platforms to local and impacted communities

Factors contributing to success
The networks established via social and traditional media. We have been able to present community voices with the assistance of networks.

Factors hindering achieving results
Production cost was one of the major hindrance to this project.

Lessons learned/comments
It would have to be networks and the different platforms available to better production outputs.

Stakeholders in the project
Pacific Network on Globalisation

Contributed by
Joey Tau

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15 - Reducing Digital Divide for Thais Through คน.ไทย Platform
       Thailand, Asia Pacific
       https://คน.ไทย

Having an ability to use domain and email in mother tongue language will ease numbers of Thai people who are not familiar with English to internet access. คน.ไทย is a Internationalised Domain Name (IDN) stands for thai people where THNIC make it available for local people to learn about domain and email in Thai language. Besides useful info for Thais, and sponsorship from local partner "Throughwave" this platform able to offers hundreds of free email @คน.ไทย (together with @kon.in.th) to various targets on scheduled events such as university students and conference participants. This project was launched since last January 2017 until present, and will continue to build more local contents to promote the internet accessibility for Thais.

Main achievements
THNIC, with partnership with a local partner (Throughwave), able to offer the first Thai-email with free of charge to Thai people. Currently, total number of Thai email given out from this project is 830 accounts.

Factors contributing to success

With a strong passion for Thai people of THNIC leaders and with a partnership from a local email service provider, Throughwave co.,ltd., who has developed and deployed EAI ready email service and sponsored free emails for this project. As well as supports from local academia and engineer scholars.

Factors hindering achieving results
To achieve a better result, the right ecosystem and resorts need to be in place, but the number of internet users, developers & email service providers who comfortable with existing environments may not see full benefits of adopting Thai-IDN & EAI, or have not convinced to invest to adopt the change, resulting in slow response in cooperation and supports for this project.

Lessons learned/comments
There are needs for Thai IDN & Emails for local people who are not familiar with English which is over 30% of Thai population. This project is one part to raise awareness and advocate for reducing digital divide.

Stakeholders in the project
Thai Network Information Center (THNIC) , T.H.NIC Co., Ltd. & Throughwave Co., Ltd.

Contributed by
Wilaiwan Phanarin

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16 - Enhancing Engagement in ICANN in East Africa
> Tanzania and Kenya, Africa
> https://icannwiki.org/Enhancing_Engagement_in_ICANN_in_East_Africa

In 2016, ICANNWiki partnered with several stakeholders in East Africa to create Internet governance related content in Swahili. This is part of a larger localization initiative, where we coordinate with local stakeholders to collaboratively translate or create content on ICANNWiki in other languages. Currently, we have content in Chinese, Portuguese, Russian, Spanish, Swahili.

Main achievements
This project is part of a larger initiative to localize Internet governance content around the world through initiatives driven by local stakeholders. So far we have translated/created over 500 articles across 5 languages. In East Africa, the stakeholders have organized workshops that teach participants how to contribute content to ICANNWiki. These started as half-day workshops and grew into two-day capacity development events, which introduces users to the central concepts of Internet governance and encourages them to apply that knowledge by translating related content into Swahili. The content they create is then used as a tool in the next workshop, where participants are encouraged to create even more of this content for the next round of participants and the Swahili speaking community at-large.

Factors contributing to success
The autonomy of the local stakeholders in determining the subject matter of the workshops and content that was translated. The local stakeholders took ownership over the direction of the project, while we provided a framework and facilitated the project when needed.

Factors hindering achieving results
We found that too much autonomy occasionally led to content that was either poor quality or irrelevant.

Lessons learned/comments

If you are involved in organizing a project in another region, given gate local stakeholders ownership is very important. However, there needs to be some structure to ensure that the project achieves the desired outcome. Working with strong and motivated local leaders in indispensable in finding the right balance between structure and autonomy.

Contributed by
Dustin Philips

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17 - Sewasew

Ethiopia, Africa
www.sewasew.com

Named after an Amharic word for a ladder to prosperity, Sewasew enables users to curate and contribute content in their native language. The aims of the platform are to deepen knowledge about various topics relevant to Africa, to connect users to one another, and to increase awareness about Africa on a global scale. The platform hosts crowd-sourced content available in 4 languages: English, Amharic, Afaronomo (Oromik), and Tigrigna. So far the site has 30,000 articles, which focus on health/home remedy, government (especially how to use different government services), and culture (travel tips, customs in different villages and countries, encyclopedia style). Sewasew aims to increase its local content through collaborations with local educational and cultural institutions, including Addis Ababa University, National Archives and Libraries Agency, and Oromo Cultural Institute.

Main achievements
So far the site hosts 30,000 articles. The most popular articles are health/home remedy, government (especially how to use different government services), culture (travel tips, customs in different villages and countries, encyclopedia style). The articles are popular both for practical use value and also to satisfy curiosity and expand knowledge generally. Most articles are written in Amharic, the official language of Ethiopia, coming in at roughly 60-70%. The remaining percentage is distributed relatively evenly across the other languages.

Sewasew uses Google Analytics to keep track of user access statistics for the platform. Approximately 10,000 articles are viewed per day; 1% of users are contributing content and 99% are just reading. The site has 3,000 registered users, mostly Ethiopians, but also sees a fair number of users accessing the platform globally, from other parts of Africa and beyond. There are currently 250,000 followers on the Sewasew Facebook page, on which they feature articles to drive traffic to the site. 70-80% of users access the site from mobile devices, and the platform is designed to be very mobile friendly.

Sewasew is working towards developing a monetization model to ensure project sustainability. Some models being considered include approaching institutions committed to specific causes to sponsor content to promote an article of their own interest. They are also considering advertising-based revenue generation models.

Factors hindering achieving results
Lack of resources. The project is currently self-funded and in search of donors. Models for generating monetized content and sustainable funding for the project are being considered and developed, but currently there are no revenue streams in operation.

Internet shutdowns. Internet access across multiple African countries is intermittent due to inadequate infrastructure. The platform is on the web, so it is only useful to the extent that internet access to it is reliable. Improving Internet accessibility is outside the feasible scope of the project, so it is dependent on developments

in other sectors.

Internet cost. Internet is not only not particularly reliable, but it is also very expensive where it is available. This contributes to the predominance of contributions in the official national language and from a relatively more centralized mainstream user base, rather than the geographically and linguistically diverse target users.

Outreach. There is a lack of content in other languages. Most articles are written in the official language of Ethiopia, Amharic. But the platform is designed to host diverse local languages, and that functionality is not being utilized. Outreach to other language speakers has been difficult, mostly because it is expensive and there is a general lack of resources for the project. Most people only read the articles on the platform, but do not themselves contribute, and it has been a challenge to motivate users to actually contribute content of their own.

Stakeholders in the project
Sewasew

Contributed by
Sharada Srinivasan