



Digital Business Ecosystem

Contract n° 507953

Workpackage 33: Dissemination

Deliverable D33.9: DBE Web Presence - Content Ownership Transition Report



Information Society  
Technologies

Project funded by the European  
Community under the "Information Society  
Technology" Programme

**Contract Number:** 507953

**Project Acronym:** DBE

**Title:** Digital Business Ecosystem

**Deliverable N°:** 33.9

**Due dates:** 12/2006

**Delivery Date:** Feb 2006

**Short Description:**

This deliverable is designed to give the status of the DBE web presence and report on plans for the transition of content ownership.

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**Partners contributed:**

**Made available to:** Public

<b>Versioning:</b>		
Version	Date	Author, Organisation
1	08.11.06	Bertrand Dory, Intel
2	13.12.06	Anne English, Intel
3	25.01.07	Bertrand Dory, Intel
4	31.01.07	Anne English, Intel

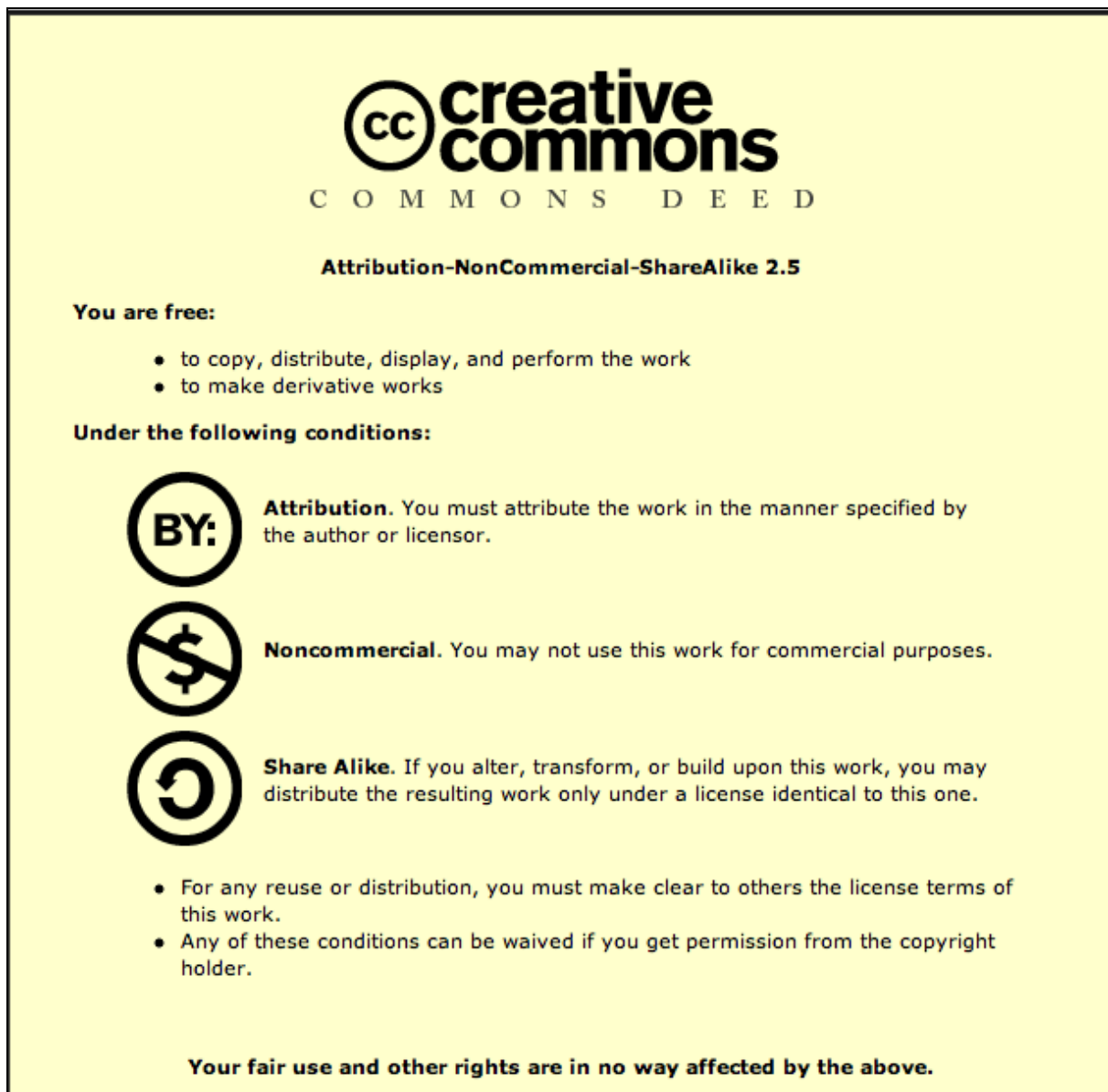
**Quality check:**

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# 1 Executive Summary

The aim of this document is to present the status of the Digital Business Ecosystem (DBE) web presence ([www.digital-ecosystem.org](http://www.digital-ecosystem.org)) and make recommendations for the transition of content ownership after the end of the project so as to safeguard the knowledge assets created during the project until a sustainability or governance structure has been decided upon.

In addition to describing the current status of the web presence, the knowledge disseminated via the web presence and usage statistics, we also analyse the process of content creation and reflect on the community around the Digital Business Ecosystem Project. This provides a backdrop for our learnings from the challenges of the DBE project in terms of knowledge management and communities of practice and is the basis on which we found our recommendations for transition of content ownership.

# 2 Introduction

The approach to the development of the Digital Business Ecosystem (DBE) web presence has been an evolving one, as the needs and requirements for knowledge sharing, dissemination and learning have converged over time. It also became apparent that the traditional way of defining e-Learning could not be applied to this project.

There is no doubt that the website has become the first, authoritative point of reference to access information and knowledge about Digital Ecosystems and learn about and experience the multi-faceted aspects and concepts of the DBE. Whether users of the site are software developers, regional development agencies and policy makers, or Small-to-Medium Sized Enterprises (SMEs) and players in the business community, the website brings the appropriate level of knowledge and links to resources for the targeted users.

In addition to being the premier source of information, the vision for the DBE web presence was that it would also serve to host the community of DBE communities, particularly as it became apparent early in the project that the knowledge created by communities of practice around the various facets of the DBE was tacit as opposed to explicit. The most appropriate knowledge could only emerge from the communities rather than be created by learning specialists.

This also implied that the communities could find a home on the website and that the formation and sustaining of these communities, with all the implied social conditions needed to be enabled and facilitated rather than defined [or imposed] in a traditional corporate top-down approach (as the one defined in Del 28.1).

This vision was to create a root and roof for the communities and enable the emergence of forums, discussions and knowledge around the DBE. It was also to host the community that would form from the DBE project team and thus host the experience and knowledge gathered during the lifecycle of the project and make it available to create new knowledge and facilitate the cross-pollination of knowledge between the communities. This aspect of the site is still very limited, and with the lack of trust and common purpose within the team, this success of this process has been poor. Even if the content and knowledge created by the communities (mainly the regions) has been of very high quality, less has been less produced than would have been ideal and the forums and other community collaboration tools have not been really used as much as they could have been.

The concept of communities was not well understood by the consortium and has not been supported by all of the project team, meaning that some of the basic social conditions necessary for communities were unavailable within this particular community. For example, one of the main underlying principles for the formation of communities is the existence of one *common purpose*, and this proved a challenge for this team.

In summary, the website is a great starting point. It not only provides content and information about the DBE and the Digital Ecosystems in general, but also provides a unique multi-disciplinary set of training assets. The vision of the DBE web presence as a

point where tacit knowledge is created and managed, where communities can find their roots, and where topics about the Digital Ecosystems are debated remains the ultimate goal for this platform. The realisation of this vision requires more time, so that the communities can acquire a sense of common purpose and flourish in conditions conducive to the development of online communities (see section 4.2, the 12 principles of online communities). This may require continued additional initiatives around the growth of the digital ecosystem concept, and also further maturity of the platform itself. One recommendation will be to continue this particular initiative within the OPAALS (Open Philosophies for Associative Autopoietic Digital Ecosystems) project and catalyse the creation of communities by inviting the various projects around the Digital Ecosystem, and related initiatives to create and store their content and information on this platform. This process could be easily bootstrapped by using the existing DBE website, and the vision that its framework is built upon.

### **3 Current Status**

As outlined in the introduction to this document, the DBE web presence is the primary access point to knowledge and information about the DBE. The position of the website in search engine rankings reflects this fact.

To help people access the most relevant information, the website has been organised around the “Learn, Experience, Participate” concept. This enables the user to naturally progress from gathering and accessing information at the start, to lurking in the work and assets created by the team and the communities. After this initial phase, and assuming further interest on the part of the user, he/she can then progress to explore and experience the DBE, either by downloading and testing the software, or by gaining a deeper understanding of the other facets of the DBE. Finally, the user can then become part of a community and contribute to the source code, and/or share their experience or suggestions. This is a natural path and manner for the users to move on the journey to understanding the DBE and participating in its emerging community.

The ideal organisation for the website would have been according to audience type. Unfortunately, there was insufficient relevant content by domain to render the sub-site approach (i.e. sub-sites broken down according to audience type i.e. developers, regions, policy makers etc) rich enough in content to offer adequate, relevant information to each user type on the site.

The website was therefore left as one generic site. Feedback during the various roadshows and other events is testimony to the fact that people have been able to find the information that they require and gain an in-depth understanding of the concepts behind the Digital Ecosystems from the current navigation of the website. The movies and the factsheets, in particular, are particularly well received by visitors to the site. Statistics show that these assets have been widely downloaded by users.

The content on the website is rich and covers all of the dimensions and facets of the DBE. It is mainly presented via static pages and is currently managed manually. It is gathered centrally and edited prior being published on the site. This guarantees the high quality of content, but it also defers sole responsibility for keeping the website up-to-date to one person and ownership and responsibility for creating content is therefore not borne by the team. This situation with content ownership as it has developed is contrary to the dynamics of shared responsibility required for creating and sharing content for a shared, community-based web presence.

In addition to the web content, some very good assets have been produced in order to help people understand the DBE and learn about the various disciplines of the DBE as well as how to use and setup the various tools of the DBE. Ultimately, these assets are designed to entice engagement with the DBE. Flash movies, animated tutorials, FAQs, posters, on-line step-by-step guides have been produced. These have been much welcomed by the users from each of the targeted audiences.

This section will present the status of the website to date:

- the statistics gathered around the DBE website
- the content accessible from the website
- the data architecture and the navigation on the website



- the process used to create content

### **3.1 Usage of the Web Presence: Statistics**

The DBE web presence has seen a diverse user demographic and steadily increasing number of hits since its launch. As mentioned earlier, the website is the premier source of information, knowledge and learning material for the DBE, and to some extent for participation in the Communities. This is widely reflected in the statistics of the website.

Two reporting tools are used to analyse usage – webalizer ([www.digital-ecosystem.org/webstat/](http://www.digital-ecosystem.org/webstat/)) and google analytics ([www.google.com/analytics/](http://www.google.com/analytics/)).

Based on statistics reported by [Webalizer Version 2.01](#) over the last 12 months (as shown in Figures 1 and 2 below dated from the 19 February 2007, 04:26 EET), usage breaks down as follows:

Category	Number
Page Hits	775,921
Unique Visits	163,981
Site Hits	2,686,680

On average, the site saw more than 6,000 daily hits.

A significant spike in September 2006 was due to increased interest in accessing information on the DBE as a result of the activities within the regions and in particular the roadshow held in Maynooth Ireland in Sept.

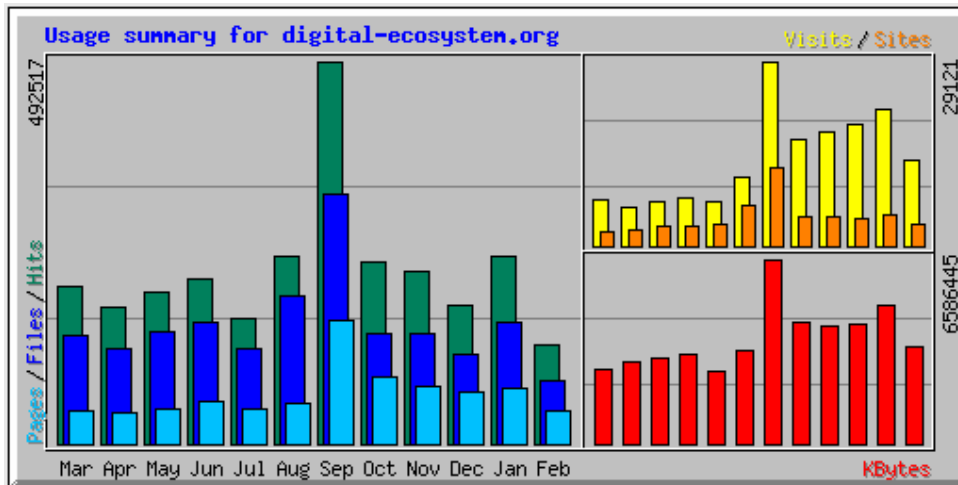


Figure 1

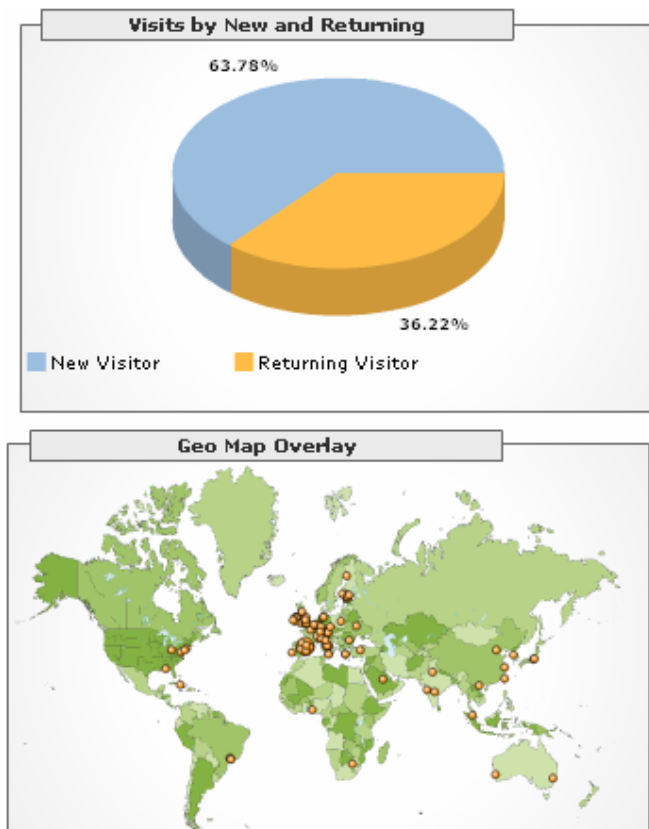
Summary by Month										
Month	Daily Avg				Monthly Totals					
	Hits	Files	Pages	Visits	Sites	KBytes	Visits	Pages	Files	Hits
<a href="#">Feb 2007</a>	6688	4237	2207	716	3536	3443319	13622	41946	80518	127082
<a href="#">Jan 2007</a>	7815	5038	2320	692	4894	4927608	21458	71945	156189	242274
<a href="#">Dec 2006</a>	5730	3693	2162	616	4395	4278009	19118	67023	114496	177631
<a href="#">Nov 2006</a>	7366	4699	2439	598	4685	4169151	17967	73181	140995	220985
<a href="#">Oct 2006</a>	7585	4567	2749	544	4622	4357053	16868	85246	141588	235154
<a href="#">Sep 2006</a>	16417	10732	5265	970	12307	6586445	29121	157962	321967	492517
<a href="#">Aug 2006</a>	7803	6144	1667	351	6251	3328525	10885	51686	190492	241900
<a href="#">Jul 2006</a>	5229	3972	1448	226	3407	2563403	7018	44913	123135	162099
<a href="#">Jun 2006</a>	7094	5188	1803	249	3018	3211786	7477	54100	155661	212834
<a href="#">May 2006</a>	6281	4624	1425	228	3024	3043969	7075	44199	143359	194739
<a href="#">Apr 2006</a>	5894	4069	1372	203	2479	2902578	6093	41180	122090	176820
<a href="#">Mar 2006</a>	6536	4510	1372	234	2145	2628216	7279	42540	139832	202645
<b>Totals</b>						<b>45440062</b>	<b>163981</b>	<b>775921</b>	<b>1830322</b>	<b>2686680</b>

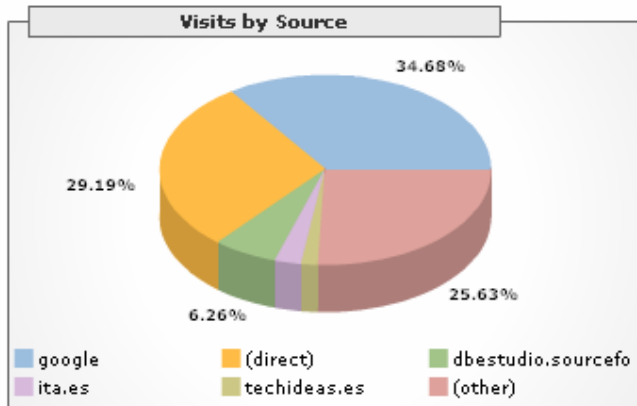
Source: Webstats

Figure 2

Using Google Analytics, we have a different view of the usage of the site. It shows that 63.78% of users are new to the site. It also shows that the visitors are mainly concentrated

in Europe, but there are also pockets from different part of the world. The US, India and Brazil regions have been particularly active due to their interest and/or involvement in other FP6 projects. We can also see that our DBE project partners ITA and TechIdeas are referral sites (i.e. a community with common purpose referring to the central site) as is the [www.dbestudio.sourceforge](http://www.dbestudio.sourceforge) site (i.e. synergies between players in the DBE are working). The interesting learning from these statistics is the interest in the Asia and Australia regions. (The interest from Australasia may be, for example, partly attributable to the forthcoming IEEE conference in Cairns, Australia in February 2007.)





Source: Google™ Analytics

Figure 3

## 3.2 Content

### 3.2.1 Static Content

The static content accessible via the top navigation bar provides information about the DBE Project, Regional Focus, DBE Technology, SME Applications, Research and Press Information.

This content is categorised as “static” as the pages have to be created by the webmaster of the site, and is not created for users’ input and contributions.

The content is organised around the “Learn, experience, participate” concept as explained earlier in this document (See Figure 4).

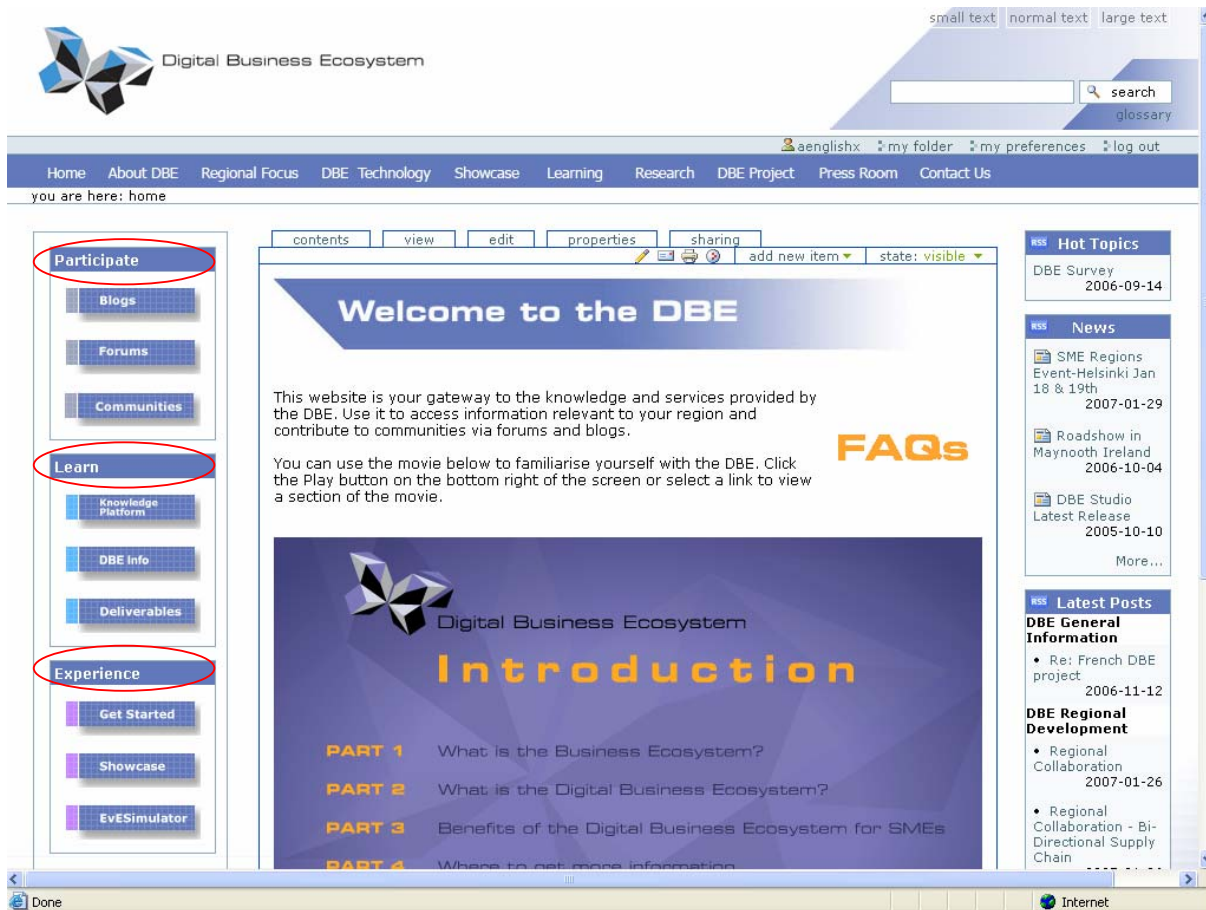


Figure 4

### 3.2.2 Project Resources and Deliverables

All of the deliverables produced by the consortium are available at [http://www.digital-ecosystem.org/DBE\\_Main/Members/aenglishx/learn/deliverables](http://www.digital-ecosystem.org/DBE_Main/Members/aenglishx/learn/deliverables). ('Deliverables' link at the left hand side of the homepage) (See Figure 5). Access to this material is only available to authenticated users.

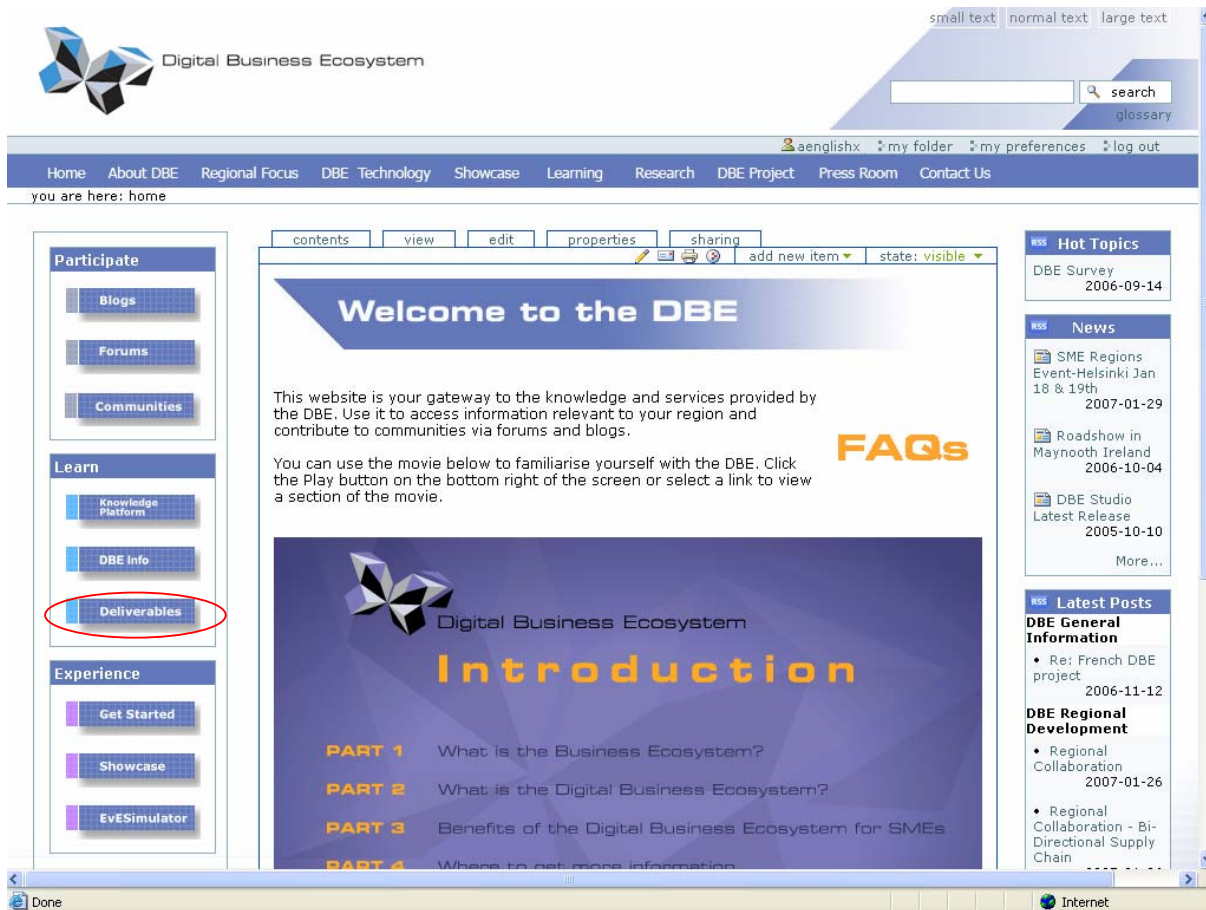


Figure 5

### 3.2.3 Learning and Getting Started Material

There are 4 informational movies aimed at different types of potential DBE audiences - Policy Makers, SMEs, Technologists and Researchers interested in the Evolutionary Environment - accessible from the home page at [http://www.digital-ecosystem.org/DBE\\_Main/downloads](http://www.digital-ecosystem.org/DBE_Main/downloads). ('DBE Info' link at the left hand side of the homepage) (See Figure 6).

There is also a prominent link to guidelines on how to 'Get Started' on the DBE's software platform on the homepage, as well as links to training material on the Studio and OpenLaszlo in [http://www.digital-ecosystem.org/DBE\\_Main/learningmaterial](http://www.digital-ecosystem.org/DBE_Main/learningmaterial). ('Get Started' link at the left hand side of the homepage) (See Figure 6).



Figure 6

Further material and links to regional communities' websites can be added over time, enabling the access to a wider range of learning material to a wider audience.

In January 2007, additional movies were produced to help share the experience and learnings of selected SMEs from the pilot regions.

Finally, it is interesting to add that the training strategy defined for the project, based primarily on the creation and the publishing of Learning Objects, has not been implemented. There are several reasons for this, such as the inadequacy of the approach used in corporations to satisfy the needs of the community, and the initial lack of understanding of community learning at the beginning of the project. This is also one of

the reasons why there is not more content available on the website and the knowledge platform.

#### **3.2.4 Hot Topics, News and Event Information**

Updates on Hot Topics, News and forthcoming and past Events (See Figure 7) has proved to be a useful tool to the community. It also contributed towards community building by ensuring transparency of activities across the community and enabled the DE cluster to also post and cross-propagate information about activities.

For example, a report in 'HopTopics' (<http://www.digital-ecosystem.org/Members/aenglishx/roadshow>) on the roadshow held in Sept 06, in Maynooth, Ireland has facilitated the consortium's and the public's insight into regional engagement events and the initial steps that can be taken towards identifying a Regional Catalyst for a 'new' region. This report on the DBE website also served as a source of information to 6 Irish newspapers that covered the event and had a joint circulation of some 80.000.

The 'Events' facility enables the community to be informed and thus participate in relevant events, while 'News' enables both DBE consortium as well as the DE clusters to be informed of items of special interest.



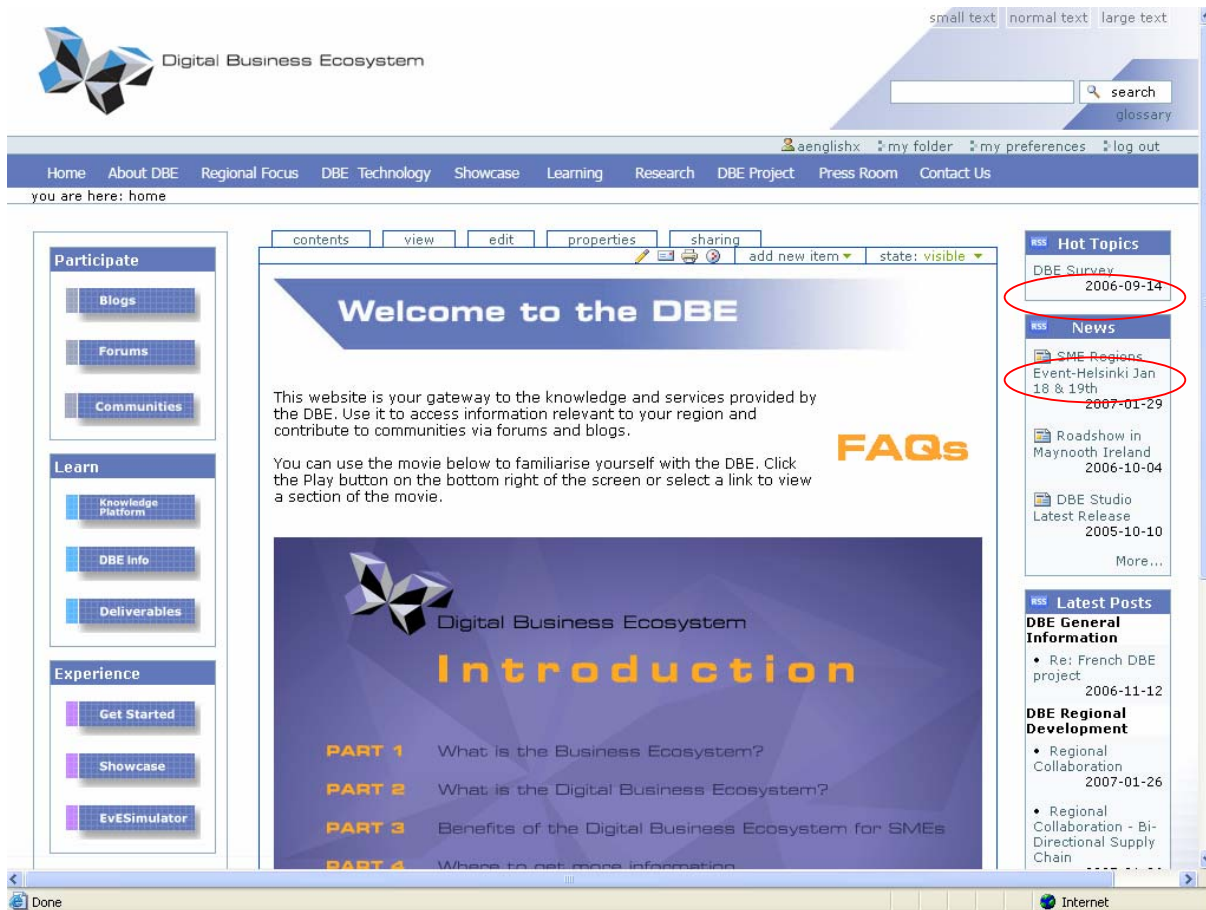


Figure 7

### 3.2.5 Dynamic Content

The 'Participate' element on the left hand side of the home page (See Figure 8) provides users with the opportunity to use dynamic features such as blogs and forums. Forums have been pre-structured into Research, Business, Regional Development. For various reasons that will be explained in the document in the next sections, the communities around the DBE did not form and therefore have not enabled the creation of much tacit knowledge. Some discussions and forums threads have been created, but the participation has been low, and the content generated has been limited in scope.

There are however still some communities that have emerged. The most popular discussion and collaboration is among the software developers and technologists. To avoid replicating a similar environment and reduce the risk of confusion and loss of

context, the Computing Forum element is redirected to the DBE studio <http://dbestudio.sourceforge.net>.

There are also several communities formed around the regional catalysts in the main regions. All the communities are linked from the website and their learning assets, tacit and explicit knowledge and community assets are accessible from the website.



Figure 8

### **3.3 Navigation**

The architecture of the web presence has been attuned to the requirements of the current community with the main navigation being around an Experience, Learn, Participate path. This facilitates the transition from *lurker* to *participant*.

The 'Experience' element enables users to observe DBE activities such as the EVE Simulator; experience some of the SME applications via Showcases and also to Get Started on the DBE via a stepped out guide (See Figure 9).

The 'Learn' element (See Figure 9) enables users to access Information about the DBE i.e. all of the dissemination assets such as informational movies, presentations etc, as well as access all of the Deliverables submitted to the European Commission to date, contextualised by Domain and Workpackage.

The 'Participate' element, as outlined in 3.2.2 above, enables registered users to use Blogs and Forums as well as register new and access existing communities.

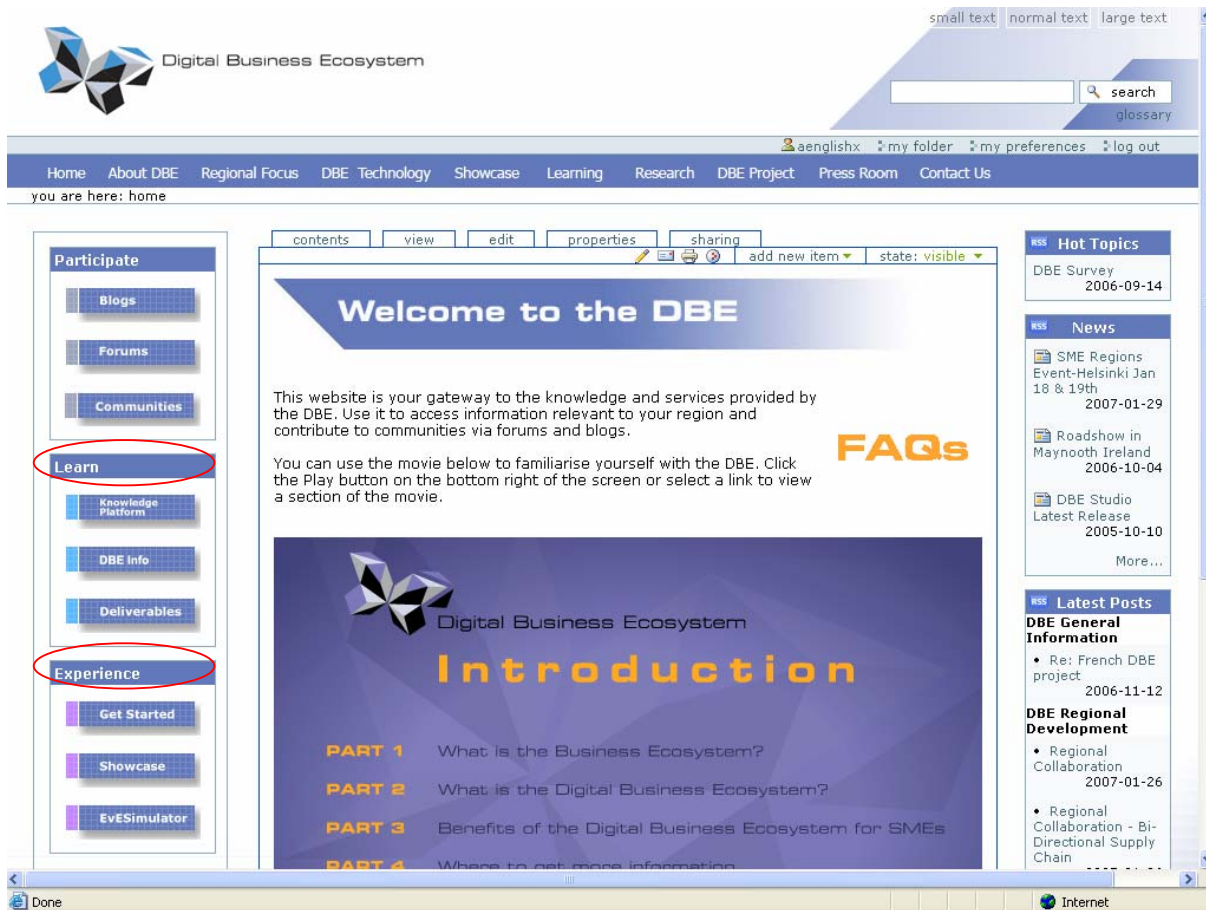


Figure 9

### 3.4 Content Generation

The DBE consortium as a project team has, to varying extents, been at the stage of sharing static, historical knowledge (albeit via delegated/centralised content mgt/posting) and has not yet transitioned to a community of practice and is not, to date, sharing and collaborating around the creation of knowledge. The nature and behaviour of the DBE community has been to work in smaller interest groups sharing, and within “safe” boundaries.

One of the key learnings from the point of view of engaging partners in content contribution has been that their perception of a common ‘purpose’ and ‘benefit’ has been lacking when not in the context of smaller working groups. In communities of practice, one

of the key reasons that members become involved is that they share a common purpose and, in a safe environment, share knowledge that benefits the community at large. This contribution not only makes the community stronger, as debates, discussions and other knowledge can be created, but it also helps build the reputation of the community and the reputation of its members.

Of course, this can only be achieved in self-organised and self-governed communities, where every member adheres and subscribes to the values of the community.

In the absence of such of way of creating and sharing knowledge, the generation and posting of knowledge remained under the responsibility of the catalyst website and dissemination team. This was not the best approach, but it helped fulfil the need of creating high quality knowledge and making it accessible to the visitors of the website. The process has been time consuming, and the content generated and posted, even if its quality was good, was formal and static.

This poses the question of the long-term sustainability of the website, as the activity was not done by a self-motivated, managed and sustained community, and it still requires management by a dedicated team.

## **4 Challenges and Learnings**

The progression of the web presence experienced some challenges, mostly in the area of community support and community maturation. These challenges have shaped the momentum with which the initial vision for the DBE web presence can be realised and have provided useful learnings along the way

### ***4.1 Community Support***

As the knowledge that was being created in the consortium was largely tacit as opposed to, for example, structured learning content, and was often created at events such as regional engagement, code camps or other physical events, it was difficult to capture and formalise this knowledge and make it available as re-usable learning material or content. Also, as mentioned in Section 3.4-Content Creation, the posting, knowledge management

and knowledge creation has been deferred to the team in charge of the website, and was not managed from within the community. Community members often did not see the value for themselves of transforming the knowledge they were acquiring into content that could be published on the web site. Team members did not recognise that their contribution would help the project (lack of sense of recognition and social conditions such as reputation, normally conducive to growth of online communities), and in fact were exposed to comments and judgment by other team members, rendering the community unsafe, and therefore unsuitable for knowledge creation and sharing.

Although community members were invited to become content domain owners, and social web tools have been made available, there was little pick-up on this. And content publishing stayed a centrally driven and executed task.

## ***4.2 Learnings and on-line communities***

Due to the challenges encountered with establishing and growing the DBE web presence, an opportunity arises for a reflexive element to the transition of content ownership.

Reflecting on the fact that the growth of the central web presence and of communities of practice were hampered by poor community involvement and support, it has become apparent that community building and the growth of communities of practice would have been better facilitated and nurtured if its formation could have been assessed against the fundamental principles of online collaboration on an ongoing basis.

For online communities to develop, animation of the community towards participation, as well as the establishment of this new type of trust are necessary. And participation will only follow in an environment that enjoys an established form of social rules or conditions and of self-governance.

The following is an overview of some of the principles of online communities <sup>1</sup>.

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<sup>1</sup> Source: <http://www.mongoosetech.com/realcommunities/12prin.html>.

Purpose	<p>Community exists because the members share a common purpose which can only be accomplished jointly.</p> <p>What is the community about? What, in the minds of its members, is it for? Why do people join, come back, become regular visitors, contribute? What can be done there? How can members collaborate to get their joint purpose and accomplish their common goals?</p>
Identity	<p>Members can identify each other and build relationships.</p> <p>Although members can be anonymous, they cannot be unknown. It must be possible for other members and the facilitators of the community to identify someone as the source of a series of items or actions. A persistent identity is the cornerstone to building other key community principles such as trust, reputation, and history.</p>
Reputation	<p>Members build a reputation based on the expressed opinions of others.</p> <p>Members must be able to tell how reliable or useful other members consider any member. Reputation allows them to act on advice with some expectation of its quality without the community website acting as reviewer or police. The desire for good reputation prevents or discourages bad behaviour and encourages members to seek feedback from others that may build their reputation.</p>
Governance	<p>The facilitators and members of the community assign management duties to each other, allowing the community to grow.</p> <p>Communities must be managed and governed. Members are involved in governing themselves and other members, and the formal facilitators take a reasonable role in managing the community, its standards and rules, and allocating responsibilities to defined members. Without some governance, few communities will grow or survive.</p>
Communication	<p>Members must be able to interact with each other.</p> <p>Communities cannot exist without one or more mechanisms for member interaction. The best choice for communication tools depends on the purpose of the site and its members. For instance, a CFO site would thrive on shared spreadsheets, whereas a teen site would be better served by instant messaging.</p>
Groups	<p>Community members group themselves according to specific interests or tasks</p> <p>All communities contain groups that focus on some subset of the community's purpose or otherwise segment the membership of the community. These groups are typically dynamic (they form, split, merge, end, etc.) and normally have subgroups within them. The larger and more diverse a community, the more the groups within it will drive its behaviour and actions.</p>
Environment	<p>A synergistic environment enables community members to achieve their purpose.</p> <p>All online communities exist within the framework of an online environment. To be effective, they must be integrated with the rest of the website so that navigation, appearance, etc., are seamless between community and non-community areas.</p>

Boundaries	<p>The community knows why it exists and what or who is outside and inside.</p> <p>Boundaries define who is a member and who is not and what members can do and what non-members can do. Without clear definition, there is no incentive to become a member and no ability to control access based on membership. Content generated by the community must also be clearly identified.</p>
Trust	<p>Building trust between members and with community facilitators increases group efficiency and enables conflict resolution.</p> <p>Without trust, a community cannot function. Members must be able to tell how much they can trust other members and must trust those that run the community not to abuse or exploit it.</p>
Exchange	<p>The community recognizes forms of exchange values, such as knowledge, experience, support, barter or money</p> <p>Does the community exist to make money for its members? If so, how does it accomplish this? What role does the community play in facilitating commerce? Is it a revenue generator for the site? What monetary and non-monetary forms of reward exist in the community?</p>
Expression	<p>The community itself has a "soul" or "personality"; members are aware of what other community members are doing.</p> <p>How does the community reveal the activity and preferences of a member or a set of members?</p>
History	<p>The community must keep track of past events and must react and change in response to it.</p> <p>Communities should remember what has gone before -- and be able to forget things, too. What the community knows about a member must have some statute of limitations, but should be available to a member so that they don't have to repeat themselves. Those running the community should be able to learn from the past and apply this learning to the future.</p>

Figure N

The DBE community would have benefited from a better understanding of the social rules and the mechanisms of successful on-line communities, and the shift that is necessary in professional ethics and work practices towards mutual trust and transparency.

This nurturing and the enablement of communities around the Digital Ecosystems has started in other digital ecosystems cluster projects and in other EU project in the Directorate E.



## **4.3 Analysis**

### **4.3.1 Recognised Point of Reference**

The DBE web presence has become a recognised point of reference not only for the DBE but also for the DE cluster. From the usage statistics, we can see that usage is increasing in quantity as well as geographic span. (See Section 3.1 for more information about the usage of the website.)

The quality and the coverage of the content accessible is widely recognised. The content, while centrally-driven, collated and published, has been continuously deepened and attuned and is now a recognised reference for researchers, potential new regions/regional catalysts and policy-makers.

### **4.3.2 Shortfalls**

While the web presence provides the functionality and features necessary (open source, scalable content management system, blogs, forums, online registration, RSS feeds.....) for online communities to grow, it has experienced shortfalls.

As the team co-operated offline, input to the central web presence from the various project domains was not as forthcoming as it could have been. Initial plans to implement a new navigation based around user profiles (sub-sets) such as Regional Development, Computing, Research etc were therefore reassessed and suspended.

Discussion groups which, had the community been more advanced in terms of lending itself to community building and establishing trust and resolving governance issues etc, could have taken place via forums and blogs etc, did not develop a strong online presence.

Communities did not develop mainly because of the lack of common values.

Resourcing for the web presence could have been more effective, had contributions to it and participation in online community building been identified as an official output from all partners in the Description of Work.

## 5 Transfer of Content Ownership

In light of the lack of clarity in relation to governance and to the sustainability of all aspects of the DBE after the funded life-time of the project, transferring content ownership becomes a new challenge.

In the absence of a defined sustainable structure and/or funding thereof as part of an overall governance model for the DBE in the future, as well as due to the centralised nature of content ownership to date, the transfer of content ownership and the future life of the DBE web presence can be approached in a reflexive manner, implementing the learnings from the DBE project and better serving the DE cluster community going forward.

The [www.digital-ecosystem.org](http://www.digital-ecosystem.org) website could serve as the first building block for a Digital Ecosystems central web presence. It has not been progressed too far in any alternative direction to be unable to serve this purpose and contains the functionality and features necessary to enable and support the building of DE cluster communities, as well as to provide a central gateway to the other web presences in the DE cluster.

The DBE information already posted on [www.digital-ecosystem.org](http://www.digital-ecosystem.org) can be extended to present a multi-faceted and multi-disciplinary view for the Digital Ecosystems.

The Head of European Commission Unit ICT for Enterprise Networking, G. Santucci, identifies the Digital Ecosystems cluster as *"[...] an important mechanism, intended to promote interactions among projects working in related topics, allowing their members to come together and to share each other's knowledge and experiences for mutual benefit. Project clusters also provide a common basis for dissemination and interaction with people interested in the domain."*<sup>2</sup>

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<sup>2</sup> Source: [http://www.digital-ecosystems.org/de/refs/ref\\_proj.html](http://www.digital-ecosystems.org/de/refs/ref_proj.html)

The STREP project SEAMLESS (Small Enterprises Accessing the Electronic Market of the Enlarged Europe by a Smart Service Infrastructure) has already decided to share its public deliverables and to upload them to the OPAALS Open Knowledge Space.

The current DBE web presence could facilitate this vision by lending it an already live, stable and scaleable, open source, common web solution to facilitate and support as well as promote cluster interactions, knowledge sharing and the mutual experiences that will benefit the entire DE community. Going forward into FP7, a common web presence will better disseminate the vision and achievements of the current cluster as it develops.

It would also support and nurture common community building and thereby foster trust, the development of a shared vision, transparency and the sense of shared purpose necessary to sustain momentum in multi-disciplinary environment for digital ecosystems.

## **6 Next Steps**

The transition of ownership should start as soon as possible. In fact, it is advisable that the content of the website, the domain name and the website should be transitioned to one of the main projects of the DE cluster as soon as possible.

Talks with the PMEB of OPAALS and the management teams of other projects of the cluster have been started.

The next steps should include:

- Extension of the scope of the OPAALS Open Knowledge Space to include the ownership and the management of the knowledge created and managed by the different projects within the Digital Ecosystem Cluster
- Extension of the scope of OPAALS to include the communities formed around the Digital Ecosystems
- The transfer of the knowledge to the OKS

- The definition of the process for knowledge management, sharing and dissemination of the content
- The definition of governance and social rules for future communities around Digital Ecosystems, and the incubation of the first communities.

## **7 Conclusion**

The website has been the window to the DBE project, its features, research outcomes and benefits. The quality of the website and its content has been widely recognised as a premier source of information for a wide range of users. All the deliverables and other assets have been available and the dissemination assets have been welcomed by the users of the site. Even if the site is not implemented as per the initial vision, it still has been a great success and the feedback from the users has been very positive, as borne out by the high number of site hits and repeated visits.

The assets of the DBE web presence, with the overall DBE vision, need to be preserved, as do the experiences, results and the research of the other projects of the Digital Ecosystem Cluster. To this end, we recommend that the content of the website be transferred to the OPAALS Network of Excellence. In this way, the knowledge, experience and combined assets will be safeguarded and available going forward, and communities from all these projects as well as from existing and future regional engagements, can emerge and ensure the continuation of the DE vision and its development.