

# A Challenge to Bridge the Digital Divide

## Global Junior Challenge

under the Patronage  
of the President of the Italian Republic

and Ministry  
of Innovation and Technologies  
and Ministry for Education,  
University and Research

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*The aim of the Global Junior Challenge is to identify and promote projects and innovative enterprises which use the latest information technologies in the education and training of young people.*

*This year's edition – the second – has confirmed that the Challenge is a unique opportunity, given its specific nature, in order to have a clear, defined picture of the situation regarding the development of an information society in the world.*

*Among its ambitious goals, the Challenge aims to promote and spread the innovative processes of e-learning. Schools are the privileged interlocutors on this score, together with all those realities which operate throughout the world in the field of social education, appealing to the fascination which information technologies have for the younger generations and the potentialities they offer them.*

*I have in mind, for example, the importance of educational programmes for the social reintegration of young child-soldiers in Sierra Leone, implemented above all thanks to information technologies. I have in mind, more generally, new and efficient processes of learning through these technologies and their enormous democratic potential, which can be realised only through a conscious and widespread use which does not erect barriers to their access.*

*The Challenge reveals that there is a true movement right from the lowest levels, a movement capable of involving young people, teachers, professors, research centres and companies, and of making them talk to each other. This is what the Global Junior Challenge is aiming at.*

*The City of Rome is proud to present the Global Junior Challenge 2002 and to support educational projects by facilitating their divulgation and acceptance at an international level, thereby crossing cultural and geographical borders. At the heart of the Global Junior Challenge lies the idea that sharing knowledge and creating new interpersonal relations helps individuals, communities, cities and nations to benefit from a new information culture.*

*Many of the projects submitted in the Challenge have been created and followed through by extremely motivated and skilled people, many of whom come from regions in the world where economic and social means are limited. These people may be considered the true "heroes" of the information society, and as the Mayor of Rome I am honoured and delighted to welcome them and receive them in our city.*

*The Digital Divide is a matter which concerns not only Rome, but the whole international community. For this reason, I would like to thank you for taking part, for sharing in the spirit of the Challenge and for making this year's Challenge such a rich and important event.*

Walter Veltroni  
Mayor of Rome

## Building a better world through ICTs

*The Global Junior Challenge is a global award promoted by the Digital Youth Consortium, a non-profit organisation founded by the Municipality of Rome and six major ICT companies. The intention of the award, dedicated to young people and to schools, is to identify and reward best practices on the use of new technologies in education and training of youngsters.*

*The Global Junior Challenge 2002 is mainly dedicated to digital divide, especially among young generations. The gap between those who have access to the knowledge generated by new technologies and those who are excluded is rapidly increasing. This dangerous imbalance exists not only between but also within countries and regions from North and South of the world. For this reason this year the Global Junior Challenge has paid special attention to projects and initiatives that tackle this problem and work to overcome the digital divide.*

*The first edition of the Global Junior Challenge took place in Rome in 2000. The award program runs every two years, and is open to educational ICT projects promoted by schools, universities and other educational institutions, local authorities, business, NGOs, communities and individual citizens. The challenge concerns all those who are interested or involved in child and youth education and training.*

*This year competition has reinforced the international dimension of the Challenge, with a total of 433 participating projects, coming from more 80 countries of the world. A wide range of these projects are designed and implemented by people living in poor areas of the world where access to new information technologies is difficult due to hard economical, social and political conditions. This is the spirit of the challenge, of the Global Junior Challenge: a worldwide concrete commitment to help bridge the digital divide.*

## Old and New Frontiers for Education in the World

*Is education necessary? Let's look at the question from the point of view of individuals. It is reasonable to suppose that some people will say no, it's not necessary. The mass media put the spot-lights on individual cases: the successful businessman, or the famous actor who came up from nothing, perhaps without completing primary school, a semi-literate politician who became a government minister in some part or other of the world. A person can be successful even with a poor education. But how many people does this apply to?*

*The minute we look at things not from an individual point of view but in general, things change and we should all be aware of these changes. Things change from the point of view of income: it is a fact that in all the countries in the world, if a person with a primary school education earns on average 100, a person with a high school certificate earns between 130 and 150, a person with a university degree earns on average between 180 and 200 upwards. This, however, is only a very limited aspect of the matter: an aspect still connected to pure and simple individual income. In order to have good individual average incomes, one must live in societies and countries which have been able to achieve, and which are able to maintain, a high level of productivity. From the Nineteenth Century up to the present day, historians, economists and sociologists have taught that achievement and maintenance are impossible without a high average of education. A general high level of education serves not only for individual incomes, but also for the productivity of a country and consequently for its economy and well-being.*

*However, not only incomes and economies are at stake. Going back in the past, starting with the great Eighteenth Century English economist Adam Smith, the well-being of a society and of individuals, including their economic well-being, has always been linked to the security, the cohesion of the social body. Here a high general level of education has a vital function, as it is only this which enables everyone to take an active and responsible part in the choices that a society must make. A society which is democratic not only in its electoral forms but also in substance must be a society with a high level of education. A high level of education allows societies and individuals to make free and responsible choices. Education is an instrument of liberty.*

*This has been valid for centuries. It is all the more valid in the world of today, where a country's well-being is directly connected to the well-being of other countries, where the cohesion and the security of a society are linked to its capacity to live its connection with other societies wisely, operating in such a way that there will be well-being, cohesion, effective liberty: therefore, that there will be education. Today this must necessarily pass through a high level of control of the technologies which put individuals and societies in different countries in touch with each other. The old school of the three Rs – reading, writing, 'rithmetic – must perforce be developed: in the past with only paper, ink, blackboards and chalk, today with the tools of multimedia technology.*

*It is on this frontier that the Rome Council and the large companies which created the Digital Youth Consortium are operating, and for the second time the Global Junior Challenge, promoted by the Council and run by the Consortium, is being held, a great challenge to stimulate the bridging of the Digital Divide.*

Tullio De Mauro  
President of the Digital Youth Consortium

## People at the centre of the action

*The second edition of the Global Junior Challenge has reached a successful culmination with over 430 projects entering the five categories that make up this most inspiring global contest focused on ICT and education for the young. The international jury had a difficult time deciding among the so many imaginative, innovative and worthwhile projects that are pioneering an information society with a great spirit of human fellowship. Seventy five finalists have been selected and on 12th December 2002, the historical Campidoglio City Hall will see the President of the Italian Republic, Carlo Azeglio Ciampi, and the Mayor of Rome, Walter Veltroni, welcoming all of them as well as honouring this year's winners by handing them over their well deserved Awards. The award ceremony will also see the announcement of the finalist projects from poor areas of the world that have been chosen to apply for a share of the funds raised by the [www.e-inclusionsite.org](http://www.e-inclusionsite.org) and the Global Youth Incubator.*

*The GJC 2002's collection of projects, finalists and winners bears witness to the great movement of schools, communities, companies, governments, NGOs and individuals who are transforming society's education at all levels. Above all, it bears witness to people's vision and commitment to take advantage of the opportunity opened up by the new technologies to try to build a better world than the one we live at the moment. For this reason, navigating among the many educational projects and ideas that have made the 2002 Junior Challenge so successful, is truly to navigate among a sea of dedication, sacrifice and love for the profession, children, youth and people in general.*

*Today is common to talk about the digital divide and an information society for ALL. The development, diffusion and implementation of ICTs in the formation of new and effective learning environments for ALL are certainly the key to the rise of an e-inclusive society. The challenge is huge but this should not deter people and organizations to contribute to the realization of the dream. Looking at the projects of the GJC, I am confident that the human energies, inventiveness, and commitment exist in abundance. It suffices to think about those projects that, through the use of ICTs in education, are battling to stop the decimating effects of illness, poverty, unemployment, marginalization, pollution, war, etc. These projects are signalling, with all their difficulties, the path to the better world through one single common factor: putting people at the centre of the action. This is perhaps the greatest lesson with all need to learn to cherish and implement, and we must do so by joining forces, by learning and working together, in a global e-inclusion movement that stands for a positive, systematic, and pragmatic programme of action that enhances the energies and results and reduces the difficulties and failures.*

*I am sure that as you read the pages of this booklet, you will realize that this is a dream that can be realized. Probably you are already working for this realization. If not, this booklet is an invitation to do so!*

Alfonso Molina  
Chairman of the Global Junior Challenge International Jury

## Young Navigators of Today, Citizens of Tomorrow

*The Council of Rome has decided to realize the Global Junior Challenge project, convinced as it has been for several years now that technological innovation is one of the roads along which public organizations all over the world must travel if they want to take up the challenges which contemporary societies offer. The advantages which information and communication technologies offer (easy access to and sharing of information, facility of procedures) have already outnumbered the disadvantages (installation and maintenance costs, literacy in computer skills), even if, most probably, not all the potentialities of these new technologies have as yet been exploited.*

*Greater emphasis should be given to the profound link between some of the principles of the healthy management of public affairs and new technologies, without going to the extreme of adopting the umpteenth palingenetic vision, that of electronic democracy which solves everything, only to have to be abandoned after a few years.*

*Even though the principle of shared administration (governance) does not finish with the potentialities inherent in information and communication technologies, it finds in them numerous opportunities for a happy reunion between democratic life and the digital sphere. It is for this reason that the question of training in the new technologies is fundamental and this is also the reason why this prize intends to promote and spread the best innovative processes of e-learning. If it is true that in a digital society there are fewer barriers to access to information and communication, it is also true that a minimum of literacy must be guaranteed for the greatest number of people. It is crucial, therefore, that even in those parts of the world where youngsters cannot go on the Internet due to the low income of the majority of families, the possibility should be guaranteed in other ways, either through school or through collective forms run by non-government organizations.*

*How nice it is to imagine that when the young people who have taken part in the Global Junior Challenge in 2002 become adults, it will be as normal for them to use the electronic signature to speak with public administrations as it still is for us, unfortunately, to queue up in public offices with the red-tape of rubber stamps, signatures and counter-signatures.*

*It is our task, then, to put at the disposal of all these people the manifold opportunities existing, in the shortest possible time, bearing in mind that between young people and computers there is a happy symbiosis. In the countries where information and communication technologies are more widespread, such as the United States, various observers have pointed out how young people are extremely sensitive to their fascination and potentialities, so much so that they even prefer them to television and, thanks to a freer choice of information channels, that circuit of dependence, which worries parents so much, is interrupted.*

*Young people like computers and this, for us public administrators, is a sign of commitment and work to obtain a drastic reduction in the Digital Divide and to have rapid access to the information society for all.*

Mariella Gramaglia  
Commissioner for Simplification and Equal Opportunities

## Up to 10 years Category

### Kid art Gallery

The first Swiss primary school on the Web since 1998 has developed an Electronic newspaper through the collaboration of 8 to 12-year-old children

In our site there are two kid art galleries with works by children, multi-media reports. The children have worked as reporters, compiled jokes and written project reports as well as student portraits. Our site has treasures for children, parents, and teachers. For e-schola we have developed a 'visitors' robot guide,' which can give an international audience a non-verbal glimpse of the wealth embedded in our pages.

Primarschule Gestadeck  
Switzerland, Liestal  
www.gestadeck.force.ch  
asaladin@dplanet.ch

### Craescuela.net

The project craescuela.net is a brand-new idea searching the use of the information technologies as an integrative way for language, communication and web content creation with children from several schools, not only from Spain but also abroad, connected directly with millions of potential virtual readers and writers of Internet. The project tries to create a virtual library made up of children's tales and drawings. Audio, sound, video, and other types of activities in the Net allow our children to learn what is Internet and how it works. All of us may agree that the future in Internet is open to mobile technologies and we are moving towards that direction integrating GPS-GIS and UMTS technologies as educational tools.

Cra Nosa Sra do Faro

Spain,Galicia  
www.craescuela.net  
cra@craescuela.net

### Play with words

The project allows disabled students with serious language problems and/or total lack of oral communication, to recognise and pronounce simple words and thus promoting the use of computer among them. The project promotes a book of "words to play with" together with images. Through a simple hyper-text with power-point on cd-rom support, children are able to pronounce words playing with the PC.

Scuola Materna "L. Ariosto"  
Italia, Genova  
Paola.Mancuso@infinito.it

### Travelling Kids

Hop on our 'Virtual Tour Bus' and travel through the highways of the world with us! Discover the best and funniest attractions to visit. Students write and illustrate what they think to be the funniest place to visit in their state. Name and address of places are included along with student's description and best time of year to go to this attractions. Work are posted on a web page providing information regarding: Community Interest, History and Social Studies, Language Arts, Technology.

Comsewogue School District  
USA, New York  
<http://comsewogue.k12.ny.us/~csinger/travelingkids/bsinger4@aol.com>

### Nature in our environment

Our school is situated in the very centre of Linköping, Sweden. All around there is an amazing nature with a little forest. We have outdoor lessons almost every week and teaching the students to see the variations in our nature. A local biologist have helped us to classify the different species that grows and lives near our school. We first focused on insects, birds and plants.

They perform simple research by collecting information from our library books of the subject, by observing the animal or plant and by interviewing teachers and parents. They trained their ability to find information on the internet and with the help from different computer programmes. We made a website with the result.

Stolplyckeskolan  
Svezia, Linköping  
[www.edu.linkoping.se/stolplyckeskolan/itis](http://www.edu.linkoping.se/stolplyckeskolan/itis)

### @-Team

Even very young children can communicate on the Internet with each other by means of a universal language: symbols, drawings, objects. While communicating with children from other countries and cultures, they experienced that all children are equal but that they have their own feelings and thoughts. We created a world-wide team of children working together on the Internet. Co-operative learning with real friends all over the world is pleasant and instructive. A real "open school" through e-mail and videoconferencing that are the preferred form of interaction.

Primary School Sint-Amandus  
Belgium, Meulebeke  
[www.sip.be/stamand/@team.htm](http://www.sip.be/stamand/@team.htm)  
christinelieven-ihf@sip.be

### Il Formicaio

This project wants to enhance and enrich communication. It provides teachers with instruments for information sharing and exchange through documents, forms, calendar, news, and at the same time, it provides children with tools for collaboration and research in turning the school into a collaborative and proactive community. The aim was to enhance communication through the use of all technologies, in particular telecommunication technologies. Internet has provided the opportunity of a network that links schools, teachers, families and allows them to collaborate and communicate interacting each other.

Circolo didattico Udine 4°  
talia, Udine  
[www.ilformicaio.it](http://www.ilformicaio.it)  
pittoni@formicaio.it

### "The Light Box" a Website For Children

The project "La scatola luminosa" was born as a multimedia container. We thought up and developed a web space, completely free and accessible to everybody. The site is geared to involve all the family and proposes a series of features like games, curiosity and pastimes connected to products invented by ourselves. The light box has games and adventures for children completely in Italian, who can download directly on line. In the "Scatola luminosa" the user can play and navigate pages, related to original products developed by us.

Lightbox multimedia  
Italia, Roma  
[www.lightbox.it](http://www.lightbox.it)  
info@lightbox.it

### Valli Chisone and Germanasca: Recipes Of Tradition

The aim of the project is to rediscover the ancient recipes of the area, translate them into many languages. To contribute to the global development of the students and of their cultural background. To develop the awareness of analogies and differences between the Italian culture and Anglo-Saxon, French and German cultures. Students did use the hours of the additional courses and did use different laboratories to experiment the proposed activities: cooking, translation, painting on canvas, photography, multimedia activities, images.

Istituto Comprensivo "C. Gouthier"  
Italia, Perosa Argentina  
[www.alpimedia.it](http://www.alpimedia.it)  
icomp@alpimedia.it

### Benvenuto George

The project is like an itinerary with an imaginary child from England, to discover together environments, situations, to communicate experiences and events using the two languages as well the creation of stories, tales and plays, in school trips, traditional or computer graphic presentations, in video and photo documentation and in the creation of formats translated in English language. This idea was born from the fact that children are in contact with technology since their first years to develop a critic and not passive use of technology as well in the creation of stories, tales and plays, in school trips, traditional or computer graphic presentations, in video and photo documentation.

Scuole dell'infanzia 1° Circolo Osimo  
Italia,Osimo  
[www.auxischool.org/george/index.htm](http://www.auxischool.org/george/index.htm)  
armilottam@libero.it

### Ridi E Trova Eldorado

Our project was born by the present need to get children closer to the computer media and teach them a correct use of it.

The project starts with the setting of a computer laboratory made for children where young users can move freely. A magic imaginary leads our users to manage different game-modules aimed to the development of experience fields and new orientations.

Rocca Cinzia  
Italia, Paderno Milano  
scuolauboldi@libero.it

### TegnRom

The TegnRom series is a teaching aid and aims at helping deaf children to develop their Sign Language and at supporting these children's parents in their Sign Language training as versatile product. This teaching plan wants to improve the communication in the families with deaf children and thus prevent the hearing impaired children from feeling isolated in their own families. The activities for the children are humorous and fun. The TegnRom series can give the children positive experiences that can help build their self-esteem and give the children a feeling of belonging and references to other people in their situation and to give the parents an opportunity to learn more Sign Language. The deaf children can also interact with their hearing friends on this arena.

Møller kompetansesenter  
Norvegia, Trondheim  
<http://statped.no/moller>  
olle.eriksen@ks-moller.no

## Stroccofillo

Stroccofillo.it is the web site of linguistic games and creative writing for children aged 5 to 12. With Stroccofillo you can discover games and nursery rhymes, transforming engines and materials to download from Rodarian sites, linguistic amenities, messages in verse and special links. The site of Stroccofillo wants to be a place where children can find new stimulus to reading and writing. The site has the aim to approach children to writing by exploiting the multimedia competences.

Lynx  
Italia, Roma  
www.stroccofillo.it  
morena@linxlab.com

## Multimedia Education

Combined use of different media for a project of space-time guidance: Antarctic and Friuli, play, create, elaborate, know, document a faraway country via e-mail and cd-rom. Through an educational project involving different actors we tried to suggest geography together with the basic information. Students carried out a critical analysis, of documents related to Geography They learned how to use the ICT for a specific purpose and geography seemed easiest. They have written text and a cd rom.

Scuola Elementare "Nostra Signora dell'Orto"  
Italia, Udine  
istnssignoraorto@libero.it

## Children And Environment

The idea is to bring children of the elementary and nursery schools in the green spaces of their cities as "explorers" and "surveyors" allowing them to tell their discoveries in from of a camera. Then in the classroom they revise the experience in different ways. The result is a series of short presentations like video clips realised by children. The CD ROM allows children to communicate and exchange experiences: photos, voices, drawings, texts, songs. This experience is a way to live our natural environment, as human beings, together with the active rather than passive use of media (TV and computer).

Centro Sociale Coop Lombardia di Brescia  
Italia, Brescia  
www.paolobeneventi.it/html/bimbi\_natura.html  
paolobeneventi@tin.it

## Up to 15 years Category

### Superhighway Patrol

Superhighway Patrol sets out to use the most commonplace Internet technology in an easily accessible way to enable young people in schools to learn about the work of important services in their communities. By undertaking a role play, they work through a simple scenario in real time to experience it first hand, working with the real professionals who are on-line simultaneously. People with whom they have worked are police officers, fire fighters, health services, Ordinance Survey, drugs workers, National Farmers Union and the Environment Agency.

Childnet International  
United Kingdom, Cambridgeshire  
www.superhighwaypatrol.net  
david@warboys.org

### Beyond written word: communicating by drawing

The idea behind this activity is to provide children with the opportunity to communicate and express themselves beyond language boundaries by using the universal language of art. The opportunity to join on-line projects in collaboration with students from other countries, with different cultures and languages, is getting more and more frequent and accessible also by a technologic point of view. We believe that only mutual understanding can overcome prejudices towards foreigners with different habits and with whom it is difficult to communicate. Artistic expression helps us in communicating as well as knowing ourselves by discovering our own sensations

Kidlink-italiano  
Italia, Monza  
piasolo@tiscalinet.it

### A guitar to socialize

The project is about playing guitar, singing and using the computer and at the same time the midi-files. Students have used software to create midi files or karaoke, designed web pages as a score. And, at the end of the school year, exhibited themselves on the stage of the school. Playing and singing music are "real works". It is a way to train students and teach them how to search on the web songs, scores, midis, karaoke of different ages and authors.

Scuola Media Statale 'Lodovico Pavoni'  
Italia, Roma  
www.romacivica.net/menas/chitarra  
menas@romacivica.net

### MaMaMedia

On September 11 we were devastated emotionally. The challenge was to create programming for children quickly so that it was available during the most urgent part of the crisis just 48 hours after the event. MaMaMedia is the creation of digital online experiences that allow kids to express themselves, think about peace, hope, and how to make the world a better place to self-express, to create, save, send and share their reactions with others around the world in a safe environment, exploring the world through the Internet and exchanging ideas and thoughts with other kids around a theme of peace and hope.

MaMaMedia Inc.  
USA, New York  
www.MaMaMedia.com/HQ4Peace  
ldit@MaMaMedia.com

### Treasures of Uzbekistan

Uzbekistan is unknown to many people. The purpose of this project is to learn about Uzbekistan's treasures and to share them with people around the world through a Website. Very few people in Uzbekistan have internet access. We especially want to reach people living outside of Uzbekistan: our families and friends - many who live in other countries, and other interested people throughout the world. This Project encourages children to become ambassadors for a country unknown to many.

Scuola Internazionale di Tashkent  
Uzbekistan, Tashkent  
www.uzbektreasures.com  
galligandietz@hotmail.com

### Magna Learning

The project is inspired by a pansofico comeniano ideal, with the aim of increasing learning in all subjects, by using new IT, with the certainty that the teaching-learning process, gradually and naturally, can develop easily, quickly and solidly, by using new IT. It is evident the learning method produces student self assessment, showing their inclinations. The strategy is studied to improve skills, introducing strong interdisciplinary elements. The importance of interdependence between knowledge and know how, projecting skills towards problem solving and towards a project training strategy, which consents an important interactive teaching/learning process.

S.M.S. "A.Velletrano"  
Italia, Velletri  
www.velletrano.it  
maxgiovanni@tin.it

## I have a Dream... Bridging Diversity, Building Peace

'I Have a Dream's is an on-going cyber event built around the global themes of tolerance, peace and celebration of cultural diversity. Children create a website, their own 'global village' as an online community of young people from diverse cultural, religious and ethnic backgrounds through which children from around the world can have their voices heard. It is a place where they can rejoice in their differences, appreciate diversity and share their hopes and dreams for the new millennium, connecting who are interested in promoting peaceful and positive action in helping to find solutions to real-world problems and issues.

St. Elizabeth Catholic School  
Canada, Ottawa  
[www.occdsb.on.ca/~sel/dream/](http://www.occdsb.on.ca/~sel/dream/)  
[dalia\\_naujokaitis@occdsb.on.ca](mailto:dalia_naujokaitis@occdsb.on.ca)

## Solar Solutions

Miami Country Day School students from 5 years old to 12 experiment with alternative energy uses by making, testing and using solar cookers. The students have formed a non-profit corporation and raised funds to provide solar cookers and solar cooker training in several countries and refugee camps. This program provides the opportunity for children to learn about serious environmental/humanitarian problems through a "solution-based" approach. The "children teaching children" approach provides a venue for developing genuine leadership skills. Informative website is being developed and maintained.

Miami Country Day School  
Florida, Miami  
[www.miamicountryday.org/aces](http://www.miamicountryday.org/aces)  
[gerberr@miamicountryday.org](mailto:gerberr@miamicountryday.org)

## City under the sea

City Under The Sea is a website designed for children ages 8-14. It uses the metaphor of an underwater world to bring information about County Government and County events to kids in an entertaining and graphically rich manner. City Under The Sea is a way to bring government closer to children, and raise awareness in the future citizens of our community. Engage youth in government interaction at an early age to create informed, civically-minded future citizens. 'City Under The Sea' attempts to make County topics interesting to children, thus fostering a sense of community and civic knowledge from an early age.

Miami Dade County  
Florida, Miami  
<http://kids.miamidade.gov/>  
[jxw@miamidade.gov](mailto:jxw@miamidade.gov)

## Making Waves

Making Waves is an online learning environment in Israel to Improve English and computer-internet proficiency among all elementary school children. The project utilizes the Internet for language learning. It develops important Information technology skills for students and teachers. The project brings standards-based language learning pedagogy into every elementary school classroom. Enabling teachers to revolutionize their teaching methods. The learning environment offers mother-tongue support for both Hebrew and Arabic speaking pupils, thus creating an environment where both Jews and Arabs can learn together and collaborate toward shared goals.

Snunit Center for the Advancement of Web-Based Learning  
Israel, Gerusalem  
[www.galim.org.il/waves](http://www.galim.org.il/waves)  
[sarit@mail.snunit.k12.il](mailto:sarit@mail.snunit.k12.il)

## EuropeanKids

It is a collaboration project on the Net between European and extra-European schools (9-13 year-old students) about identity and cultural diversity. It allows students to get consciousness of other cultures; to know other children's point of view; to interact between schools through the Intern net and using digital technique. Students and teachers interact on the network, using the English and designing web pages. This projects comes from an idea to use new technologies to spread knowledge and culture on the net, to connect schools.

ISC 'Luigi Pirandello' di Pesaro  
Italia, Pesaro  
<http://scuole.provincia.ps.it/europeankids>  
[europeankids@provincia.ps.it](mailto:europeankids@provincia.ps.it)

## Imparo Giocando

The ideas comes from observing students with school difficulties. we promote interrelation within the group, considering individual forming. We aim to create a school open to the external world and to new technologies. Our main goals: work on relation- creation of a sense of solidarity- to get trough the difficulty of social change-confrontation as a personal growing, to develop self-esteem. The project is a multifunction laboratory, with two support teachers. We have organized four workshops to involve students in a dynamic way. We tried to develop learning by using both traditional and new languages.

Scuola Media Statale "J.J. Winckelmann"  
Italia, Roma  
<http://members.xoom.virgilio.it/imparo/index.htm>  
[mt.cavallari@tin.it](mailto:mt.cavallari@tin.it)

## New millennium Electronic Magazine

The project consists of a creation of a community of virtual editors composed by school children between the ages of 9 to 12 that design an on-line magazine, using available information and telecommunication technologies, promoting collaborative work and developing their capacities. The project maximizes the use of telematic tools to encourage shared work, socialization of learning and decision-making processes through the use of internet. To realise this they have to stay in contact with innovative cultural, educational and social situations and participate in face-to-face and online workshops.

Omar Dengo Foundation  
Costa Rica, San José  
[www.fod.ac.cr/revista/](http://www.fod.ac.cr/revista/)  
[Clotilde.Fonseca@fod.ac.cr](mailto:Clotilde.Fonseca@fod.ac.cr)

## MatMice: Free Homepages for kids

MatMice is a free online homepage builder for children, developed entirely by three teenage sisters. The innovative website makes it easy to create a homepage simply by choosing pictures and writing text. There is no need to be "computer whiz kids" to use the website. Children in this way express themselves and have the opportunity to communicate on common issues. Once children have finished creating their page, it is saved and automatically becomes available on the web. Although MatMice is currently only available in English, many children from non-English speaking countries have been able to use the site to publish homepages in their own languages.

MatMice Technologies  
Australia, Newcastle  
[www.matmice.com/](http://www.matmice.com/)  
[boyd@idl.net.au](mailto:boyd@idl.net.au)

## Up to 18 years Category

### Values: European Schools Working Together

It is an educational site that diffuses values, peace, human rights, intercultural dialogue, defence of the environment, battle against racism and xenophobia, and promotes intercultural awareness amongst students, teachers and education professionals. The site promotes mutual respect and understanding between different people, linguistically and socially, and stresses that equal rights and opportunity to everybody is fundamental in creating integration in a multicultural Europe.

Scuola Media Dante Alighieri di Spoleto  
<http://landsofshadow.medialighieri.it/>  
[maria.blasini@tin.it](mailto:maria.blasini@tin.it)

### Living Heritage

Living Heritage aims to capture and preserve New Zealand's heritage online by creating a "living" database of original heritage resources. Our aim is to enable every New Zealand school to develop and maintain their own Internet based heritage resource. Schools are encouraged to discover a heritage treasure in their community such as a building, landmark, native flora or fauna, person, event, geographic feature, local industry, or issue. They then research it, and create a website resource about it in either English or Maori. Living Heritage encourages our children to become the heritage pioneers, by inspiring today's young generation to have enthusiasm for the preservation of New Zealand's heritage.

2020 Communications Trust  
Nuova Zelanda, Wellington  
[www.livingheritage.org.nz](http://www.livingheritage.org.nz)  
[lucy@tki.org.nz](mailto:lucy@tki.org.nz)

### Eno - environment Online

ENO-Environment Online sees environment in many aspect. It's a global virtual school where environmental information is shared with participants. The first aspect is local when students are making observations on their local environment and then report them to ENO website. ENO also stands for internationality and tolerance. It's a meeting place for different cultures to discuss and study something in common: environment.

Eno School District  
Finlandia, Eno  
<http://eno.joensuu.fi/>  
[mika.vanhanen@joensuu.fi](mailto:mika.vanhanen@joensuu.fi)

## Kidspace: un luogo per bambini dove pubblicare e condividere

KidSpace is a unique on-line environment that allows teachers and students to collaborate in global projects by providing a wide range of easy-to-use features and functions. The main goal of Kidlink is helping children through the secondary school level be involved in a global dialog primarily through email, web pages, and IRC.

KidSpace makes it easy for students and teachers to publish and share their global dialogue on the web by creating web pages which contain images, sounds, short animations, text, and videos. Kidlink now empowers youth to take responsibility for their own learning and also the responsibility for publishing their own contributions, knowledge, experiences and expertise on Kidlink's web in an area called KidSpace.

Kidlink  
Norvegia, Arland  
[www.kidlink.org/kidspace](http://www.kidlink.org/kidspace)  
[bthu@kidlink.org](mailto:bthu@kidlink.org)

## S.O.C.K.S (Student Oriented Conservation Project for k-12 Students)

The objective of the S.O.C.K.S. project was to develop an awareness of water as a finite resource. The students have created interest in the areas of water conservation, water management and water quality control by creating web pages. This program takes the students out of the classroom 'box' and into the heart of their community. This explains to students why it is so imperative to work on protecting the local watershed and then shows them ways that they can become involved. By teaching the importance of protecting our watersheds, we can encourage long term thinking and planning.

Millennium Middle School  
USA, Sanford  
[www.millennium.scps.k12.fl.us/socks.html](http://www.millennium.scps.k12.fl.us/socks.html)  
[Rosemary\\_Shaw@scps.k12.fl.us](mailto:Rosemary_Shaw@scps.k12.fl.us)

## Friends and flags

The mission of friends and flags project is the cultivation of a generation of compassionate and responsible global citizens, young leaders well prepared for the dynamics of the modern global economy. The objective is to combine English language instruction with technology in order to foster a meaningful social, cultural and personal learning experience. The idea is that students assume the role of foreign ambassadors of their country and have internet exchange with partner classes different countries.

Amici e bandiere  
Israele, Katzir  
[www.friendsandflags.org](http://www.friendsandflags.org)

## Building Bridges over Borders by using ICT and Project Based Learning

The objective is to create learning communities of educators and learners that use ICT's in education for collaborative projects, leading to raising of cross-cultural awareness building bridges/network of young citizens. This project was organized between youth from Macedonia and Albania despite crises that the region was in. The purpose is to develop sustainable and replicable models of good practice that use technology for learning and cross-border collaboration, to contribute to the ability of students to engage collaboratively and to encourage social responsibility and self-actualisation, to organize exchange of staff, youth, ideas and materials.

iEARN Macedonia  
Macedonia, Bitola  
[www.imor.org.mk/programmes/bridges](http://www.imor.org.mk/programmes/bridges)  
[jovej@freemail.com.mk](mailto:jovej@freemail.com.mk)

## Scuola@Bardi

The aim of the project is to promote and increase the scholastic participation of youth living in areas without high-education schools. How: elaborating and experimenting a model of education and organization of the two-year course, producing educational files (usable over the Internet), adopting methodologies and technologies of remote. The project is aimed at providing remote area a chance to overcome economical depression and geographical marginalization.

Ass. Politiche Scolastiche  
Italia, Parma  
<http://web.ltt.it/progettobardi/indice.htm>  
[c.filippini@provincia.parma.it](mailto:c.filippini@provincia.parma.it)

## La Bottega della Comunicazione e della Didattica

It is a workshop of cooperative experimentation of new technological education with particular attention to disadvantaged students. The aim of the project is to improve the methods of teaching and the process of learning through the use of the new methods and techniques of educational communication. Hypothesis of flexible and personalized educational itineraries: topics coming from the needs of students; different workshops and laboratories; methodologies promoting activities; integrated technologies of process and product; strategies of cooperative learning allowing the teamwork to be a community of learning and to have advantages from confrontation and collaboration.

Ufficio Scolastico Regionale –  
Centro Servizi Amministrativi di Napoli  
[www.bottegadidattica.it](http://www.bottegadidattica.it)  
[bottegadidattica@libero.it](mailto:bottegadidattica@libero.it)

## Altrascuola

Selected files recorded according to significant keys: topics, subjects, types, dates rather than directories of files to download; a team of experts in touch with the teachers rather than an aseptic container of information; a site open to the participation of whoever is interested to rather than a prepacked site. We want to offer instruments to teachers and students to help them moving in the web in the most effective and pleasant way. Altrascuola comes out from our wish to offer instruments and innovative spaces of work to the school. The aim is to promote the growth of an advanced "educational culture", connected to cooperation and creation of knowledge. The context is internet, that's why the creation of a site addressed to the classroom.

Lynx  
Italia, Roma  
[www.altrascuola.it](http://www.altrascuola.it)  
[morena@lynxlab.com](mailto:morena@lynxlab.com)

## A prender T.V. internet and Tv from home to the Classroom

The project deals with the promotion of the use of Television and Internet in Colombian public schools in order to generate the culture for peace, by giving access to NTIC to the poor children. It is a learning experience aimed to facilitate and strengthen the learning process of disadvantaged children. Internet may be seen as a bridge between educational television content and public school programs. This project focuses on: the production and broadcast of educational television programs; Children's interaction through didactic guides, forums, games featured in our web page and the promotion of conflict resolution strategies by using the media as a communication support.

Fundación Imaginario  
Colombia, Bogotá  
[www.citura.2y.net/aprendertv](http://www.citura.2y.net/aprendertv)  
[aprendertv@cable.net.co](mailto:aprendertv@cable.net.co)

## Up to 29 years Category

### World InfoZone

InfoZone aims to provide information which is tailored for use in education. InfoZone links to sites in thirty-four areas of interest: art, food, music, health, museums, films, books, sports, wildlife, etc. To make the Internet an easier tool to use, especially in educational environments. To encourage people to understand cultural differences and recognize similarities between different groups of people.

World InfoZone Ltd  
United Kingdom, Londra  
[www.worldinfozone.com](http://www.worldinfozone.com)  
[Teresa.Read@worldinfozone.com](mailto:Teresa.Read@worldinfozone.com)

### Schools Online - Macedonia

The project was designed and implemented in Macedonia while there was undergoing a growing political crisis and a military conflict, when children and adults around the country was overtaken by fear and hopelessness. Access to appropriate technology and connectivity can often close resource gaps more quickly than traditional educational approaches. This program aims to empower young people by helping them develop the personal, technical and social skills to successfully participate in the global culture and economy.

SVEST  
Macedonia  
[Naskov@aol.com](mailto:Naskov@aol.com)

### Pollution: A Global Threat to the Environment

This project/web site aims to increase environmental awareness, particularly for pollution, to all ages, through an updated, multimedia-rich and explorable web site. It educates young people about how our environment today is and how we can take initiative to protect our environment. It can be a model for young people to further create a site of their own that discusses not only environmental issues but also others.

Sigit Adinugroho  
Indonesia, Medan  
<http://library.thinkquest.org/C0111040>  
[sigit\\_adinugroho@hotmail.com](mailto:sigit_adinugroho@hotmail.com)

### The teacher list

Free list-server provides teachers with one useful website per day for use in their classrooms. Teachers sign up for a daily email message which points them to the site of the day. All sites are also archived on a website and are categorized by division level and subject. Teachers have little time to waste searching for quality web resources. The Teacher List does the legwork for educators, providing useful, free resources for use in the classroom.

The Teacher List  
Canada, Edmonton  
[www.theteacherlist.ca](http://www.theteacherlist.ca)  
[resco@interbaun.com](mailto:resco@interbaun.com)

## Newton's Apple

Newton's Apple is a website dealing with science and technology, thought up a 15 year old student, essentially as a "Virtual Community". The site offers the opportunity to interact in "Chat" and "Forum" referring to the topic being discussed "Science and Ideas" where themes like new cosmology and physics concepts are dealt with. The idea was borne out my idea of an online multimedia school newsletter.

Massimiliano Picone  
Italia, Roma  
www.applenewton.it  
max@applenewton.it

## CrossOver - Network for Youth Culture

CrossOver supports youth culture especially youth music by reflecting the work of young musicians, offering them training possibilities and connecting them with each other and with institutions. This project serves support tolerance in the youth of today. All genres of music and youth culture are covered, to erase borders between Christian and non-Christian youth and their music and to give young readers and internet users information about interesting bands, projects, musicians, and to reflect the work of bands, projects, youth culture artists. It offers education possibilities to bands, projects, youth culture artists and supports tolerance between people of different cultures. It is a way to connect young musicians and culture workers with each other.

Ludwig, Roland  
Germania, Leipzig  
www.crossover-agm.de  
crossover.netzwerk@t-online.de

## SMART

The main objective is to know the sea temperature during the whole year and to provide on line tourist/info services. Eventually solar rays information was added. The projects main objective is to have the school integrated with local entities in order have learning objectives (in professional subjects) related to the territory.

I.P.S.I.A.  
Italia, Sanremo  
http://web.rosenet.it/ipsia.sr/smart.htm  
silv.arn@libero.it

## Vivernet

It is an ambitious project that encourages competitive and innovative start-ups companies with a technological base, with the objective of training and helping those new entrepreneurs in the region developing their work in the net. Vivernet offers the creation of a physical and virtual space and integral training plans, directed to the development of ideas or initiatives that have a relationship with the thematic field of e-commerce, education and training, e-work, maintaining all kind of relations with traditional sectors.

Ana M. Gómez Antúnez  
Spagna, Merida  
www.vivernet.com  
programas24@ect.juntaex.es

## The Catalyst Initiative

Catalyst is an integrated collection of resources and support designed to help educators at the University of Washington make effective use of technology in teaching. The "Profiles" section tells the real stories of UW educators using technology and provides examples for others to follow, the "Teaching" section offers pedagogical advice the ways technology can help them meet their teaching goals; the "Action Plans" provide detailed guides to particular tasks, "How-to" pages take instructors step-by-step through a particular task, "Learning" section offers information about workshops and other professional development opportunities.

University of Washington  
USA, Seattle  
http://catalyst.washington.edu/  
mfarrell@u.washington.edu

## Real@thelighthouse

Real has developed projects and associated tools to help young people develop the skills to survive in a 21st Century economy. These include innovative summer schools, learning cafes, on-line learning bytes and access to a network of state-of-the-art learning centres. Real@thelighthouse, as part of the wider Real Project, has a specific focus on the young people of the city, developing new and innovative ways of using personal interests and goals as a 'hook' to engage young people in learning.

Scottish Enterprise Glasgow  
United Kingdom, Glasgow  
www.intoreal.com  
keith.falconer@scotent.co.uk

## EE Zone

This project create environmental Flash games. These games teach environmental awareness and issues by teaching young people to be more aware of the environment in a very fun, interactive, and scientifically correct way. Each game focuses on a different environmental issue, providing realistic simulations. The issues dealt with farming, nature trail preservation, flooding and erosion, and stream water quality. The website includes lesson plans for teachers to assist them and to create a complete educational experience for a variety of educational settings.

Athens District High School  
Canada, Athens  
www.ucdsb.on.ca/athens/eezone/index.htm  
mackinnons@ucdsb.on.ca

## UNITEs Global University Network

United Nations Information Technology Service partners with universities at a global level aims at building up a global network of universities that enables students to volunteer their time and ICT skills in developing countries, with the overall goal of narrowing the digital divide in some of the world's poorest countries. This constitutes a mutually beneficial opportunity for both the young people in developing countries and the volunteering students themselves. The aim is to establish partnerships between the universities, which could include joint research projects and a general sharing of knowledge.

United Nations Information Technology Services  
Germani/Bonn  
http://www.unites.org/  
georg.eichhorn@unvolunteers.org

## Woodl@nd Network

It is an interactive, environmental and web-based project for both primary and secondary schools where students follow a program of research on a nearby woodland, publish their results and then have access to global information.

The site provides students with instructions on how to conduct woodland research, facilities the sharing of data by allowing students to submit their results to a database and provides access to information about woodland areas around the world.

Vaxjo Katedralskola  
Svezia Vaxjo / Kronoberg  
http://www.skolweb.vaxjo.se/biowindows  
hans\_willstedt@katedral.vaxjo.se

## Community Led Environment Action Network (Clean-India)

It is a programme on environmental assessment, awareness and action with a vision of developing cleaner environments. It deals with how to equip children best so that they could face the environmental challenges of tomorrow and avoid the perils of environmental catastrophe and make right decisions. Quality environmental education will lead to the acquisition of knowledge, the development of analytical skills, the beginning of environmentally conscious attitudes and a responsible behaviour. In 1996 Development Alternatives initiated a school-community network programme called Community Led Environment Action Network, CLEAN-India.

Development Alternatives  
India/Qutab  
http://www.cleanindia.org/  
cleanindia@sdalt.ernet.in

## The impact of HIV/AIDS in Katutura

Katutura is the capital city of Namibia and the people there are being affected by AIDS. This web site project looks at the ways AIDS has affected the community and shows how organisations, programs and people are working to prevent further transmissions, to counsel those who might be infected, and to help those already touched. We will teach young people how to take care of themselves by showing how people are made vulnerable through ignorance and risky behaviour, which impact aids has on living, on loving, on caring, on dying and on surviving. It also indicates places in the community where people can go for help, counselling or information.

SchoolNet Namibia  
Namibia, Windhoek  
www.schoolnet.na/projects/Katutura\_AIDS/  
ebben@schoolnet.na

## Work Category

### FREE E-Learning Charity Portal

OneDirham.com (1 USD = 3.67274 Dirham )is an e-Learning student charity portal that provides free course in Science, Computers and English to all needy people around the world. It also provides vendor certifications such as ICDL, MCSE, Oracle and CISCO through its affiliates. The OneDirham e-Portal will charge a small minimal fee to those who can afford to pay. The money collected will be exclusively used for setting up e-schools, e-colleges, e-institutions in rural areas in different parts of the world such as India, Africa, Bangladesh, China etc. "To provide free e-learning to the less fortunate among us" - Internet technology makes this a reality and provides a new hope for the helpless anywhere in the world.

Izhar Haq  
UAE, Abu Dhabi  
[www.onedirham.com](http://www.onedirham.com)  
[ihq@onedirham.com](mailto:ihq@onedirham.com)

### SKILLPASS

Skillpass is the first and the best educational method of e-learning in Italy.

The project has its origins in the need to reduce the skill shortage, which limits the growth of the new economy in Italy. The courses are free and are diffused with the e-learning, therefore users don't need to move in the territory. Here follow the results of two years' free courses: a. interviews with about 6000 people; b. 4 courses activated; c. 4.500 people trained; d. 4 sessions of certification activated; e. about 2000 applicants certificated; f. new professionals in demand in the work-market in training. The founders of Skillpass are Sviluppitalia, Banca di Roma, Banca 121, Gruppo Unicredito Italiano, Banca Popolare di Bergamo/Credito Varesino, Bipop Carire e Intesa BCI.

Skillpass S.P.A.  
Italia, Roma  
[www.skillpass.it](http://www.skillpass.it)  
[beatrice@skillpass.it](mailto:beatrice@skillpass.it)

### OrphanIT and GLOW ICT Centres

Orphan IT is a not for profit online marketing firm that employs young people including orphans and other under-privileged young adults in developing nations to provide IT services for online businesses. We provide free training as well as we pay our students for jobs as they graduate. Our young students and graduates come from Manila in the Philippines and Chennai in India and have been trained at Community Technology Centres like GLOW (Global Opportunity on the Web). We have more than 2000 hours or paid commercial work now underway and something like 50000 people viewing and supporting us via our fundraising site - [www.solvepoverty.com](http://www.solvepoverty.com) and we have another 20 clients a month using our services and we have about 30 students being trained each month.

OrphanIT  
Phillipine, Manila  
<http://www.orphanit.com/>  
[simon@solvepoverty.com](mailto:simon@solvepoverty.com)

### EduSol: Solar-powered computers for rural children in developing countries

Enersol, a non-profit international development organization, assists un-electrified rural communities in the Dominican Republic and Honduras by using solar photovoltaic (PV) technologies and providing some selected rural schools with a small bank of PV modules and a laptop computer in order to expand educational opportunities and increase employment possibilities for young students. Some specific goals are: 1. Providing first computer experience to children, crossing the digital divide; 2. Exposing children to hardware and operating system and teaching rudiments of fundamental programs; 3. Using CD-ROM encyclopedia programs in Spanish to teach young students; 4. Supporting basic education; 5. Communicating with the outside world through the Web.

Enersol  
Honduras  
<http://www.enersol.org/>  
[enersol@igc.org](mailto:enersol@igc.org)

### Academos e-mentoring program

Since 1999, Academos e-mentoring website makes it possible for over 3250 French speaking young Canadians to develop a privileged relationship with some 400 adults with experience in various trades and professions. These exchanges help the youths make an appropriate career choice in addition to giving them a realistic vision of their future job. The program started small with 200 participants the first year. In 2001-2002 we have 3265 young people and 402 volunteers acting as mentors in the program. All communications between mentors and students take place in a secured and confidential environment. To date, more than 14600 messages were exchanged between the mentors and the students who participate in the program.

College de Bois-de-Boulogne  
Canada-Quebec Montreal  
<http://www.academos.qc.ca/>  
[clegare@academos.qc.ca](mailto:clegare@academos.qc.ca)

### Bongo District Hiv/Aids And Technology Youth Center

The Bongo Hiv/Aids and Technology Youth Center aims to teach the young people of Bongo about Hiv/Aids using computers. The young people will gain important job skills while at the same time creating Hiv/Aids education materials that will be used within the community by peer educators and other people doing hiv/aids outreach. In addition, the center provides resources about Hiv/Aids and sells condoms. It is a safe space for young people to come and ask questions about Hiv/Aids as well as participate in the fight against aids while gaining new technology skills. This project is unique because it is providing a holistic approach to a serious problem in Ghana - Hiv/Aids, teaches computer skills and works to combine the two objectives in order to empower the young people.

Bongo district assembly and peace corps ghana  
Bongo Upper east region  
[Http://www.e-greenstar.com/ghana/bongo](http://www.e-greenstar.com/ghana/bongo)  
[dkurshan@yahoo.com](mailto:dkurshan@yahoo.com)

### Katha's IT Challenge 2010

Katha is especially concerned about our street children - India's greatest brain drain. Katha's IT trains also street children, helping break class and caste barriers and creating a new generation of professionals with knowledge of English. Moving effortlessly over the technology divide, our IT uses the power of the story to culture-connect India's vast and diverse peoples, and move from passive into active tolerance.

KATHA  
India NEW DELHI  
[www.katha.org](http://www.katha.org)  
[geeta@katha.org](mailto:geeta@katha.org)

### POWER UP BREMEN

Power up Bremen provides youths with learning opportunities in a computer-supported environment to get engaged with digital media to increase their self-confidence and self-esteem, to provide them with marketable skills to facilitate their entry into the work force, and to foster their societal participation and integration on different levels. By designing project activities which are fun and engaging, kids can gain important skills for the life in a knowledge society in an informal setting.

Gruppo di Ricerca nelle Telecomunicazioni all'Università di Bremen  
Germania - Brema  
<http://www.fgtk.informatik.uni-bremen.de/WELLING@TZI.DE>

### Academy For Sustainable Habitat Research And Action (ASHRA)

The Academy for Sustainable Habitat Research and Action (ASHRA) is a program that aims to educate professionals on the issues of sustainable habitat design that will integrate the efforts in sustainable development to the mainstream education system. Students from all over the country have learnt and raised queries through our website and the habitat technology network, using these philosophies and practices to communicate with students worldwide on issues governing human settlement habitats and the construction industry.

ANANGPUR BUILDING CENTRE  
Ashra/ India  
<http://www.anangpur.com/>  
[anillaul@vsnl.com](mailto:anillaul@vsnl.com)

### NEPAL ICT PROJECT

The project provides education on computer and Internet Technology to students and youths most of whom have not even been able to see the computers. The schools implement classes for students during school hours free of cost and for other youths and interested people during non-school hours and weekends. This has greatly contributed to the rural communities to benefit from internet technology which had so far been limited to the urban areas available only for rich and better privileged people.

Committee for the promotion  
of Public awareness and development studies  
Nepal/Kathmandu  
<http://www.interconnection.org/coppades>  
[ncoc@ntc.net.np](mailto:ncoc@ntc.net.np)

### STAGIONET

STAGIONET is a database of seasonal vacancies in the Riviera of Romagna, in Italy and abroad, with links of sites concerning the field of work, guidance, youths' tourism. The realization of this website takes its origins from the project S.I.S.I.F.O. (Development of Social Interventions to Inform, Train and Guide) realized in the program of the European Union EMPLOYMENT-YOUTHSTART. It was a project involving more than one region (Emilia-Romagna, Marche, Sardinia and Campania) and more than one nation (Italy, Spain, Greece) during the years 1998/2000. The project SISIFO was addressed to: youths with low school-attendance, minors at risk, youths of disadvantaged urban areas, youths of depopulated urban areas; entertainers, educators, operators of the guidance.

COOPERATIVA SOCIALE LIBRA  
Italia/Ravenna  
<http://www.tomware.it/webs/sisifo.nsf>  
[libra@cooplibra.it](mailto:libra@cooplibra.it)

### Nairobi Kenya

NairoBits teaches young Africans from slum areas basic computer skills and creative skills of the web design, enabling them to express themselves through the Internet and preparing them for the job market.

The lack of access and difficulties in gaining experience with the use of new media in Africa is creating yet another gap between Africa and the developed world. This explains why the NairoBits project was started with four major aims, the first of which is to realise cultural projects that create channels of communication between Africa and the rest of the world.

NairoBits is fighting down poverty in Kenya not by giving out money but by empowering marginalised youth with knowledge which they can use to improve their lives as well as their life standards. NairoBits is giving future opportunities to this youth by introducing and train them in ICT.

Nairobits  
Kenia/Nairobi  
<http://www.nairobits.com/>  
[natasja@nairobits.com](mailto:natasja@nairobits.com)

### Canllaw Online Caerphilly, Wales United Kingdom

This website is one of seven elements of a wider 'Entitlement' Project for young people in Wales.

It provides information under ten headings: Education, Employment & Training, Environment, World, Europe, UK & Wales, Family & Relationships, Health, Housing, Law & Rights, Money, Sport & Leisure. There are also 300 links giving more information. Other sections of the site include a bilingual news section giving a round up of the day's news, so that young people can give their views in the forum. Their involvement in the project throughout is an essential factor for the project. It is also part of a national strategy developed by the Welsh Assembly Government on Extending Entitlement to the young people of Wales.

Canllaw Online Cyf  
UK/Caerphilly  
<http://www.canllaw-online.com/>  
[elenjones@canllaw-online.com](mailto:elenjones@canllaw-online.com)

## Rwanda Rural Rehabilitation Initiative Republic Of Rwanda

The project is trying to create employment opportunities in the informal sector to the thousands of jobless Rwandese youths who survived the 1994 genocide in Rwanda.

The project involved setting up networked 20 recycled 486 computers installed with win95 operating system and ms-office software donated by NU-Vision Ministry. Rwanda Rural Rehabilitation Initiative provides education and training of the youths in Rwanda through the use of Information Technology to enable the youths acquire ICT skills, enabling them to get a source of income for a living.

Cyber host- rwarri project  
Republic of Rwanda  
Rwanda  
deniseodhiambo@yahoo.co.uk

## Creation of employment opportunities for socially...

India shows an orthodox, conservative society where not only women have been traditionally confined to conventional roles of being a home-maker but also play a subservient role to the male members of the family. Consequently the creation of employment opportunities for the women in the IT industry assumes a serious role. Women are already working actively in the areas of software development and the basic requirements for these are college education, good analytic ability and proficiency in an international language such as English.

DATAMATION FOUNDATION  
India/New Delhi  
<http://www.datamationindia.com/>  
csharma@giasdl01.vsnl.net.in

## FLASHGIOVANI

Flashgiovani.it represents an opportunity for the youth to show their capabilities as journalist on-line. www.flashgiovani.it is a young home page that was born in Bologna in October 2000 and gives the opportunities to the University's students to communicate among them and with the administration of the town. This kind of on-line newspaper gives also the possibility to Bologna students to make a stage for 6 or 12 months, when they can express their creativity and to make a professional collaboration as journalist on-line.

Comune di Bologna  
Italia, Bologna  
<http://www.flashgiovani.it/>  
Doriana.bortolini@comune.bologna.it

## JOB SEARCH SKILLS

The project is an answer to a need for a training solution in Job Search Skills for students graduating from a technical college. Thanks to the Job Search Skills courseware learners develop necessary communication tools that will assist their professional development in order to facilitate their integration into the job market while becoming more aware of and responsible for their role in the job search process. The objective of this project is to help a learner develop a job search method that is appropriate to his or her training in order to facilitate your integration into the job market.

Ilasallecampus  
Canada/Montreal  
<http://www.ilasallecampus.com/>  
rgill@ilasallecampus.com

## NARROWING THE DIGITAL DIVIDE

This project was born by the will of brajesh verma (ICT consultant To overcome the socially disadvantaged and economically deprived youth in India since 1992 given by a organisation to brajesh verma(ict consultant).

the concept of the project today is to narrow the digital divide and develop a solar powered broadband wireless ICT centers for bridging the gap of information technology between villages and cities. They have developed a special training methodology with less language complications and technicalities to train the young in ICT skills with special emphasis on income generation, small enterprise development and education for the workplace, and developing the web based online self-learning system along with, print manuals and multimedia.

VAANCHA ICT ASSOCIATION  
India/New Delhi  
<http://www.vaanchaict.org/>  
bkverma100@hotmail.com

## Takingitglobal

TakingITGlobal (TIG) is a fast-growing international youth-led organization, developed entirely by young people, based in Toronto, Canada.

TakingITGlobal.org is a global community of young people in more than 190 countries, sharing perspectives, connecting to opportunities, and collaborating on projects - addressing global problems and creating positive change. TakingITGlobal.org is an online community, broad and deep with information and debate. The site includes articles to read, organizations and opportunities to get involved with, events to attend and report upon, hundreds of discussion threads, and most importantly, thousands of active young people from 160 countries, joining forces to shape a better world through participation in decision-making and concrete action.

TAKINGITGLOBAL YOUTH ASSOCIATION  
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## Network of young entrepreneurs and Company laboratories

This is a project for the development of small enterprises in every country of Latin America, through an abilitating system and the use of media, such as the television and the platform of e-learning.

The Young American Business Trust (YABT) has rationalized the activities development of small entrepreneurs thanks to strategic alliances, such as the US Chamber of Commerce, Banca Mondiale, Harvard Negotiations Project, Bank of America, Inter American Development Bank, Istituto di Mount Carmel (Israel) and many universities and Governments of the region. The real process of implementing the communication technology has permitted to realize a network of small enterprises, by which young leaders having an experience in the world of affairs, share their knowledge with others by workshops in communication with the most famous Universities.

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