World's Best Practice in e-learning:
knowledge management and capacity-building

Peter A. BRUCK[i],

World Summit Award / International Center for New Media (ICNM),
Moosstrasse 43a, A-5020 Salzburg, Austria
Tel: +43 662 630 408, Fax: + +43 662 630 408, Email: wsa@icnm.net

Abstract: The World Summit Award (WSA) is a global initiative to select and promote the world's best e-Content, started in 2003 in the framework of the United Nations' World Summit on the Information Society (WSIS). This paper presents nine of the best projects from around the world in the category of e-learning & education, which have been judged by independent experts to be outstanding examples of how ICT can serve the needs of learners through interactive and personalized learning resources and e-learning communities, support and optimize the acquisition of skills and foster individual learning and knowledge management past limitations of space and time. Key facts of the applications are reported and the judgments of the WSA Grand Jury are presented in order to provide an informative overview of how life-long learning is made rich with a good use of ICTs.

Keywords: World Summit Award, Best Practice, e-learning, World Summit on the Information Society (WSIS), e-Content, Content Gap

1. Introduction: Best Practice in Digital Cultural Contents

The new information and communication technologies (ICT) are opening a new horizon not just for exchange of messages or business applications, but they can empower citizens and support and optimize processes when it comes to access of information, knowledge management, capacity-building and education delivery. This paper presents nine of the best projects from around the world which were selected from entries from 157 United Nations member states and judged by independent expert jury from 34 different countries to be outstanding examples of how ICT can foster lifelong learning, integrate brand new methods of learning in tradition education and strengthen participation of citizens in information society applications beyond past limitations.

2. Objectives

The paper reports best practice in terms of the five winners and three special mentions in the e-learning category of the World Summit Award (WSA) and the global contest in 2009. Projects from 157 countries were submitted after national best contests or expert panels to the Grand Jury of WSA which met in India in April 2009 organised by the Digital Empowerment Foundation and hosted by the Department of Information Technology, Ministry of Communication and Information Technology, Government of India.

In the following presentation the key facts of the applications are reported and the judgments of the WSA Grand Jury are presented in order to provide an informative overview of how ICTs strengthen lifelong learning on a worldwide scale.

3. Methodology: Assessing Content Quality

3.1 Background: A worldwide networking effort

The World Summit Award is an Austrian initiative in the context of the United Nations World Summit on the Information Society (WSIS). It is an invitation project and a global activity, rather than an organization. Started in 2003 for the Geneva Summit conference, the WSA has been an unprecedented success due to the strong networking of professional associations, the national chapters of the Internet Society, multimedia education and research institutions, electronic chambers of commerce, non-governmental groups and foundations, government offices for IT and Information Society development and many others.

The WSA is the result of an active engagement of all these players in WSIS and of the shared conviction that quality contents are essential for a quality Information Society. Contents inspire, inform and allow the exchange of information and knowledge. Technology offers tools. It is a fundamental fact of the Information Society development that the performance of the tools increases faster than the human capacity to use them. This creates the Content Gap: ICTs offer more capacity to produce, store and transmit than humans can use, fill, read or consume.

3.2 The Content Gap is growing

Over the last 50 years, Information and Communication Technologies have become exponentially more powerful and radically cheaper and smaller. E-Content does not keep up with technology in terms of speed of development, economies of scale and simplicity of consumption. This results in a dynamically created structural gap. This gap is widening as we move on into the Information Society.

The Content Gap is not just one of technological versus human capacity. It also has awareness aspects and results from social and economic structures. There is an imbalance of pay and an inequity of investment. Post-industrial societies spend enormous sums of money on equipment, gadgets and 'tech things'. They invest far less in quality stories, knowledge and insight. In the context of the global economy, it is the content industries which offer the opportunity for local and regional economic development. Basic software, hardware and netware have become global industries with a high degree of global concentration.

Contents are tied to culture and language. They are largely local and regional. Most creative producers – save the ones working for the Hollywood industries and in English – have culturally restricted audiences and markets. This gives countries opportunities to develop economically. The WSA is strengthening these opportunities in giving exposure to the best producers and showing a way for the development of the content industries.

The Digital Divide adds a further dimension to the Content Gap. The 'information poor' have not only less or no access to Internet and other digital platforms. They also get lower quality contents and applications. The Digital Divide widens the Content Gap, as info trash clogs the networks and quality contents move to pay-modes.

The threat of a widening Content Gap runs counter to the promise of the Information Society. The capacities of technologies, systems and tools to generate, distribute and store content increase exponentially, but content markets are not transparent or open.

WSA showcases which high-quality contents exist and thus counteracts oligopolies in the content sector. It demonstrates the cultural diversity of and the opportunities for small and medium sized producers to be successful. In addition, it increases the capacity of individuals to gain an overview of what is available on the markets, thus decreasing the marketing powers of a 'chosen few'.

3.3 Cultural richness – bridging the gap

The World Summit Award and this presentation place their emphasis on cultural diversity and identity, the creation of varied information content and the digitalization of educational, scientific and cultural heritage. These are core issues of a high-quality Information Society in which people might be happy to live.

The goal of the WSA is to break the awareness barrier and the marketing deadlock where big promotional budgets or market dominance decide what is available and known in e-Content. It also aims to help overcome linguistic and cultural barriers and the smallness of national markets, to generate an international showcase and to stimulate an interchange of quality multimedia.

It is a curious fact of the emerging Information Society that many people – even the ones who are deeply involved in industry and policymaking – have little information about what quality contents are. They lack opportunities to see, use and experience the power of great e-Contents.

3.4 WSA category e-Learning and Education

The category of e-learning and education is defined within the WSA as addressing projects which are serving the needs of learners to acquire knowledge and skills for a complex and globalizing world; transforming schools, universities and other educational institutions through interactive, personalized and distributed learning resources; creating active e-learning communities and target models and solutions for corporate training as well as life-long learning.

The WSA criteria of evaluation apply to all WSA 8 categories and are tied to the concept of excellence in e-Content and creativity. The notion of excellence includes the notion of innovation in terms of applications. The WSA is a content focussed award. It does not evaluate the commercial success nor the organisational implementation and use.

The criteria of the WSA are technical in terms of e-Content solution and creative use of the multimedia technologies. There are five criteria to be used by the Grand Jury. The average sum of these five are calculated and used for the ranking in evaluation process: that is the technical score.

In addition, the evaluators are asked to provide two strategic scores: one for the general aspect of innovation and creativity in terms of the entry's qualification to be a showcase for the development of the global information society in terms of quality contents; a second for the accessibility of an entry as defined by the W3C in terms where relevant and feasible. The strategic scores are used for separate ranking.

4. World's best practice in e-Learning and Education

This presentation deals only with nine of the 40 best products in the world. They were judged to be the best ones in the world in 2009 from almost 160 countries. One might disagree in one or the other case, but one might also see this as an interesting demonstration of what is best practice in e-learning & education around the world.
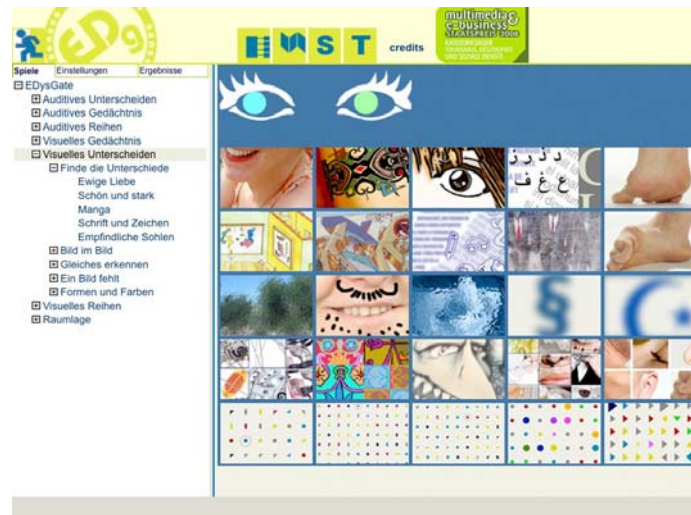
5. E-DysGate

EDysGate (www.edysgate.org) is an interactive learning environment to train the sensory perception of young dyslexic adults.

This project provides a highly motivating and stimulating learning environment for a carefully selected range of skills known to be important for young dyslexic adults. It addresses seven areas of particular importance for vocational skills development. The areas are targeted through direct and indirect stimulation.

The principles behind the exercises are not specific for any given language - they will work for all individuals across Europe. The exercises were developed in collaboration with the user groups as well as those who train them.

The learning games were developed to the areas: Auditory Discrimination, Auditory Memory, Auditory Sequence, Visual Discrimination, Visual Memory, Visual Sequence, and Spatial Position.

EDysGate received the Austrian State Award for Multimedia & E-Business within the category: Tourism, Health, and Social Services and was developed within the EC-GRUNDTVIG Programme through an international partnership.

.

(Screenshot www.edysgate.org)

5.1 Reason for National Nomination

Many people see dyslexia just as a reading and writing difficulty. But the problems that cause these difficulties also impact on many other life skills. Internet-based exercises can help to train specific skills of dyslexic persons. Such exercises are available, but the majority of them are focused on children and do not address the specific underlying problems of young adults.

This project looks to provide a highly motivating and stimulating learning environment (175 exercises in 5 languages) for a carefully selected range of skills known to be important for young dyslexic adults. The principles behind the exercises are not specific for any given language - they will work for all individuals across Europe. The exercises will be developed in collaboration with the user groups as well as those who train them.

5.2 WSA Jury Evaluation

E-DysGate is an outstanding product addressing early age dyslexics with motivating and stimulating content. E-DysGate is a multimedia tool delivered by professionals to include dyslexics. Interactive contents combined with well done graphics and sounds motivate users and enable their skills.

Dyslexics deserve special care through inclusive and attractive means. E-DysGate will help to break their isolation and emulate their skills.

Interesting showcase for inclusive e-learning: This is a show case of best practices of e-Learning addressing insufficient kids with normal potentials.

Wealthy and poor countries can take advantages of E-DysGate to empower their care resources by means of e-DysGate.

5.3 Producer

Dr. Petra Rietsch (E-Learning concepts), managing partner, diplomaed engineer, PhD, E-Learning-Consultant, docend at the Vienna University of Economics and Business Administration.

Elisabeth Kaziz-Hitz (SPUNK), Degree as graphic artist, Master class, Since 1988 self employed graphic-design for E-Learnings and advertising.

Dr. Eva Riemer (SPUNK), Management education, Graduation as doctor for musicology – University of Vienna, copywriter for E-Learnings and advertising.

Dr Ian Smythe, 17.08.1956, Director of Ibis, is an international consultant working in the field of specific learning difficulties in different language and cultural environments.

Ing.Wolfgang Tesar (TWCA), graduate engineer in electronics since 1992: audio- and video-production and the programming of e-Learning applications.

Dr.Michael Tesar (TWCA), Software Engineer and E-Learning-Consultant, lecturer at the Vienna University of Technology and at the University of Applied Science Technikum Wien.

6. Lingorilla

Lingorilla is a video community where language enthusiasts from across the globe can brush up on their language skills.

Lingorilla offers a diversified and effective platform for learning languages using entertaining video clips and interactive activities. Lingorilla's video clips offer glimpses of every-day life while conveying useful vocabulary and authentic accents. lingorilla's specially developed language-learning functions also enable its members to network and interact through video chat.

The combination of entertaining contents, innovative technologies and proven learning methods makes learning languages easy and exciting. In addition to lingorilla's method for learning languages, there is also the added advantage of not having to accommodate for set course schedules, travel time or overbooked classes.

These advantages make lingorilla the ideal solution for the global spread of languages, from those that are essential for international communication, to those that are more obscure or in danger of dying out.

(Screenshot www.lingorilla.com)

6.1 Reason for National Nomination

Lingorilla is a state of the art e-learning website which was recognizes by all experts as being the best choice for e-learning because it combines all media: film, text, graphics, audio as well as all functions of the web: communities, interacts, tests etc. for e-learning.

By using the new functions like random access film-clips it makes learning not only easier but also more enjoyable. The community forms around languages with the fact that people who come together here live actually in the country were the target language of the counterpart is spoken, this allows peer-training/conversation.

Lingorilla combines the best of all language learning technologies: textbook, educational-film learn-cards etc… with the functionality of the web, like random access search and communication with learners abroad. People with the same interest join and meet here online and help each other learn their language.

This website is the winner of the "WSA-Germany" Competition, the national pre-selection for the WSA.

6.2 WSA Jury Evaluation

See, read, understand and learn. In this natural sequence of learning Lingorilla presents an innovative interface to learn languages easily by allowing users in an intelligent window to have all the elements necessary to understand each lesson. The high production quality of the videos gives you a fresh approach and different to all those interested in learning languages.

The platform is very well designed and all the necessary tools have been taken into account, from evaluation questionnaires to the integration of a community to facilitate communication and hence improve learning among students and pupils.

By making available a library of lessons to learn different languages, Linrogilla is a clear effort to reduce the content gap. By presenting a clear and simple interface allows any user to access content by reducing the learning curve of the platform.

Despite that language learning is really old, since the introduction of video as a tool does we haven't seen big changes on the use of this tool. Lingorilla presents an innovative way to integrate this tool in a new, simple and effective way.

6.3 Producer

Philip Gienandt (43) is co-founder and managing director of Lingua-TV GmbH, Berlin / Germany. At Lingua-TV he is responsible for Strategy, Business Development, and Finance. Before co-founding Lingua-TV, Philip was an executive manager of several successful start-up companies in the online entertainment business. Philip Gienandt has received degrees in Management Science (Diplom-Kaufmann) from university of Mannheim / Germany and Master of Business Administration from Baruch College in New York / USA. In addition to this, he is an advisory board member to the international think tank "forward-2-business" and supports young entreprenuers as an active business angel.

7. CELL – Centre for Experiential Learning

The CELL (Centre for Experiential Learning) founded by QBGROUP was established to offer training solutions in order to radically innovate conventional CME refresher courses for Medical Practitioners.

The CELL is the only training centre in Europe to exploit the new technologies supporting Natural Interaction and New Media applications within the medical and scientific fields in order to offer spaces and settings for clinical simulations and promote the active participation of physicians in their vocational training.

The CELL is a multimedia and interactive learning environment, which delivers effective and engaging learning projects by following the latest andragogy principles. State-of-the-art technologies, skills, content and learning methods converge into the CELL making the proposed training solutions extremely effective, while creating an absolutely unique learning environment, where the excitement of being involved in a new and meaningful experience favours the learning and intake of information.

(Screenshot)

7.1 Reason for National Nomination

CELL represents the national excellence in the field of e-learning for Health and is the first attempt to introduce comprehensive cutting edge eLearning facilities addressing the needs of eHealth.

One of the main drivers of this project is the added value use of emerging digital technologies and new media. Interactive virtual reality theatres, virtual desks and clinical simulations are part of the wide range of methods and tools available in order to train and test medical and paramedical personnel. Users are "immersed" in highly realistic simulations enabling more powerful learning mechanisms,

To learn by doing or testing with the support of a qualified tutor is for sure one of the most significant achievements due to a proper use of ICT. The set of already available virtual experiences enables to transfer a significant amount of "medical" knowledge.

7.2 WSA Jury Evaluation

CELL represents excellence in the field of e-Learning for health and radically transforms conventional continuing education and refresher courses for medical practitioners. It introduces comprehensive cutting edge eLearning facilities using the added value of digital technologies for the needs of e-health.

Users are "immersed" in highly realistic simulations enabling more powerful learning mechanisms. To learn by doing or testing with the support of a qualified tutor is for sure one of the most significant achievements of a creative use of ICT. State-of-the-art technologies, content and learning methods converge to make training solutions effective.

CELL represents a breaking ice solution in this sector, a relevant case study and a significant advance in both in e-health and eLearning.

7.3 Producer

Luca Quareni, born in Padova on 16/9/1962. Achieves Scientific high school degree in 1980. While studying Physics in Padua University, starts to work in an innovative italian company, Biomedin srl, for the development of devices for various diseases measurement tests as well as electo-medical devices.

In 1992 founds QUBIsoft srl, now QBGROUP spa, company of which is currently President & CEO. With its 40 employees and 5 divisions, QBGROUP develops innovative projects in - Medical information & technology - Telemedicine devices - Websites for Medical Practitioners - CRO clinical studies - CME learning He has been relator and moderator in many conferences and forums about medical technologies.

8. Human and Nature

"Human and Nature" is an integrated course in natural sciences for 12-14 year-old Lithuanian pupils. Based on thorough pedagogical research and results of pilot projects, natural science meets modern IT in a comprehensive online environment. Virtual learning and teaching content is packaged in form of over 1700 learning objects, which are presented via site-demonstrations, laboratories, and quizzes. An online encyclopaedia and thesaurus complement the course content.

Coordinated by SPC, a department of the Lithuanian Ministry of education, the project has been integrated into the curriculum of schools throughout the country. Educational experts collaborated to produce methodological recommendations for improvements to the natural sciences curriculum, alongside developing a comprehensive user manual.

Due to the project's success, similar Lithuanian science courses are now developed for 15-16 year-olds.

(Screenshot http://mkp.emokykla.lt/gamta5-6)
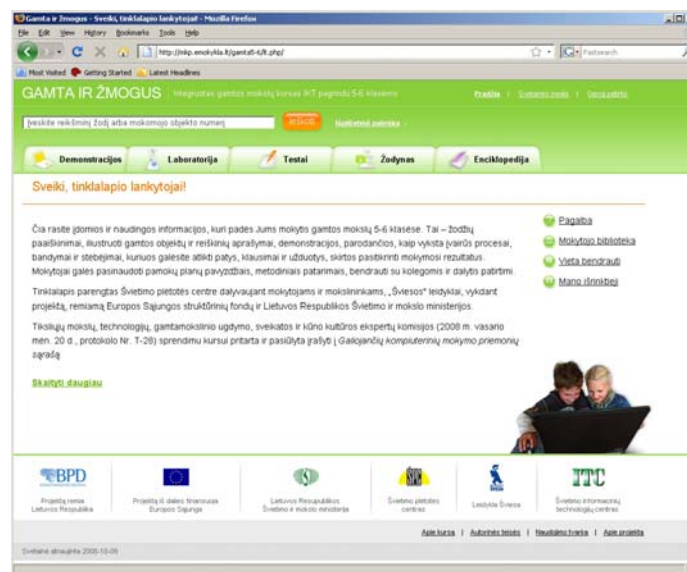
8.1 Reason for National Nomination

This project is the first such ict-based project in Lithuania, which was implementented by bigest publishers and best experts and authors from ministry of education. Experience gathered during this project is being used implementing ICT in other subjects at schools.

8.2 WSA Jury Evaluation

This outstanding example of e-learning for school students attractively involves children in the learning process by combining more than 1700 learning objects placed in this site-demonstrations, laboratories, tests and questions, encyclopaedia and thesaurus.

Interactive online laboratories which are both simple and involving, help students learn while they use it like a game play. Teacher tools provide a great teaching environment making it easy to use in classes while every student can enjoy learning individually on this website.

The high quality e-content in Lithuanian language was developed in close consultation with teachers and experts and focus groups. Involving 426 teachers in a project of this kind is a giant step towards the revolution in educational methods in schools.

8.3 Producer

Dr. Elena Motiejūniene Head of project authors group. Author of textbook Human and Nature. This textbook won Grand Prix in Frankfurt book fair 2008. Education development centre deputy director. One of Nature science curriculum authors in Lithuania.

Saulė Vingelienė Head of projects experts group. Expert of Physics, astronomy teaching, ICT teacher. Education development centre deputy director.

Ona Vaščenkienė Main manager of this project. One of main Physics teaching experts in Lithuania, author of Physics examination system.

Andrius Šniras E-publishing project manager. Work in Sviesa publishers for 12 years. More then 5 years experience of managing e-publishing projects.

9. Our space

The Museum of New Zealand Te Papa Tongarewa is making bold and innovative steps towards forging community and exploring identity through a user-generated public interactive experience called Our Space. This venture guides visitors through two unique spaces where they are able to not only view images submitted by the public, but manipulate this media to create individual representations of national identity.

What sets Our Space apart is the ability for the wider community to submit either still or moving imagery that sits alongside institutionally submitted media from Te Papa's own collection and material submitted by other regional museums and institutional bodies.

This user-generated media makes its way to the database digitally as contributors join one of two online communities accessed via the Our Space website or a web-based photo management and sharing application. It is then in place for negotiation in the physical space within the Museum, completing the experience through aural, tactile, and visual stimulation and interaction.

(Screenshot)

9.1 Reason for National Nomination

The installation is in two parts THE MAP – TE MAHERE A huge satellite picture of New Zealand glows on an interactive glass floor. It's linked to mirrored media walls. When you move across the map, you trigger waves of images in the media walls. THE WALL – TE PAKITARA An interactive video wall 18 metres long. Send it images, video, text. Create a streaming multimedia statement with an Our Space remote controller.

This project both preserves and presents cultural heritage but also builds valuable cultural assets by allowing participants to create their own stories to add to the 'gene' pool of history of knowledge about ourselves.

9.2 WSA Jury Evaluation

This customized state-of-the-art installation is great example of a digital playground that invites users to explore digital content about their national identity in different dimensions. Highest quality multimedia technology has been integrated for multiple user interaction, content management, and content display in a seamless way creating a unique multisensory experience for the user in order to facilitate the access to a great library of digital content that has been exceptionally handcrafted and designed.

Is a great example of how interaction and quality digital content can be transformed in to an immersive and interactive experience appealing for everybody with no computer skills required. An outstanding example of on-line, off-line experience for identity learning.

9.3 Producer

Allan Smith is Director of Projects for Gibson International which is an interactive multi-media exhibition design and production company working out of Wellington, New Zealand and Paris, France, and is part of the Gibson Group. He leads a team of innovative software and visitor experience developers who are currently working on technology for public site collaborative interactive learning and fun.

Adán E. Tijerina hails from the Pacific Northwest where his early experience as a legal advocate and student quickly turned him into an impassioned educator serving populations in volatile and challenging environments. Since his arrival in New Zealand in mid-2000, Adán has earned a living as a professional musician, producer of cultural events, and as Managing Director of one of the country's most successful small brands, Matterhorn, before taking on his current role as Manager of the Our Space experience at the Museum of New Zealand Te Papa Tongarewa.
.

10. Rural Life Skills Development Project

The Rural Life Skills development project set to address the following goals:

- Help rural communities better understand and, therefore, be better empowered to address local issues that impact on rural development – and in particular, focusing on agricultural and other life-skills development

- Demonstrate the use of VR-based learning content and especially the use of Interactive3d Learning Objects (i3dlo's) as a new, innovative visually interactive communication / learning medium

- Implement agricultural capacity building through focused community-based training of individuals

- Facilitate the transfer of skills to Zimbabweans to be able to "localise"Interactive3d learning objects before they are taken out "into the field".

The project involved creating Virtual Reality based i3dlo's t addressing the above aims especially in the field of agricultural and life skills development in rural communities.

10.1   Reason for National Nomination

This product consist of a set of 6 interactive 3d learning objects originally designed in English and then localized to Shona. These learning objects are being used to train rural farmers through school-based virtual reality centres that were established by World Links.

The result has been a greater and deeper appreciation and understanding of the issues on soil conservation and the need to practice farming using correct methods of land management and ploughing. It has also demonstrated the huge potential VR offers as a means for effective transfer of skills and knowledge at grassroots level.

10.2   WSA Jury Evaluation: Special mention Africa Region

Rural Life Skills Development Project is set to help rural communities to better understand and address local issues that impact on rural development with a focus on agricultural and other life.

10.3   Producers

World Links Zimbabwe, Mr. Eliada Gudza

11.   ChinesePod – Praxis Language China

ChinesePod launched in October 2005, and was Praxis Language's first product. It now features more than 1000 lessons and extra downloads, and has hundreds of thousands of users, and publishes a new lesson seven days per week.

ChinesePod is a language training service unlike anything you have ever seen before. It works by taking the best of the traditional classroom, and recreating it around the needs and lifestyle of the student, with all the improvements that technology allows. Therefore, just like a traditional classroom, ChinesePod provides a community of practice: great teachers, lively discussion with fellow students, and a shared learning experience.

However, on top of this, ChinesePod uses technology to support learning in ways that a traditional school is unable to do. For example:

1. Bookmark the lessons you want to study, and have them delivered daily through your personal RSS feed.
2. Study on the go, on your iPod or mobile phone.
3. Tag your vocabulary lists, and discover related words tagged by others.
4. Stay in touch with the latest lesson discussions in the Conversation section.
5. Have 'on-demand' access to hundreds of lessons
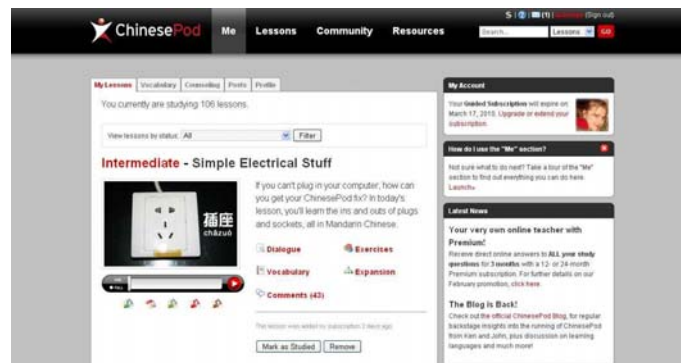
(Screenshot)

11.1   Reason for National Nomination

ChinesePod has proven that learning Chinese can be so easy with the state of art mobile technologies. It serves the needs of each individual learner to acquire knowledge and skills through interactive, personalized, and distributed learning method. ChinesePod offers an innovative way to learn Chinese. This mobile language elearning platform is focused on convenience and personalization - fitting the learning around the learner or 'Learning on Your Terms'.

With ChinesePod, users learn by listening to the entertaining and high quality lesson podcasts on their mp3, iPod, or mobile phone – wherever they are, whenever they have 10 or 15 minutes.

11.2   WSA Jury Evaluation: Special mention Asia Region

ChinesePod is an innovative way to learn Chinese; it is mobile language learning with a focus on convenience and personalization - fitting the learning around the learner or 'Learning on Your Terms'.

11.3   Producers

Praxis Language, Mr. Feng Zhang.

12.   Sudanese Electronic School

The Sudanese Electronic school is an electronic school in the internet dedicated to Sudanese students with the following major aims:

- Providing on-demand learning system; a student can receive her lessons in the time of her choice, previewing it as many times as she needs.

- It is not restricted by geographical area nor by time; so poor students can now receive quality lessons. Expert teacher can now provide their services to all students, independently of the geographical area nor by time.

- Opening a wide door for students to explore the great benefits they can gain from the internet and thus improving the students' intellectuality.

The school now contains the following major modules: a Multiple Choice Questions (MCQs) module, on-demand lessons and work sheets. Beside these, it provides speaking English lessons and an interactive contact form for students' inquiries.

(Screenshot)

12.1 Reason for National Nomination

This project provides an electronic learning media for Sudanese school students. The project gets its value from the fact that Sudan is a very wide country with thousands of schools in rural areas, where there are not enough teachers and teaching materials. The side now provides visual lessons, MCQs, and worksheets. The site is accessed now by hundreds of students from different rural areas in Sudan.

12.2 WSA Jury Evaluation: Special mention Arab and Middle East Region

Sudanese Electronic School is an excellent example of an online school. With its on-demand learning system expert teachers can now provide their services to all students, independent of geographical area or time.

12.3 Producers

Ahfad University for Women, Mr. Ahmadi Mekki.

13.   ICT Education Program of Fe y Alegría

Fe y Alegría from the 2002 assume the challenge to guarantee the incorporation of the TIC to the educative centers so that their scholar community (students, educational and family) can be included to actual society and not to be left behind the margin of the technological transformations.

To achieve the objectives to provide new training opportunities for students and teachers from Latin America, exploiting the potential offered by ICTs in the contemporary world, two platforms were developed for the use and expansion of the use of ICT: World school site (http://www.mundoescolar.org) and the virtual platform and distance Virtual Classroom (http://aulavirtual.feyalegria.org)

Added to this collection was "Appropriate for IT in Education People" consisting of 5 books. On the other hand, FyA has developed two multimedia CDs to support the training of teachers face.

(Screenshot)

13.1   Reason for National Nomination

Fe y Alegria (FyA) is a "Movement for Integral Popular Education and Social Development" whose activities are directed to the most impoverished and excluded sectors of the population, in order to empower them in their personal development and their participation in society. FyA has its humble origins in Venezuela, but it has grown to cover 15 Latin-American countries, reaching more than 1.2 million students with their high quality educational services for the poor.

FyA has shown a keen interest in tech. knowledge empowerment for the communities they serve and offers a wide variety of tech. and academic services for education, on line and on site, of ICT. Besides academic personnel, equipment,

connectivity and civil infrastructure, these services also include web page facilities for schools, on line education and curricula for teachers.

13.2 WSA Jury Evaluation: Special mention Latin America & Carribean Region

ICT Education Program of Fe y Alegría provides new training opportunities for students and teachers from Latin America, exploiting the potential offered by ICTs in the contemporary world. Platforms were developed for use and expansion: World school site.

13.3 Producers

Federación Internacional Fe y Alegría (FIFYA), Mr. Jorge Cela.

14. Conclusions

Contents and their quality are difficult to judge, more so than technology. In the case of technology, the parameters are clear and objective; the performance of chips can be measured in Hertz, the throughput of networks in bits per second, and the storage capacity of disks can be calculated precisely in bytes. Such simple parameters do not exist for the quality of content.

Yet, quality needs to be assessed: users need to know what they get or buy, clients need to order according to certain standards, producers and designers need to have best practice models and quality comparisons.

This is where the World Summit Award (WSA) meets a real demand. The WSA is presently the only existing mechanism to search and find out which quality contents exist around the world and how they meet criteria such as depth of content, ease of use, value adding of interactivity, aesthetics of design and interface, and technical realization[1]. The categories of the WSA address all aspects of social life and demonstrate the richness and diversity of e-Content and innovative ICT applications especially in the area of e-learning and education with particular reference to knowledge management and capacity-building.

15. References

15.1 E-DysGate

Media Format: broadband/online
Producer: E-Learning concepts Rietsch KEG
Petra Rietsch, Elisabeth Kaziz-Hitz, Eva Riemer, Ian Smythe, Wolfgang Tesar

---

[1] The criteria used in the evaluation process both by national contests and the Grand Jury are the following: 1. Quality and comprehensiveness of content; 2. Ease of use: functionality, navigation and orientation; 3.Value added through interactivity and multimedia; 4. Attractiveness of design (aesthetic value of graphics/audio); 5. Quality of craftsmanship (technical realization); In addition, the strategic importance for the global development of the Information Society of a product is rated separately.

Country: Austria
Contact: rietsch@elearning-concepts.at, www.elearning-concepts.at

15.2 Lingorilla

Media Format: broadband/online
Producer: Lingua-TV GmbH
Philip Gienandt, Sandra Gasber
Country: Germany
Contact: philip.gienandt@linguatv.com, www.lingorilla.com

15.3 CELL – Centre for Experiential Learning

Media Format: kiosk / multimedia installation
Producer: QBGROUP spa
Luca Quareni
Country: Italy
Contact: catedra@qbgroup.it, www.qbgroup.it

15.4 Human and Nature

Original Title: Gamta ir žmogus. Integruotas gamtos mokslų kursas IKT pagrindu 5-6 klasėms
Media Format: broadband/ online
Producer: Sviesa Publishers
Asta Verkienė, Andrius Šniras, Mindaugas Valinevičius, Darius Ratkevičius, Mindaugas Pelionis
Country: Lithuania
Contact: a.sniras@sviesa.lt, www.sviesa.lt

15.5 Our Space

Media Format: cross media
Producer: Gibson International
Allan Smith
Country: New Zealand
Contact: ourspace@tepapa.govt.nz, http://ourspace.tepapa.com

15.6 Rural Life Skills Development Project

Media Format: broadband/ online
Producer: World Links Zimbabwe
Mr. Gudza Eliada
Country: Zimbabwe
Contact: eliada@world-links-sar.co.zw, http://www.worldlinks.org.zw

15.7   ChinesePod – Praxis Language

Original Title: - ChinesePod
Media Format: broadband/ online
Producer: Praxis Language
                         Mr. Zhang Feng
Country: China
Contact: Zhangfeng44@gmail.com, http://www.chinesepod.com

15.8   Sudanese Electronic School

Original Title: المدرسة الإلكترونية السودانية
Media Format: broadband/ online
Producer: Ahfad University for Women
                         Mr. Ahmadi Mekki
Country: Sudan
Contact：   mekki_ahmedi@hotmail.com, http://www.eschoolsudan.com

15.9   ICT Education Program of Fe y Alegria

Original Title: Programa de Informática Educativa de Fe y Alegria
Media Format: cross media
Producer: Federación Internacional Fe y Alegría (FIFYA)
                         Mr. Cela Jorge
Country: Venezuela
Contact：   fi.coordinador@feyalegria.org, http://aulavirtual.feyalegria.org

16.   Contact

World Summit Award in eContent & Creativity: www.wsis-award.org
World Summit Youth Award: www.youthaward.org

World Summit Award Office at
ICNM-International Center for New Media
Moosstrasse 43a | A 5020 Salzburg, Austria
Tel.: +43 662 63 04 08 | Fax: +43 662 63 04 08-22
 www.icnm.net

---

[i] Peter A. Bruck (MA, Dr. iur., PhD,) is CEO and Chief Researcher of the Research Studios Austria, a leading public research institution in the field of ICTs in Austria. He has over 25 years of research, teaching and consulting experience in the area of media, communications and information technologies. He earned degrees in law, sociology, and communications and received numerous awards and fellowships in Europe, the US, and Canada. He has taught and founded and headed research institutes at three universities and has been and is principal researcher in numerous EC funded project. He has been the chief content officer for the Austrian Telekom. He served as Chairman of the Advisory Committee on Media Diversity of the Council of Europe and on the Advisory Board of the UN ICT Task Force in New York and is currently a member of the Strategy Council of UN Global Alliance for ICT and Development – GAID. He initiated best practice awards in e-content in Austria, Europe and around the world, acts as the Head of EUROPRIX, Europe's leading multimedia award, is Chairman of the WSA World Summit Award in the context of the UN World Summit on Information Society. E-Mail: bruck@research.at