UNIVERSITÉ DE GENÈVE

COMMISSION INFORMATIQUE

DEMANDE DE COFINANCEMENT A LA COMMISSION INFORMATIQUE

Merci de transmettre votre demande pour préavis au président de la Commission Informatique de votre Faculté ou École (CIFE):

M. Bastien.Chopard@unige.ch / Sciences, M. Antoine.Geissbuhler@unige.ch / Médecine, Mme Guillemette.Bolens@unige.ch /Lettres, M. Dimitri.Konstantas@unige.ch / SES, M. Alexandre.Flueckiger@unige.ch / Droit, M. Jean-Daniel.Macchi@unige.ch / Théologie, Mme Mireille.Betrancourt@unige.ch / PSE, Mme Susan.Armstrong@unige.ch / ETI.

Toutes les demandes de cofinancement doivent parvenir à votre CIFE **au plus tard le dimanche 30 janvier 2011** pour être validées et transmises au Bureau de la COINF (Thierno Diallo). Les projets de type HPC seront préavisés par M. Bastien Chopard, coordinateur du groupe HPC de la COINF, qui en fera une analyse plus approfondie. Pour les structures (centres interfacultaires) ne bénéficiant pas d'une commission informatique de type CIFE, veuillez adresser directement vos demandes à Thierno.Diallo@unige.ch. La sélection finale aura lieu à la séance COINF du 10 mars 2011.

Date de réception :	Demande no :
Faculté/Département : ETI	Tél. : +41 22 379 87 36
Nom/Prénom : Moser-Mercer, Barbara	E-mail : Barbara.Moser@unige.ch

Exposé des motifs

Intitulé du projet :
Formation virtuelle d'interprètes dans des zones de conflits (Centre InZone)
(voir déscriptif en annexe)
Résumé :
  InZone, le nouveau Centre créé avec le soutien du Rectorat (décision du 15.12.2010), offre des cours de formation virtuelle aux interprètes travaillant dans des zones de conflits et de crise pour des organisations humanitaires telles que le CICR, MSF et le HCR.
  Une première étude a mis en évidence les besoins quotidiens hétérogènes du personnel humanitaire dont les interprètes font partie. La nécessité de former un réseau social communautaire afin de rassembler les forces dispersées sur le terrain tout en prenant en compte la forte mobilité des personnes a également été mise en avant.
  Le projet propose donc le développement de scénarios pédagogiques complémentaires et accessibles depuis différents appareils mobiles (PDA, laptop, netbook, ...). Grâce à une technologie dite de « responsive design », les apprenants pourront accéder aux outils de formation en tout lieu, via le réseau de téléphonie mobile, moyen le plus stable dans ces zones (voir phases 1 et 2, option 1 du devis en annexe).
  Ce projet sera en partie implémenté au sein du Virtualinstitute et les étudiants inscrits dans nos programmes MA, MAS et PhD pourront, à moyen terme, bénéficier de ses retombées.
  Pour honorer le devis, en complément du cofinancement demandé, l'Unité propose d'utiliser une partie des bénéfices des cours de formation continue.

Indiquer si ce projet est de type HPC (High Performance Computing)
non

Coût total net : $ 23'850.- * 0,97 (cours du jour) = CHF 23'134.-

Cofinancement demandé à la COINF : CHF 10'000.-
(voir règlements plus bas).

Type de demande :   investissement ☐   développement pédagogique ☒

Préavis de la CIFE ou du bureau de la COINF :	Priorité : ☒haute ☐moyenne ☐basse
Date : 17.2.4	Signature :
Décision de la COINF :	Priorité :
Date :	Signature

InZone_Demande_de_cofinancement_COINF-2011-4.doc

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Formation virtuelle d'interprètes dans des zones de conflit (Projet InZone)

1. Introduction-Historique

Le nouveau centre de recherche et de formation récemment créé avec décision du Rectorat du 15.12.2011, poursuit une triple mission:

- La documentation des conditions de travail des interprètes actifs dans des zones de conflit;
- La formation des interprètes engagés dans des zones de conflits et leur mise en réseau virtuelle (« Community of practice »);
- La déontologie des interprètes dans des zones de conflits : développement d'un code d'éthique professionnel.

Le Centre InZone vient d'engager son premier spécialiste. Il travaille étroitement avec le CICR, le HCR, MSF et l'OIT pour identifier les besoins des interprètes travaillant dans des zones de conflits et pour développer une formation à distance adéquate. InZone offrira ces cours à titre gratuit aux organisations humanitaires – il s'agit d'un projet humanitaire de l'Unité d'interprétation de l'ETI.

2. Expérience pédagogique acquise à ce jour

Un premier cours a été offert en 2009 à 8 interprètes du CICR engagés en Afghanistan, au Pakistan, au Sri Lanka, à Gaza et en Ouzbekistan. Ce cours a été exclusivement donné par l'intermédiaire de l'environnement virtuel d'apprentissage de l'Unité (Virtualinstitute). Le 2e cours pour le CICR est en préparation et sera donné au printemps 2011. Il permettra d'explorer l'utilisation des outils mobiles.

Une étude de besoins du HCR et de MSF a été menée en novembre 2010 sur le terrain, au Kenya ; des contacts avec le terrain à Haïti montrent l'urgence en matière de formation. L'analyse du premier cours offert au CICR a permis de mettre à jour l'importance d'offrir une formation complémentaire à celle donnée par les antennes sur le terrain.

De plus, dans la mesure où l'emploi du temps des interprètes en zones de conflit varie en fonction de la sécurité sur le terrain, nous envisageons d'offrir nos formations sur des outils portables comme les smartphones, tablettes, etc. Le fait que les réseaux de téléphonie mobile sont bien développés dans les pays où s'engagent les organisations humanitaires, mais que les réseaux internet câblés le sont moins, donne un argument supplémentaire pour développer une pédagogie complémentaire entre les appareils mobiles et le Virtualinstitute.

3. Développement proposé

Un exemple concret de scénario d'interprétation consécutive avec trois outils (1) PDA, 2) portail d'apprentissage – Virtualinstitute, et 3) communauté des praticiens – réseau social) pourrait se présenter de la manière suivante. Création d'une application qui explique, conceptuellement, le rôle de l'interprète dans une situation de conflit. L'apprenant, en l'occurrence l'interprète engagé par

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une organisation humanitaire et travaillant en zone de conflit, la travaille avec ses paires et les formateurs sur le portail d'apprentissage. Il la charge sur son PDA. Lors de sa prochaine mission d'interprétation consécutive sur le terrain il la consulte pour se rappeler les meilleures pratiques. Lorsqu'il termine sa mission, il enregistre rapidement le résultat de ses notes de consécutive par le biais de la caméra intégrée dans son PDA et enregistre ses réflexions oralement sur le PDA. Une fois rentré à l'antenne du terrain il revient sur le portail d'apprentissage, met de l'ordre dans ses notes verbales et les partage avec la communauté des apprenants et des formateurs. Il télécharge également ses notes de consécutive (fichier image). Le formateur identifie les points forts et les difficultés de l'apprenant et lui offre un retour qui sera partagé avec tous les autres interprètes-apprenants de la formation en question. Le formateur pourrait également choisir, dans une bibliothèque de vidéos crées, celles qui exemplifieraient le mieux son feedback. Ainsi, les bonnes pratiques et l'expérience de l'apprenant sont mises en parallèle pour renforcer l'apprentissage.

Le Centre InZone propose de développer la formation pour qu'elle réponde aux besoins réels des interprètes travaillant dans les zones de conflit. Ce développement cherche à utiliser la puissance d'une conception d'un learning object centré sur un apprentissage précis dans un scénario qui fait intervenir à la fois des données relevées du terrain par les apprenants et des modèles conceptuels que les apprenants doivent confronter au jour le jour. En tant qu'outil de capture, le PDA permet de capturer la réalité d'un moment précis et soutient ainsi la réflexion qui perdure bien au-delà de ce moment pour les convertir en bonnes pratiques (Churchill, 2008).

La solution envisagée est le « Responsive Design » qui permet l'accès au même contenu à partir de différents types de matériel (PC portable, tablette, PDA ou smartphone). Cette solution fait l'objet du devis ci-inclus (Phase 1 et 2, option 1) ; elle fait partie de l'objet de la demande soumise à la COINF pour cofinancement.

Cette solution permettra non seulement d'offrir une formation virtuelle dans les zones de conflit, mais l'Unité envisage également de l'utiliser, une fois que cette solution a été testée et évaluée sur le terrain, pour d'autres formations virtuelles qu'elle offre, comme par exemple son MAS pour formateur d'interprètes de conférence (récemment accrédité par l'OAQ), et pour son MA en interprétation de conférence. Ainsi le développement dans le cadre du Virtualinstitute trouve une extension logique qui pointe vers l'avenir de l'apprentissage mobile tout au long de la vie. L'Unité d'interprétation peut s'engager à cofinancer ce développement avec ses fonds formation continue (notamment MAS).

Annexes :
1. Devis EdgeDesign et CodeBrick
2. InZone Mission Statement

Genève, le 16 février 2011

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The Center for interpreting in conflict zones - INZONE
at
the Interpreting department of the *Ecole de traduction et d'interprétation (ETI)*
University of Geneva

Introduction

Conflict and natural disasters know no linguistic boundaries. Ending a conflict and delivering emergency and humanitarian aid across language barriers represents a major challenge for which few of the organizations entrusted with operations in the field are well equipped. This problem is compounded by the fact that there is a chronic shortage of interpreters in zones of crisis willing to put their lives on the line or to face the challenges of working in areas of natural disaster.

Interpreters are often recruited because they "know" both the local language/dialect and English, the language of international relief operations, and not because they have been trained as translators or interpreters. It is safe to say that few if any have undergone training in interpreting. Thus, they lack both essential professional skills to perform adequately as interpreters, as well as the necessary professional ethics to support crisis management and humanitarian efforts in a stressful environment. A survey carried out among interpreters working in crisis zones has highlighted the ambivalence interpreters feel regarding their role and underscored the need for the development of a code of professional ethics that meets the requirements of interpreters working in conflict zones (Moser-Mercer & Bali, 2007).

The consequences of this situation are dire both for the people in need of a professional service and for the interpreters themselves. Staff deployed in the field are often unable to communicate properly with the local population and find it difficult to assess real needs and to deliver the services they were meant to provide in a way that is commensurate with the financial and human effort that has gone into planning such relief or crisis management operations. Often the objectives of such operations cannot be fully met because of communication break-downs. The consequences for the interpreters are no less disappointing and painful: lack of proficiency in English, misplaced loyalties, having to assume roles that "empower" them to pass judgment, for example, during interrogations or asylum interviews without requisite deontological training, thus inadvertently participating in human rights violations.

Interpretation and conflict is slowly evolving into an academic field of study with several international conferences in the field of translation and interpretation devoted to developing a better understanding of the issues involved and seeking to generate cross-disciplinary interest (Translation and Conflict 2004 - Salford, 2006 - Manchester; Mediation and Conflict:

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Translation and Culture in a Global Context, 2009 – Melbourne; Languages at War – Reading, 2009).

In 2006 the Interpreting department at ETI was awarded a grant by the *Geneva International Academic Network* (GIAN-RUIG; now SNIS – Swiss Network for International Studies) to develop distance-learning modules for interpreters in zones of crisis and war. With its proven track record in innovative distance learning pedagogy (http://virtualinstitute.eti.unige.ch) ETI's Interpreting department, in collaboration with the International Committee of the Red Cross (www.icrc.org), the IUED (now Graduate Institute, http://graduateinstitute.ch), and the International Labour Organisation (www.ilo.org), carried out a survey among interpreters working in crisis zones and developed two distance learning modules, one on professional ethics and one on basic skills in consecutive interpreting. These two modules were included in a first course offered to 8 ICRC field interpreters; the course evaluation confirmed the need for such skill training and highlighted the importance of building a community of practitioners across geographic boundaries for the purpose of knowledge sharing, skill training and mutual support.

The economic and financial crisis, coupled with more frequent natural disasters requiring a global response as well as protracted conflicts have strained the resources of humanitarian organizations. Language needs can rarely be adequately addressed; limited resources are quite understandably channeled to meet the most urgent needs. And yet, in many instances the inadequacy of language support means that resources are not optimally used and/or that objectives cannot be adequately met. The Center's recent work in sub-Saharan Africa has underscored the diversity of language requirements and the need to design purpose-built solutions; it has also highlighted the fact that there is scant awareness of the potential offered by technology-enabled solutions to language communication and capacity building in skill learning in the field.

Mission statement

The Interpreting department at ETI is committed to pursuing work in the area of Interpreting and Conflict and announces the creation of a ***Center for Interpreting in Conflict Zones***, "**INZONE**", whose mission is three-fold:

1. **Documentation:** Establishing an electronic database of publications, documentary evidence, and audio-visual material related to interpreting in crisis zones. This documentary evidence would provide a foundation for course design and training on the one hand and inform the development of a code of professional ethics for interpreters in conflict zones. Collaboration with other centers devoted to the development of ethics in the professions would be sought in order to explore issues of advocacy, neutrality, confidentiality and professional secrecy, as well as cross-cultural communication, and how they impact on the role and work of the interpreter. Through ongoing collaboration with humanitarian organizations the Center would be able to situate the role of the interpreter in humanitarian relief efforts.

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2. **Training:** Development of a dedicated virtual learning environment for interpreters in conflict zones designed to become an on-line training center with on-demand learning modules specifically developed to meet the needs of interpreters in crisis zones. ETI's Interpreting department will use its proven *Virtualinstitute* learning environment and tutor support structure to provide an open and collaborative learning environment with learning modules covering professional ethics, skill development in consecutive and simultaneous interpreting, basic security, and others according to on-going needs analyses. Members of the conference interpreter training community with long-standing pedagogical experience will be involved as on-line tutors on a voluntary basis. For the first time the Interpreting department will design such a learning environment specifically for use on *mobile devices*; we will continue to design our learning activities bearing in mind the myriad connectivity issues that are to be encountered in the field, while at the same time searching for innovative didactic solutions in hybrid learning (synchronous and asynchronous modes, on-line and off-line) to exploit available and often underutilized capacities. Learning modules will also be made available on CD-Rom for delivery into the field as back-up options and for local up-loading to computers and mobile devices. Collaboration with other organizations and centers will be sought to optimize training delivery, both on-line and in the field.

3. **Community-building:** In contrast to conference interpreters who work in teams, interpreters in crisis zones lead a professionally isolated existence with little or no contact to their peers elsewhere in other conflict zones. This deprives them not only of an opportunity to discuss professional issues with their peers, but also of the support network that is needed to diffuse the extraordinary tensions and post-traumatic stresses engendered by their daily work. ETI's Interpreting department proposes to use the *Virtualinstitute* learning portal described above as a meeting point for interpreters in conflict zones to build a community of practice (Wenger, 1998) which would develop a shared repertoire of resources: experiences, stories, tools, and ways of addressing recurring problems. ETI would seek to collaborate with other centers engaged in innovative approaches to support people living and working in conflict zones, such as the use of applied drama and its application in an on-line environment. Applied drama techniques have already been instrumental during the first training course launched in June 2009 to create the kind of trust and confidence on which virtual communities can be built. A detailed analysis of this first course has already shed light on how such innovative virtual approaches can sustain virtual communities of learning in even the most dire of circumstances. Knowledge construction can overcome the most serious constraints for as long as the learning community is sustained in a trusted environment. The Center will also study the integration of a closed social network facility to support the community of practitioners, or a special purpose-built social networking application capable of meeting the unique requirements of conflict zones that are not readily handled by popular social networks (Allman, 2010).

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Center structure and funding

INZONE is physically located at ETI's Interpreting department (Université de Genève). The virtual learning environment used to implement the Center's mission is housed on a dedicated server managed by ETI's Interpreting department. The Center will benefit from the counsel of an international Advisory board whose members represent the various academic research and training dimensions of the Center's mission, humanitarian organizations working in crisis and war zones, and professional interpreters conversant with the specific challenges of working in crisis zones. This international Advisory Board develops a bi-annual program of work and supports INZONE in its efforts to procure funding for its projects. Seed money for the initial project of *Interpreting in Zones of Crisis and War* had been provided by the *Geneva International Academic Network.* The Rectorate of the University of Geneva is providing support for developing the Center staff needed to implement its mission in the form of research posts and titular professor positions. The Center's Advisory Board is assisted by a Director who is responsible for developing and managing the program of work approved by the international Advisory Board and for securing on-going funding. The humanitarian dimension of the Center, embodied in item 2 of the Center's mission, is supported by professional interpreters and interpreter trainers who volunteer their services to INZONE.

Barbara Moser-Mercer, January 2010

ESTIMATE 01.19.11

Client
Barbara Moser
Interpreting Department
University of Geneva
Switzerland

Project Overview:

This document details our approach to the design and development for a new website for The Center for Interpreting in Conflict Zones - INZONE at the Interpreting Department of the University of Geneva. We have structured this project estimate into two phases that separate the planning and strategy work from the design and build of the website. We have labeled the two phases, *Phase I: Discovery & Architecture* and *Phase II: Design & Build*.

The goal for Phase I is to provide the blueprint for Phase II. During this initial engagement, we will work with you to develop the strategy and Sitemap, and identify what content will be needed to build the site. This will inform our understanding of the size and scope of the site, as well as what new functionality may be required to implement the overall vision. Because we're creating a new site with many unknown variables, we believe this approach provides a more thoughtful process that will lead to a better result.

Our estimate of costs for the project are provided as a fixed fee proposal for Phase I and an estimated range for Phase II. At the end of Phase I, along with the deliverables described below, we will then also be able to provide a detailed Statement of Work as a fixed fee proposal for Phase II.

Thank you for the opportunity to prepare this proposal. We look forward to working with you!

Craig Diskowski   Tim Whitman
Edge Design   CodeBrick
craig@edgedesign.com   tim@codebrick.com
408-846-9886   408-852-0780

Phase I: Discovery & Architecture

Discovery

In this phase we work with the Client to gather information, define and affirm the go-forward strategy for the website, validate the stated requirements for the various functional pieces and research available solutions to address any new required functionality.

Architecture

In the Architecture phase, our focus will be on gathering content to be included on the site, and then grouping and prioritizing that content according to the goals and strategy determined in Discovery. We will engage stakeholders in Brainstorming Sessions, and follow-up reviews as necessary, to produce the Sitemap, Home Page Content Strategy and Content Inventory documents. This will involve making a list of the required content elements, sorting them to each page, and specifically for the home page, ranking those elements by their relative importance one to another. This process guides the Client through the editorial decisions of what content to place where, and results in an essential task list of what copy and content will be required to build the site (see Project Notes). The new Sitemap will balance content prioritization with architectural soundness, and provide intuitive labels for the site navigation.

Discovery	Architecture

Strategy & Solutions
- Gather Input
- Define Strategy
- Define New Functionality
- Solutions Research
- Validate Solutions
- Present Brief
	Brainstorming Session(s) 2-3
	- Content Gathering
	- Content Weighting
	Sitemap
	- Review / Incorporate Feedback
	   Finalize Sitemap
	Home Page Content Strategy
	- Review / Incorporate Feedback
	   Finalize Home Page Content Strategy
	Content Inventory
	- Review / Incorporate Feedback
	   Finalize Content Inventory

Deliverables:	
Strategy & Solutions Brief	Sitemap, Home Page Content Strategy & Content Inventory

Total cost for Phase I: $5,500

Phase II: Design & Build

Design - *Estimated Cost: $11,850*

Functional Wireframes:
- Present interactive models of three (3) layouts in HTML / CSS. The models will scale to 3 screen sizes: Small, Medium and Large as demonstrated by the Responsive Design examples previously shown. These interactive models will demonstrate positioning of elements and how the content will respond to the various screen size constraints, but does not include color, type treatments, and general style.
- The wireframes will demonstrate the Responsive Design strategy of designing for multiple screen sizes (see Project Notes for more detail).
- The three (3) layouts to be addressed are the home page, a general content page and a learning content page (demonstrating delivery of text, audio and video for in-field Learners).

Visual Design:
- Present three (3) look and feel concepts for the design, initially showing the home page and a basic content page in the first round for 2 screen sizes: Small and Large.
- Provide up to two (2) rounds of revision for the home page and basic content page layouts.
- Present seven (7) additional page layouts to be designed after the initial concept has been selected and approved for 3 screen sizes: Small, Medium and Large.
- Provide up to two (2) rounds of revision for the seven (7) additional page layouts.

Build Option #1 (Templates Only) - *Estimated Cost: $6500*

Web programming services: Render artwork and provide eight (8) layouts bundled as a Zikula theme. ETI would be responsible for actual build of site.

- Render artwork to HTML / CSS markup: Home page, plus seven (7) secondary page layouts.
- Browser test & debug: Internet Explorer 7, 8; Firefox 2, 3; Safari 3, 4; Chrome 4; Opera 10; iPhone 4.
- Code optimization: code validates to W3C standards.
- Setup Zikula staging environment.
- Assemble XHTML/CSS into Zikula theme files.
- Test, review and revise Zikula theme on staging site with Client, up to 2 revision cycles.

(Build Options continued on next page)

Build Option #2 (Templates + Full Site Production) - *Estimated Cost: $17,375*

Web programming and production services: Render artwork and provide eight (8) layouts bundled as a Zikula theme, and provide production services to build out entire site.

- Compile content (see Project Notes below) from ETI team (mapped to Sitemap).
- Provide graphic mock-up of each page with actual content included.
- Render artwork to HTML / CSS markup: Home page, plus seven (7) secondary page layouts.
- Browser test & debug: Internet Explorer 7, 8; Firefox 2, 3; Safari 3, 4; Chrome 4; Opera 10; iPhone 4.
- Code optimization: code validates to W3C standards.
- Setup Zikula staging environment.
- Assemble XHTML/CSS into Zikula theme files.
- Test, review and revise Zikula theme on staging site with Client, up to 2 revision cycles.
- Production of entire website estimated at thirty-five (35) pages.
- Configure and theme Ning site using established look-and-feel from selected design option.
- Managing review cycle schedule up to 2 revision cycles of content during HTML build/review.

Design	Build
Functional Wireframes - Present Wireframes - Review / Incorporate Feedback - Finalize Wireframes **Visual Design** - Home page options - Review / Incorporate Feedback - Sub page options - Review / Incorporate Feedback - Finalize all layouts	**Development** - Setup & Implement Ning *(Option #2 only)* - Custom Development TBD *(additional costs to be specified in Statement of Work finalized after Phase I)* **Production** - Render Artwork - Review Cycle - Develop Zikula Themes - Build Out Full Site (Optional) - Final Review - Launch
Deliverables:	
Functional Wireframes & Visual Design	Live Website

Total estimated cost for Phase II: $18,350 – $29,225*

*Cost range includes Design + Build Option #1 for low end, and Design + Build Option #2 for high end.

Project Notes

Based on our initial meeting together, we have identified the following assumptions that detail our current understanding of the scope of the project:

Website Users/Audience

Learners – Translators in the field consuming training content in text, video, and audio formats.

Teachers/Tutors – Individuals who work directly with Learners in delivering training content.

Donors – Corporate and individual donors providing cash, technology and other resources.

Researchers – Larger community of humanitarian organizations and academia members who desire deeper content and tools for engagement with one another (i.e. forums, discussion threads, etc.).

Responsive Design

We will be using a strategy known as Responsive Design in the design and development of the site. This strategy accounts for 3 basic screen sizes, **Small** (mobile devices such as iPhones), **Mid-size** (iPad), and **Large** (displays larger than 1024 resolution), and optimizes the presentation of content for each screen size. This approach means that the same basic codebase and content will be delivered to each type of device (instead of separating out different content streams to each device), but also provides for the fine-tuning of content design for each display size. Using this strategy does impact the scope of the project, but will provide a better User Experience and prevents having to maintain separate mobile sites.

Technology Platforms

Zikula will be used as the primary platform for the website, providing content management.

Ning will be utilized to build a "social networked community" for the Researcher/Learner audiences.

Functionality

All the chief functionality (i.e. forums, content management, etc.) exists already as a component or module of Zikula, or as a feature of Ning. We anticipate that any desired new functionality identified during Phase I will be addressed by first trying to find an existing open source module or component from either the Zikula or Ning communities. In the event that this isn't feasible, we would provide custom development services. In both cases, the cost for implementation of either an open source solution, or a custom solution will be provided in the Phase II Statement of Work.

Content

The Architecture portion of Phase I helps identify what content may be needed, but the responsibility for writing, generating and providing the content belongs to the Client.

Acceptance of Terms

Upon approval, Client agrees:

(a) to the costs and terms of this estimate and authorizes Edge Design and CodeBrick to commence work on the project(s) described herein;

(b) that right of use to all design, code and other project deliverables is contingent upon receipt of full payment of all project costs;

(c) that any costs for photography, printing, applicable sales tax, and wire transfer fees are not included;

(d) that Client is responsible for securing rights to any art or text supplied;

(e) that Client is responsible for all pre-launch and pre-production proof-reading;

(f) that Client shall not hold Edge Design, CodeBrick or their respective agents or employees liable for any damages that arise from failure to perform any aspect of the project;

(g) that Client holds Edge Design, CodeBrick, and their respective agents and employees harmless for all liability caused by Client's use of the design to the extent such use infringes on the rights of others;

(h) to pay a deposit of $1,000 to Edge Design and $1,750 to CodeBrick;

(i) that invoices are due on receipt, to be paid within 30 days of their printed date;

(j) that delivery dates are subject to timely receipt of all content, materials, and payment(s) due;

(k) that estimated fees may vary by 10%, and that Client approval shall be obtained for any increases in fees that exceed the original estimate by 10%;

(l) that a 2% per month finance charge will be added to any overdue balance;

(m) to pay any and all reasonable costs of collection of an overdue balance, including attorney's fees; and,

(n) to pay a cancellation fee of 50% of the total project fees in the event that the Client cancels the project after work has begun, but before half the work has been completed, or 100% of the total project fees if more than half of the work has been completed.

Authorized Client Signature   (Date)   (Proposal expires: 2/20/2011)