ECDL
Foundation

BEST PRACTICE AWARDS 2013

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CORPORATE/PRIVATE

IRAN

ICDL TRAINING FOR THE EMPLOYEES OF IRAN MOBILE COMMUNICATIONS CORPORATION

Introduction

Iran Mobile Communications Corporation is the main mobile operator in Iran, with more than 56 million subscribers around the country. It covers 1,169 cities and 69,000 kilometres of roads. The penetration rate is 74% and it is capable of international communication with 271 operators in 112 countries around the world.

Its mission is to introduce innovative services and technologies in the field of mobile communications, as well as the improvement of mobile communication services. This corporation aims at aligning with new communication technologies in the world and fulfilling the new emerging needs of its customers.

Since the personnel had to be equipped with new ICT knowledge, the corporation selected ICDL as a standard and recognised certification programme for the staff. Discussions about training Iran Mobile Communications Corporation staff in ICDL began in November 2012. The programme formally started in December 2012 with ICDL and ICDL Advanced programmes.

> **" Managers believe that the employee training has had a significant effect on the outcome of their work because they can save time and energy by using ICT. "**

Project Description

The trainingdepartment of Iran Mobile Communications Corporation introduced a programme to provide the staff members with ICT knowledge and skills. After doing an integrative examination of different certifications in Iran, they decided on ICDL for two reasons:

1.   ICDL certification is a standard qualification and is practical proof of the candidate's skills and knowledge in ICT area
2.   ICDL Iran Foundation is under the supervision of Education Ministry and therefore is reliable in the areas related to training and testing

During several meetings between the training department and Roshd Test Centre, which is one of ICDL Iran's Accredited Test Centres, the training and testing methods and standards were explained before the project started in December 2012.

An ICDL certificate is an obligation for the employees as well as those who are going to be employed by Iran Mobile Communications Corporation. The personnel are tested before attending the courses so that they are grouped according to their skills and knowledge level. The staff members are introduced to Roshd Test Centre based on the skills they need for their job positions.

Roshd Test Centre arranged class times which were appropriate for staff. For some employees and managers, the training department requested Roshd Test Centre to hold some classes in the Iran Mobile Communications Corporation building due to time restrictions. An auditor from Roshd Test Centre visited the classes to ensure that the training environment is suitable.

This project was implemented by Roshd Test Centre and was funded by Iran Mobile Communications Corporation. The training hours were according to ICDL Iran standards and the candidates have to take the test between 7 and 10 days after the end of the course. If they successfully complete the tests, ICDL certifications are issued by ICDL Iran.

To date, 220 employees registered for ICDL courses and it is expected that by the end of 2013 the number will reach 1,020 employees.

Impact

The project is considered successful because the personnel are satisfied with the quality of training and testing. Furthermore, the managers of Iran Mobile Communications Corporation believe that the employee training has had a significant effect on the outcome of their work because they can save time and energy by using ICT.

Since Iran Mobile Communications Corporation is a large company that has a significant number of employees, this project can increase the awareness of the society about ICDL programmes in Iran. Therefore, it significantly influences ICDL Iran sales and registrations.

90% of the candidates pass their tests in the first test session. The others register for the second time since it is mandatory for them to get their ICDL certificates.

Images

SOUTH AFRICA
USING ONLINE LEARNING TO TEACH ICDL AS PART OF THE ACADEMIC PROGRAMME

Introduction
We have been offering ICDL (7 modules) to our students at Rustenburg Girls High School since 2004. Between 2004 and 2006, it was optional for students to choose whether they wanted to do the ICDL certification or not.

However, the school felt that it was important that all students be computer literate and the ICDL certification provided the opportunity for our learners to not only gain experience and training in the various computer programmes, but to gain an international certification at the same time.

Seeing what important benefits this certification held, the school decided to make it compulsory from 2007 for all students to participate in the ICDL classes. ICDL became part of our academic programme, thereby giving all students the exposure and opportunity to participate in the ICDL programme during school hours.

Project Description
From Grade 8 (age 12) to Grade 10 (age 14), students do two modules per year. In Grade 11 (age 15), they finish their last module and Grade 12 (age 16) is used to catch up on any modules missed or modules that need to be repeated.

As parents are already paying the fees for ICDL, we chose not to buy textbooks or reference manuals for our lessons, which would have meant extra costs for the parents. We compose our own exercises for learners to do in class instead.

We have a system that was set-up by our previous ICDL Trainer that has worked well for our school. The trainer gives a lesson, then students complete an exercise. The exercise is marked by their peers while the trainer facilitates the marking process. Errors are pointed out and rectified. Common errors in classes are picked up.

Since the inception of the Kplace Learning Platform, we still use our old system, but now combined with Kplace. Kplace has provided us with access to more resources in terms of video lessons, training tutorials, and assessments. Learners are able to evaluate their weak points in a particular module and it has advantages for trainers as well, such as seeing common errors that are made by groups of students etc.

> " **We chose not to buy textbooks or reference manuals for our lessons, which would have meant extra costs for the parents. We compose our own exercises for learners to do in class instead.** "

We have now combined our old system of running the ICDL lessons with the benefits that Kplace has offered, which is working well for us at our school. Before the actual ICDL test, the students work through the sample tests, the pre-assessment and then the three Kplace assessments.

We continue to have good pass rates at our school and a good percentage of learners obtaining their ICDL certification.

Impact

Our learners' computer literacy levels have improved significantly. They make use of their skills in their other academic subjects as well as in their personal lives.

Over the years we have had ICDL lessons for our staff/teachers and interested parents after hours. We have had cases where parents specially phone the school to find out when the next ICDL course will be held for them.

At least 90% of our students leave our school with the ICDL certification. We currently have over 800 students at our school.

Quotes

"I am a 16 year old girl from Rustenburg Girls High School. When I found out ICDL was compulsory, I thought my life was about to end. I always had hatred toward computers and knew the feeling was mutual, and that computers hated me as well. Doing projects was a nightmare. Once I had started with the first module, the computer and I developed a friendship. I could use it much better and doing work became easier to do. ICDL opens up many doors in the workplace and I am extremely grateful that the computer and I got the opportunity to become best friends".

Ilhaam van der Schyff

"I am 16 and a learner at Rustenburg Girls High School. I have always had an interest in science and have always wanted to be an artist. But THEN, I met ICDL and we clicked, like we were meant to be working together for the rest of my life. Now, arts are things of the past and I am going to be a computer enthusiast, or something similar, that will earn me money.Thank goodness for ICDL. Doing IT and ICDL at school has benefitted me so greatly and I am privileged to be taught it. It has taught me how to make use of all of the functions on a desktop and laptop and use software to its full potential. ICDL will help me in my future career field, as well as helping my technologically disadvantaged parents learn computer skills and develop a newfound appreciation and love for the subject.
So in about 6 years, I will be reunited with ICDL once more. And together, we will develop computing into something amazing."

Yusrah Cassim

"I'm 15 and I have benefited so much from doing four modules of ICDL. It helps me with all my school projects and research. Through learning ICDL I have become a more organised person. I finally know how to fully utilise all the applications of the programs I use every day. ICDL has taught me many things and so now I know more about computers than my parents and even some of my teachers."

Danya Seemann

"ICDL helps me to generally understand computers. I can now fully understand and operate Access, Excel, Word, Powerpoint and Internet. There are so many things I have learnt about the internet that I never knew before! ICDL has really helped shape my life for the better. I cannot wait to learn more!"

Gen Morris

"I'm a 15 year old student at Rustenburg Girls High School and ICDL has really helped me as I've always struggled when working on computers. I now am able to help my parents and classmates with computer work. I can now work on Word, Powerpoint, Excel and Access without problems. ICDL has really helped me with the completion of projects in a much faster time. I really appreciate my ICDL training and I look forward to completing it in the next two years."

Ella Baily Potgieter

"Taking part in ICDL has opened my eyes to the world of computers and has provided a means to stay in contact and up-to-date with today's most modern technology. ICDL has provided us with the basic essentials and with that has allowed us to extend our abilities and skills using computers. It allows teenagers to realise how even basic knowledge on computers can benefit us by teaching us to use computers efficiently and to their best extent. ICDL forms a solid foundation on which to build further knowledge and skills in computer usage: So, thank you ICDL."

Michelle Yi-Tin Yuan

"I'm 16 and I've been extremely lucky in already passing four ICDL modules since I'm only in grade 10. ICDL is exceedingly beneficial because it not only looks good on your matric CV but it provides you with proper knowledge on how computers and databases work. I now find it a lot easier to access useful programs on my computer for school projects and presentations."

Aley Morgan Faber

SOUTH AFRICA
Y2K GOES FROM CUSTOMS CLEARANCE COMPANY TO IT TRAINING & CONSULTANCY

Introduction

Y2K Customs Consultants was registered as a business in 2000 as a customs clearing company by Philani Ncube, the sole owner and director of the corporation.

In the same year, enrolments for a Diploma in International Trade & Transport started with a first class of only 5 students. In the following year, a high school Y2K College was formed to provide the Customs Academy with post-matriculation students passionate about careers in clearing and forwarding. To date, the high school has an average enrolment of about 300 learners each year.

Project Description

In 2011, a computer training subsidiary was started in one of the small offices with only seven work stations. At the time, it was non-performing, and the subsidiary did not have any accreditations for the first half of the year. The director had an enquiry about ICDL from a prospective candidate, so research was done to find out what the company needed to do to get the accreditation. The infrastructure was in place; however, there was need for Jeremiah Gore, Chief Operations Officer, to pass the ICDL certification programme. This was before the company could submit the requested documentation, which included organisation structure, business plan, sales forecast, break-even analysis to mention but a few.

Jeremiah visited the ICDL Head Office in Kenilworth and purchased the ICDL CBT learning material with a skills log book. He sat the automated examinations at False Bay College, Fishoek Campus towards the end of 2011. At this point, paperwork to get the company accredited was submitted. At the beginning of 2012, seven more computers were procured and the office moved to a bigger training area. It was clear that growth was imminent. A site visit was done by an ICDL representative to check the infrastructure, which was found to be satisfactory. The company was accredited as an ICDL Training Centre [ZA140130], and Y2K IT Training & Consultancy was born on 31 January 2012.

> " **The ICDL accreditation has put Y2K IT Training & Consultancy on an equal platform with other major players in the ICT industry.** "

At the beginning, Jeremiah was doing the ICDL 7-module training. An external tester was outsourced to assist with testing the candidates. However, that restricted operations since students could only be tested on Saturdays. Jeremiah resolved to do a networking course in order to get accredited as a Test Supervisor, so we were able to schedule test sessions regularly during the week which also enabled us to tap into the pool of external candidates from other centres. To date, the subsidiary has a staff of 10 members, including ICDL trainers and office support staff.

Impact

Since accreditation, over 60 skills log books have been sold. Over 15 candidates graduated with a full ICDL certificate at an annual graduation ceremony hosted at a local hotel in Cape Town on 1 March 2013, which was a first for ICDL. The director facilitated procurement of 10 more computers in February 2013 for a new ICDL centre, which will be situated at sister company Y2K College to cater to our high school parents and learners. We are currently submitting paperwork to get the new centre accredited and roll out ICDL to our parents and learners from grade 8 – 12, totalling 500.

Essentially, the ICDL accreditation has put Y2K IT Training & Consultancy on an equal platform with other major players in the ICT industry. The director, ICDL co-ordinator and staff would like to express gratitude to ICDL for unwavering support and unequalled standard of computer training programmes spanning basic office packages to advanced skills modules.

Quotes

"We are quite excited about the opportunity for growth inherent in the ICDL programme and continue hoping for greater success in this area."

Jeremiah Gore

Images
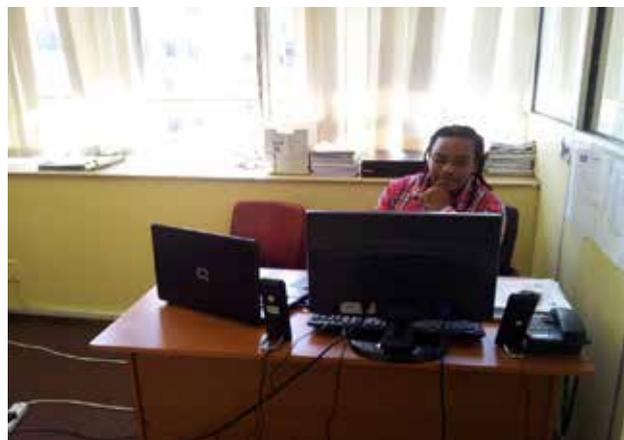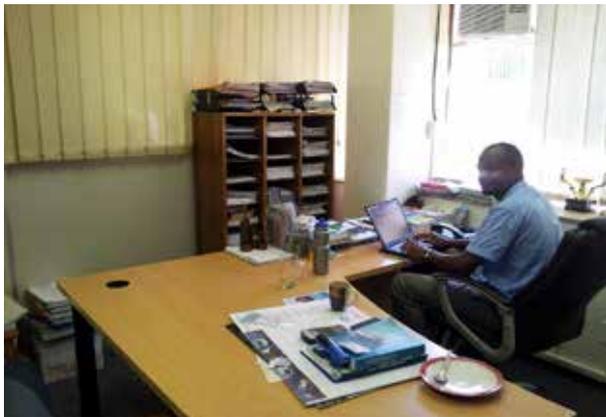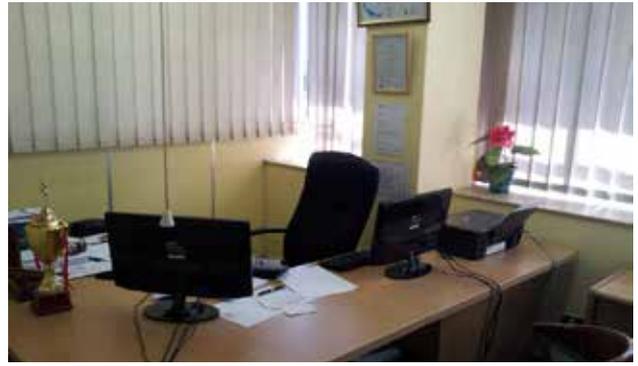
ZIMBABWE
AWARD-WINNING ICDL IMPLEMENTATION AT ST. DOMINIC'S SECONDARY SCHOOL, CHISHAWASHA

Introduction

St Dominic's Secondary School for girls was founded by the Dominican Sisters of the Dominican Order in 1896, and is still currently run by the Dominican nuns. The school Motto is 'Veritas', which is a Latin term for truth, and is the motto of the Dominican Sisters.

Project Description

ICDL comes highly recommended as it covers all of the aspects that are expected to be taught at O-level in the Zimbabwean secondary school (ZIMSEC) syllabus. ICDL is internationally recognised, so the school wanted the students to add to their education by becoming certified.

The main challenge was that no one at the school had completed the ICDL. Sr Kudzai, one of the teachers, decided to dedicate her time to intensive study and pass her ICDL. She then started working towards creating an ICDL Accredited Test Centre at the school.

The school needed about three thousand Zimbabwean dollars for up and installation of the infrastructure, which was paid out of the practical levy that parents pay.

At St. Dominic's, ICDL has replaced the commercial studies that have been dominant at O-level.

Impact

Training of students at the school began in 2012. The school has around three hundred students that are learning ICDL and they use 43 computers for training and for exams. The running of the computer lab is being done by the school.

All the students from Form 1 (age 12) are now doing ICDL and should complete it within 2 years, after which it is hoped that they will start ICDL Advanced.

It was clear that students gained confidence in using computers effectively. 350 Skill Cards have been sold to date.

The school was awarded the 'best school making a difference in terms of IT education to the young people' for the year 2012. This award was presented at Zimbabwe's ATC forum in February 2013.

> " **The main challenge was that no one at the school had completed the ICDL. Sr Kudzai, one of the teachers, dedicated her time to study and pass her ICDL, and then started working towards creating an ICDL Accredited Test Centre at the school** "

Images

ZIMBABWE
ICDL TRAINING AND TESTING FOR STUDENTS AT CHISPITE SENIOR SCHOOL

Introduction

Chisipite Senior School opened its doors in 1954 to cater for the students leaving the Junior School which was founded as a farm school in 1929. With two members of staff and 48 girls, Chisipite Senior School became the first inter-denominational private girls' secondary school in Central Africa.
It is now one of the premier multicultural girls' schools in the country. The school now stands on 25 acres of landscaped grounds, with more than 75 academic staff and 750 girls, of whom 150 are boarders.

The school runs ICDL training and testing for all girls at the school, with the First Formers (age 12 – 13) taking their first exam at the end of the first year of school after having gone through training throughout the year.

Project Description

The ICDL project for the students was initiated in 2000 by Pamela Van Coller, then deputy school head. ICDL was seen as the only professional qualification that met the needs of the school, because it bridged the gap between computer expert users and basic software users and certified the competence of the students.

The whole project was funded by the board of governors. Being a private school, there were enough computers, software and training facilitators to make it easy to take up the ICDL project.

The school does manual teaching ('old-fashioned' teaching), in classes between 10 and 15 students. They each have their own computer, and one teacher facilitates the training. They also make use of an over-head projector as a teaching aid. The centre has always preferred manual training and testing as they feel this gives the best leaning and testing environment for the students. The school did try automated testing but were not pleased with the set options in doing certain things.

> **" ICDL was seen as the only professional qualification that met the needs of the school, because it bridged the gap between computer expert users and basic software users. "**

Impact

The school is responsible for over 2,000 Skills Cards to date, with the numbers increasing every year. About 100 students complete the basic ICDL and an average of 50 students gets certified on other stand-alone modules.

The school often wins awards at the ATC forum, for the most Skills Cards sold, Advanced, Web Editing, or IT Security.

Quotes

"I think that ICDL is very useful in everyday life, because the world these days is slowly but surely becoming technological. Everything these days deals with computers, whether it be doing an assignment at university, a presentation, booking appointments, sending emails, searching the internet, or even storing pictures or music on your computer, you need to know how to operate the programmes. It is good to know the operations of the computers and how to use the different programmes on the computer. It is good because in most jobs you are dealing with these computer programmes, and even at home you would probably use a computer, for your emails, storing documents, and doing research on the internet."

Rowena Smith, student

"I think that ICDL is useful in everyday life. It is useful as you will be able to know how to create a presentation to use in your job with charts and tables to display information about a product."

Amy Durrant, student

"We are happy with the project but we would appreciate courses organised for our trainers by the foundation. Readily available training material for all the modules should be availed from the foundation as soon as the new modules are released."

Janet Nyahasha, Head of Computer Department

Images

GOVERNMENT/PUBLIC

ABU DHABI
GOVERNMENT PARTNERS WITH ICDL GCC FOUNDATION TO IMPLEMENT ICDL IT SECURITY FOR GOVERNMENT EMPLOYEES

Introduction

The Abu Dhabi Systems and Information Centre (ADSIC) is a government authority. It was founded to oversee the implementation of e-Government and to administer policies and technology standards within government and relevant entities.

ICDL GCC proposed the single-module ICDL IT Security programme to achieve government objectives in information security and cyber safety.
The highest authority within Abu Dhabi government (the Executive Council) endorsed the programme and mandated that all government employees should do the ICDL IT Security certification.

ADSIC signed an agreement with ICDL GCC to implement ICDL IT Security programme to 80 government entities across the emirate. The project kicked off in the last quarter of 2012 and it is set to achieve its goals within three years.

"Computer crimes are not new but are growing increasingly more daring, especially in the public domain. "

The primary objectives of the project are to:

- Help individuals learn how to use computers, smartphones, and surf the web safely in the workplace, at home and on the move
- Educate the general public on how to prevent and protect themselves against cyber threats
- Spread digital security awareness to the masses
- Teach individuals to defend themselves in cyberspace from criminals and bullies

Project Description

Cybercrime is not new but are growing increasingly more daring, especially in the public domain. Recent research shows cases in the GCC region are rising due to its citizens being less tech savvy than some neighbouring countries.

This was illustrated by striking facts collated by Norton/Symantec and published in Gulf News on 21 September 2011. The statistics stated that identity theft affected half of the 2.55 million internet users across the UAE in 2011, and dealing with such attacks cost the nation 1.44 billion AED (€0.3 billion).

An article titled 'Young Generation in UAE at Risk' by Gulf Newspaper on 27 July 2012 included a survey. It found that two thirds of respondents felt that they were not qualified to teach their children about online security, and that the crucial issue of safe internet usage should be dealt with at school.

To address the situation, and to support the government IT Security strategy and eLiteracy initiatives, all government employees within Abu Dhabi Emirate including the police will undergo mandatory training for certification in the safe use of information technology.

The project covers more than 20,000 employees (who are almost all ICDL certified in 7 modules already due to the last 10 years of ICDL implementation in UAE) and is funded by ADSIC. It is being delivered through key public and private universities across the Western, Central and Eastern provinces of the Emirate.

Awareness messages were created in support of the project through posters, data sheets, and roll up banners. They were all designed and produced by ICDL GCC Foundation for the project, and targeted for different groups such as women, parents, and employees.
Government officials were invited to attend workshops across the Emirate to announce the project, answer inquiries and encourage employees to enrol and gain certification.

Impact
- The project became a main reference and role model for ICDL GCC Foundation in the GCC region to encourage other governments to implement ICDL new IT Security Module
- Abu Dhabi Government is very happy about the smooth progress of the project and the positive feedback from the enrolled employees
- Candidates are going through certification with high success rate
- Employees are encouraged to pass the acquired knowledge to families and friends, which will soon show positive impact on cybercrime's penetration rate in the emirate

Quotes

"Internet rates are continuously spreading across the GCC region. There are consequences for neglecting the security gaps in the internet home network or office network which expose users to risks such as identity theft and personal harm. Lack of experience and cybercrime awareness has contributed to increasing the cyber-attacks between users; therefore, ADSIC is constantly trying to provide users with the needed defensive skills of networking and internet environments whether it was connected to the internet or not.

We would like to create a virtual environment that's much safer for citizens in the emirate, starting with focusing on governmental workforces, to arm them with knowledge, awareness and the necessary skills to enable them to use computers and the internet without fear or getting exposed to any harm. With our cooperation with ICDL GCC Foundation and concerned authorities we will launch community awareness campaigns that speak directly to teachers and parents, children and societies as a whole on achieving our same purposes that we all aim for, to create a protected IT world for everyone and providing users with the necessary technical skills to fight and prevent cybercrimes."

H.E Rashed Lahej Al Mansoori, ADSIC Director General

Images

HONG KONG
ICDL BECOMES COMPULSORY IN THE ACADEMIC CURRICULUM FOR HONG KONG'S JUNIOR HIGH SCHOOLS

Introduction

Since 2008, ICDL Hong Kong & Macau have been establishing their presence in the academic sector of two Special Administrative Regions (SARs) in the People's Republic of China. We anticipate ICT will become part of the academic skills for education advancement in addition to languages (English and Traditional Chinese).

The ever-changing education system in the region, combined with the desire to get top grades in Physics, Chemistry, Mathematics, Economics and Liberal Studies for entrance to top universities, has created a real challenge for our penetration efforts into the academic sector.

Hong Kong & Macau has a "3-3-4" education system which requires 3 years of junior high school, 3 years of senior high school and finally 4 years in university. The challenge was to get ICDL in the school curriculum and ICDL to be taught as a compulsory subject at a particular stage of high school education. This project started in the last semester in academic year of 2010 – 2011.

In the middle of academic year 2012 – 2013, we achieved an agreement of compulsory ICDL lessons in St. Paul's Convent School (SPCS). In total, 232 12-year-old girls are tasked to finish all seven ICDL Standard modules for an ICDL Standard Certificate Award before August 2013 – within the second year of Junior High School, with a targeted pass rate of more than 80%, if not 95%.

Project Description

When we started the project, we faced these challenges:
- Target pass rate of at least 80% for the first year of Junior High School students (11 years old)
- No IT support for automatic test system
- Limited teaching resources for database, Internet security and ICT concept
- Limited time available for revision – after-school hours and lessons on Saturday difficult due to busy student schedules
- Students only interested in ICDL Seven Modules, not the Four Modules (Start) Certificate
- Reluctance to use ATS because young students are used to paper based examination and no additional stress should be imposed them in order to improve the pass rate

So with the challenges above, any experienced ICDL operator can imagine that this could be an appalling start back in 2011. ICDL HK also proposed EnlightKS system to the school, which they accepted.

The certification result was slightly above 30% for the first round of certification on Module 6. This news was shocking. All the ICT teachers were worried and requested ICDL HK to come up with a solid plan for teaching ICDL, with a pass rate target of around 80%.

At that time ICDL HK was a small outfit with only four full-time staff. We were working on a model as top-tier regional administration office, which had no intention to educate because this should be the responsibility of the test centre – in this case SPCS. We were supervising ATCs, rather than implementing all the technical tasks for all student computers.

> **"All the ICT teachers were worried and requested ICDL HK to come up with a solid plan for teaching ICDL with a pass rate target of around 80%."**

ICDL HK & Macau decided to start a new operations model for long-term success by investing in the following:

- Development in ICT education expertise
- Introduction of courseware including e-books for iOS and Android
- Development of a low cost, web based e-Learning system to allow students to learn at home
- A student database whereby student information is recorded from Skills Card down to individual results of every test attempt
- A MQTB test management and delivery system for mass delivery of paper based MQTB ICDL certification processes
- A website to automate ordering process so that the majority of human resources are dedicated to education rather than administration

Working with the ICT teachers of SPCS, young students were introduced to ICDL Approved Courseware and then consulted our e-Learning platform to assure that they had completed all topics at home. Inside school ICT lessons, students were given one 40-minute session to explain what ECDL and ICDL are, and a session for each ICDL module so that students can continue their ICT studies at home.

The certification sessions were scheduled for two 40-minute sessions. ICDL diagnostics (using EnlightKS system) for the first 30 minutes as a warm-up, and then commence the MQTB Certification process – using examination papers with work files stored inside a USB drive attached with each examination paper.

With help from the Irish Computer Society – ICS Skills, we have trained three ICDL CTP Trainers. These CTP Trainers are training more CTPs in our ICDL schools here to deliver the above-mentioned sessions including the MQTB Certification process to ensure a proper and fair certification process.

During the summer of 2011, we were tasked to certify 159 11-year-old students, and the total candidates increased to 225, distributed across six classes. These candidates completed all the required certification modules during the autumn term of 2012 with a pass rate of 78% so far.

Impact

There are more than three hundred high schools in Hong Kong & Macau and the average junior high school intake is around 120 per school, per year. Hence, this SPCS Project represents ICDL entrance to a potential market of 36,000 certifications annually.

However, 10,000 is a more realistic target. We need to work with 80 schools before this target of 10,000 per annum can be achieved. Our focus is ICT trainer development and hence our co-operation with ICS Skills is the critical success factor of this project.

In all cases, certification rate counts at the end for any certification program. ICDL HK & Macau has started working with five other schools on project similar to SPCS, with student enrolments between 20 and 100 per school.

Quotes

"This is an exciting project for the ITTQC/ICDL team here. When we started ITTQC in Hong Kong back in 2001, the school market was also a prime target but we were too early, ICT was regarded as an office skills rather than a basic digital literacy in schools. We are extremely delighted to see a business model which can be multiplied in our region here."

Mr K W Chan – Director of ITTQC Education

"This is a very ambitious project to undertake and I believe that ICDL Hong Kong has achieved a great deal in training and certifying 225 students. I am delighted that they chose to use CTP qualified tutors to deliver the training and to raise the success rate in the ICDL examinations, demonstrating the added value from professionally certified trainers. The commitment to certification is admirable and is, in my opinion, crucial in a setting like this where it is important to demonstrate success and a positive return on investment."

Mary Cleary – Deputy Chief Executive, Irish Computer Society / ICS Skills

Images

ICDL CTP in action at SPCS

ICDL HK e-Learning System

MQTB storage device for work files

ICDL Study Aids in English, Traditional Chinese, and Simplified Chinese

IRAN
IRAN INTRODUCES NEW ICDL MODULE COMBINATION FOR GOVERNMENT EMPLOYEES

Introduction
It is necessary for today's societies to align with innovative and revolutionary technologies so that they do not fall behind in the competitive market. One of the best ways to do this is to improve human resources through high quality training and education.

Obstacles to full implementation and operation of e-Government projects include lack of ICT knowledge, access and high quality training, and the concerns about ICT security. The only way to overcome these obstacles is to equip citizens with digital literacy. Digital literacy can be developed through increasing awareness about the importance of ICT knowledge in media and advertisements.

Fast advancements of technology may create a digital gap in societies. The lack of access to new ICT knowledge and skills in some groups can make this gap deeper. Digital literacy is a great solution to remove the gap.

ICDL was at first introduced as the combination of 7 modules and ICDL Iran is now known mostly for full ICDL certification. However, due to the newly emerged needs in the market and in order to create a significant change in the level of digital skills in the society, ICDL Iran introduced a new combination of ICDL modules containing Image Editing, Web Editing, IT Security as well as four Advanced modules.

The objectives of this project are to:
- Improve digital literacy
- Develop applied and professional skills in the work place
- Introduce a new and professional skills pack to the public organisations
- Improve the usage of e-Government

This new combination is introduced because:
- Most of the government employees have completed ICDL programme and received their certificates
- It is necessary to keep ICT skills up to date
- The previously obtained skills should be improved
- New needs have emerged in society
- The quality and speed of public services should be improved

In the first phase, the initiative targets government employees but in the next phase the project will be extended to the other groups.

Project Description
It is necessary for the government employees to have ICDL certificates, and therefore the ICT skills required for their job positions. Because of fast advancements in technology, the employees need to attain new skills so that they can fulfill their needs in their work place.

Therefore, ICDL Iran decided to introduce a new group of skills that help to improve the level of digital literacy. This group of skills is known as ICDL 2 pack and contains four ICDL Advanced modules as well as IT Security, Image Editing, and Web Editing. The proposed combination of ICDL modules was presented by ICDL Iran to the Deputy Office of Human Resources Development and e-Government Development Office. After many discussions with these two organisations, it was agreed that the government require their employees to complete the modules in the second group as well as the ICDL modules.

> **It is expected that 90% of the government employees can receive professional and up to date training and attain the necessary skills for their job positions.**

In the next step, ICDL Iran produced brochures as a marketing tool to introduce the project to government organisations. The related courseware is going to be developed by ICDL Iran to support the project.

Impact

Iran's '2025 Plan' is to become the first economic, scientific and technological power of the region. The ICDL project can contribute to this national plan by developing the level of digital literacy in the society. It is expected that 90% of the government employees can receive professional and up to date training and attain the necessary skills for their job positions. ICDL modules will be known as the standard skills by the Iranian government.

Furthermore, since the government's approach is to make the best use of the web environment, ICDL Web Editing and ICDL IT Security modules will be necessary in the human resource training programs. It is also expected that in the private sector, the organisations select ICDL second group of modules as a requirement for their employees.

Images

Brochures designed by ICDL Iran to introduce the second group of skills (front)

Brochures designed by ICDL Iran to introduce the second group of skills (back)

ITALY
ECDL ADVANCED IN ITALY

Introduction
The ECDL certification programme, run by AICA (Associazione Italiana per l'Informatica ed il Calcolo Automatico), is widely recognised in Italy. As off 2012, more than 1.9 million people had participated in the programme, reaching to around 3.5% of the population and making the country one of the leaders in digital skills certification.

The ECDL Advanced programme has also been considered a success in the region since its implementation in 2003.

The Advanced certification programme promotes professionalism of those who have in-depth knowledge about the various office applications.

It is especially recommended for:

- People who want official recognition at national and international level on IT office applications
- Students who want to acquire the knowledge and skills that promote access to the labour market and that will also help them to study effectively
- Companies who need to train their staff but do not want to have long periods of training which includes topics not related to their specific activity
- Private companies and government agencies that require an objective certification of the skills of the people who hold it

Project Description
The Advanced programme started in Italy ten years ago in 2003, at the same time as the international launch. So far each test centre has decided the implementation of the Advanced programme, depending on their internal objectives and market needs. Most of the test centres adopting the programme are high schools, where students already consider the Advanced certification an important qualification for their CVs.

There were several challenges involved in offering and promoting the programme.

> **"Most of the test centres adopting the programme are high schools, where students already consider the Advanced certification an important qualification for their CVs."**

The first was the requirement of specialised courseware and training development. This was overcome by making educational support available for users for examination preparation, and accurate hand books both for Windows platform and Open Source. At the same time, test samples were prepared ad hoc, covering each part of the syllabus. The candidate, being well prepared with these test samples, will have more confidence to sit the Advanced tests.

The second challenge was that qualified trainers and examiners were needed. This was solved by the alternative of centralised correction of Advanced tests, performed by AICA itself or by those test centres who have certified their examiners in the Advanced programme.

As part of the general implementation strategy, it was very important to carefully select and train the people responsible for offering the programme to the test centres. They successfully promoted across the entire country, alerting others about the competitive advantage for the school when training and the extensive quality offered with this certification.

Impact

Due to this work, the whole country recognises that the Advanced certification is a blend of skills applicable to both the public and private fields. They are also aware of the seriousness and responsibility of the preparation of those who have this certification.

The certification is recognised as a school credit in many high schools and several universities and colleges. It is important in order to improve the average at the 'Esame di maturita', the Italian secondary school leaving examination.

More than 32,800 ECDL Advanced Skills Cards have been sold to date.

Images
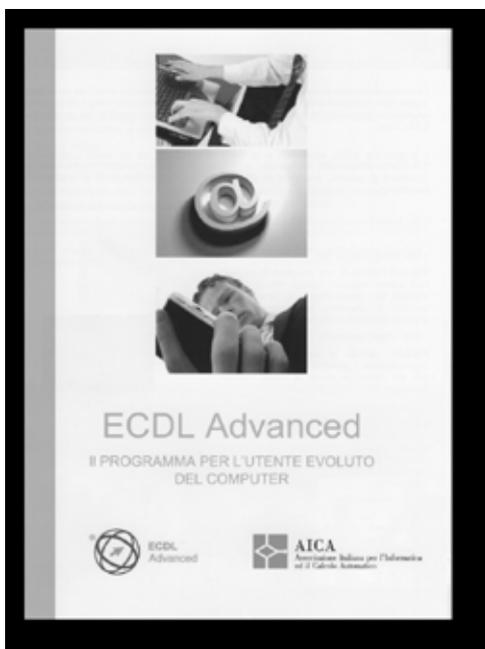
ECDL Advanced Flyer - Cover Page

ECDL Advanced Flyer - Description

THE NETHERLANDS
ECDL E-SKILLS SCAN: PILOT IN DUTCH MINISTRY TO RAISE AWARENESS OF (OR LACK OF) DIGITAL SKILLS

Introduction

ECDL Netherlands has developed an e-skills scan. The short and powerful diagnostic scan contains 34 questions to measure basic overall digital skills. It was specially aimed at staff of big companies. The test, the service and corresponding visual report that ECDL delivered made them not only curious to take the test but encouraged them to research and invest in improving skills (from "not aware to aware").

This initial ministry pilot later worked as an ambassador for a ministry-wide roll out. With this initiative we also improved the recognition of ECDL to policy stakeholders within ministries.

The e-skills scan contains a collection of diagnostic, partly in-application, questions from different ECDL modules including IT security, Word Processing, Spreadsheets, Presentation, Image Editing, e-business, internet and e-mail. It even contained questions from new or to be developed modules. The score was presented graphically so that people knew how they did (specific and overall).

We also worked with supporting external research. The University of Twente in the Netherlands showed in their research the impact that a lack of ICT skills can have on a national economy. The findings of this study, 'Ctrl Alt Delete: Lost Productivity Caused by IT Problems and Inadequate Digital Skills at Work', highlights that, on average, workers in the Netherlands spend/waste almost 8% of their day trying to resolve issues relating to the inadequate use and working of technology in the workplace – with this figure rising to 10% for lower-skilled workers.

> **" The pilot had to be anonymous and would give the ministry an insight into the digital skills of their employees compared to the international ECDL / ICDL standard. "**

ECDL Netherlands and the Ministry of Economic Affairs were partners and initiators in this research. Following the report's national conclusion (that the Netherlands is losing €19 billion a year), ECDL Netherlands asked the pilot ministry to test their staff. The pilot had to be anonymous and would give the ministry an insight into the digital skills of their employees compared to the international ECDL / ICDL standard. If 75% of the questions were answered correctly, an employee was considered to have sufficient digital skills.

The project started in March 2012 and ended in June 2012 with the ECDL report 'Measuring e-skills'.

Project Description

ECDL Netherlands developed the e-skills scan (in Dutch: digi-vaardigheidscan) in the beginning of 2012. For the pilot with the ministry, ECDL partnered with a university for a fact-based research regarding lacking skills, loss of efficiency and costs for society. Then it was found out how the research outcomes related to actual ECDL test results of ministry staff.

The e-skills scan was first taken by a small group of testers for a technical test to check that the system requirements were properly adjusted. ECDL Netherlands sent a specially developed form for personal details, including gender, age, department, profession, Windows and MS-Office version, to the project manager of the ministry. Voluntarily, 197 employees signed up.

ECDL Netherlands assigned the e-skills scan as well as the diagnostic tests for Microsoft Word and Excel to these employees. All employees who signed up received an e-mail with an explanation, instructions and their log-in codes on 4 May. The pilot ended on 25 May 2012.

The employees were encouraged by the ministry to take the e-skills scan and also, if they wanted, the diagnostic tests (Word and/or Excel) without supervision. The challenge was that every candidate in the project took at least the e-skills scan.

The results were presented graphically and we also enriched the data from earlier received information (age, personal data etc.). The pilot was funded by the Ministry. No marketing/promotion of specific result outcomes was allowed outside the ministries/ECDL Netherlands.

Impact

The feedback on the scan was positive, as it gives an overview of the digital skills of employees and requires less time than taking individual "in depth" module diagnostic tests. The e-skills scan itself could be used and/or adapted by a variety of organisations, ministries and companies as an entry or first selection tool.

At the moment we have no measurable return on investment because the roll-out is still on-going. The pilot was certainly a success in raising awareness about the lack of basic digital skills in the ministry.

Of the 197 employees signed up, 77 employees took the e-skills scan, and only 3 employees took a diagnostic test. Fifty-five percent of those who took the e-skills scan did not have enough digital skills partly or overall, as their score was less than 75%.

After this pilot, talks started for a ministry wide roll-out. ECDL talked with the Central Ministry of Interior for a wider roll-out. The pilot ministry worked as an internal ambassador. This wider roll-out project is still going on (several ministries are now testing). The scan was a perfect entry tool to get into contact and raise awareness by confronting people with their actual knowledge level.

We learned to insist on supervision when taking the e-skills scan and/or diagnostic tests. We strongly recommend making it mandatory for employees. For the project with the second ministry we expanded our e-skills scan with questions about social media.

Quotes

"The insight given is great. The tests were taken anonymous. The results shown in the different parts of the e-skills scan for each candidate took care of more digital awareness. Some employees requested directly extra course(s) to raise their e-skills."

"The insight given in the overall e-skills scan is clear."

"The diagnostic test per module has too many questions, there is too much content and it takes too long to solve."

"Some questions are too easy."

Images
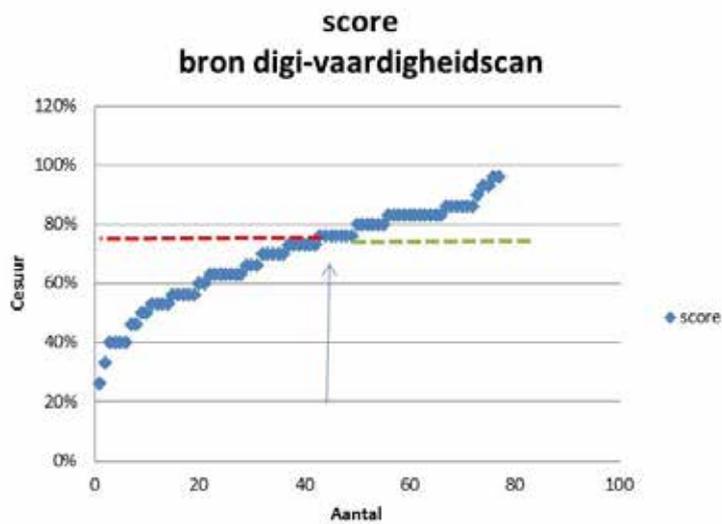
E-skills scan: Graphic results of a similar project with another customer (about half scores less than the 75% cut-off score)
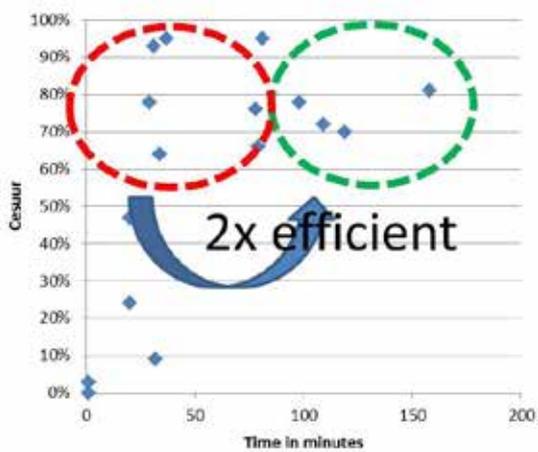
Score of an actual diagnostic test Excel: Cut-off score (%) and Time in minutes necessary to take the diagnostic test

POLAND

THE IMPROVEMENT OF IT SKILLS IN MALOPOLSKA PROVINCE

Introduction
This project, the 'Improvement of IT Skills in the Malopolska Province', was funded by the Human Resources Development Operational Programme.

The project was realised between 2008 and 2012. Its purpose was to define the IT qualifications of Malopolska residents and to develop a comprehensive IT education system in the Malopolska province.

Studies determined the supply and demand for a qualified staff in the province. These assumptions formed the basis for the planning and training by educational institutions in the region. The system was developed for people who use IT in their private life, for employees using technology (outside the IT industry), for IT specialists and coaches (IT staff).

The system was verified by training and completion of the ECDL certification.

> " **The participation of experts from education and business sectors facilitated a detailed diagnosis of the market situation in IT education and then developed system ideas.** "

Project Description
The project in the Malopolska province was realised in cooperation with experts from the following institutions:
- University of Science and Technology in Cracow (AGH)
- Provincial Labour Office
- Cracov Technology Park
- Polish Information Processing Society
- Experts from the IT market in the Malopolska province

The participation of experts from education and business sectors facilitated a detailed diagnosis of the market situation in IT education and then developed system ideas. A wide range of system influences will make the activities essential for the social and economic development of the province.
The project's aim is to fully develop IT qualifications in the province to increase economy competitiveness and activity of people in the area.

Its implementation will also:
- Increase the use of IT skills in the Malopolska citizens' life
- Increase the social participation of e-services in daily life
- Increase the use of IT technology in companies, not only from the IT industry
- Accelerate the IT companies' formation and development

The system employed training, based on the study's assumptions, during which there was the possibility to gain the ECDL certificate.

Project participants could choose training in one of these groups:
- **Group A** – e-Citizen certificate for citizens who use IT in their private and public daily life
- **Group B** – employees who are not related with the IT industry can choose either:
  - **B1** – the ECDL Start certificate for office software users
  - **B2** – the ECDL Advanced and CAD certificate for specialist software users
- **Group C** – IT specialists
- **Group D** – Training staff (IT coaches)

In total there were 284 persons undergoing this training at different skill levels, from 10 cities in the Malopolska province. There were 249 people participating in ECDL, with 214 people receiving certificates. IT specialists and IT coaches were not included in ECDL certification.

The biggest group was the A (46%) for the e-Citizen certificate. This group had the most visible age differentiation – the youngest participant was 18 years old and the oldest was 73.

By arranging a selected audience to take part in a poll and survey we have developed recommendations and conclusions which will be taken into consideration in the next training project.

Impact

Thanks to the involvement of representatives from many local communities related with the IT industry, we created specific cooperation networks for improving IT qualifications in the Malopolska province.

The established contacts have resulted in further activities related to the development of this area. The success of the project is demonstrated by the following examples:

- Very good external expert's assessment related to the project assumptions
- The positive opinion of participants and coaches towards training
- Huge interest in continuing training among Malopolska citizens
- undertaking further projects, based on the recommendations and conclusions developed during the project in response to the interests of potential participants for the next training editions
- The implementation of the developed assumptions to strategic programs: Intellectual Capital and Labour Market, Regional Innovation Strategy in years 2014 – 2020

Documents developed during the project include: 'Diagnosis of the IT education market in the Malopolska province', and 'The system assumptions of improving IT skills in the Malopolska province'. The conclusions and recommendations after the training can be found here: www.kompetencjeIT. malopolska.pl.

These documents can be used by all institutions to improve the availability and quality of ICT training.

ICT technologies are one of the most important sectors in the province economy as their use creates the efficiency and competitiveness of all other economy sectors. The dynamic development of the IT sector and non-IT branches increase demand for qualified staff. It should be remembered that the access to quick links and electronic services is as important as the use of new technologies.

Images

SOUTH AFRICA
INTRODUCING ICDL TO THE INMATES OF FOUR PRISONS

Introduction

The project aim was to introduce ICDL to inmates of Barberton Prison (Juvenile, Medium B and Maximum C prisons) and Johannesburg Correctional Centre Medium C. By equipping inmates with an internationally recognised computer qualification, it was hoped to make them more employable or entrepreneurs on release from prison.

Project Description

1. Barberton:

The Department of Correctional Services disposes of old computers on a regular basis. It was decided that 100 obsolete computers could be rebuilt and utilised for the training of offenders at this facility. Two inmates of Maximum who had computer skills, Eric Re Loux and Ben Mokoena, offered to rebuild the computers.

In 2009, both Medium B and Maximum C Prisons implemented basic computer training programmes. The implementation was a success and more and more inmates began to request a certificate.

> " **Inmates value the ICDL and realise this qualification will increase their prospects of finding employment once released from prison.** "

During this year, ICDL training started at Barberton Youth Centre sponsored by The Department of Communications. That same year, ICDL training expanded to Medium B at the Barberton Prison Farm – the aim of the programme was to give skills to offenders that were about to be released. It was decided to register the Barberton Youth Prison and the Barberton Prison Farm (Medium B and Maximum C) as ICDL centres in 2009.

It was then decided that all inmates who had completed basic IT skills doing CBT studies be offered the opportunity to do ICDL.

Between January and June 2011, Maximum C started with the first 15 ICDL students based on their outstanding CBT results. The first ICDL group had a pass rate of 94%. A second group of 15 students did the ICDL from July – December 2011 and obtained a 100% pass rate (4-module ICDL Start certificates, 11 full ICDL certificates). Nelson Madonsela was the trainer of both groups.

2. Johannesburg Correctional Centre:

The first ICDL testing session took place in September 2009 with four inmates registered to study with the University of South Africa (UNISA). In 2009, four additional inmates enrolled for ICDL. Between 2010 and 2012, five more enrolled. In February 2013, 13 new inmates and Correctional Officers registered to do ICDL.

When testing started at the correctional facilities, the office of the education officer was used and when the numbers increased, it was moved to a kitchen area. Each inmate doing computer studies was allowed to bring in their own PC or laptop to train and use for exams. With each testing and training session a lab had to be set up, and after training/testing it was removed.

Training was conducted by inmates that had completed their ICDL and were appointed by the education officer as trainers. In late 2012, the Department of Correctional Services then made funds available to set up a permanent training/testing lab with 18 PCs. This opened up the opportunity for more inmates to study without having to bring in their own PC. The lab has been opened up for inmates and correctional officers to study ICT-related courses.

Impact

1. Barberton:

In 2009, the Juvenile Prison/Youth Prison struggled and had a 13% certification rate. Between 2010 and 2011 there was no training. By 2012, with training, 60% of the ICDL candidates qualified for a certificate. This year, 2013, there are 15 inmates currently doing their ICDL studies.

In 2012, in Medium B and Maximum C, 90% of the inmates qualified for an ICDL qualification with modules varying in numbers from 4 to 7.

By 2013, 15 inmates at each site (Maximum C and Medium B) are currently doing their ICDL studies. Several inmates who have obtained full ICDL certification have decided to commence their ICDL Advanced studies in 2013.

The third group of inmates began their ICDL studies in January 2012. Because of the excellent ICDL results the Area Commissioner's Office proposed that the computer lab at Barberton Prison Farm be upgraded. Inmates value the ICDL and realise this qualification will increase their prospects of finding employment once released from prison.

Nelson Madonsela was the first trainer at Maximum C prison and is regarded as the pioneer of this project. In September 2011, he was nominated for the Minister of Correctional Services Individual Educator and Training Award, which recognises individuals who have facilitated excellent education and skills development results. Nelson was also nominated for the Regional Corrections Excellence Awards 2010/2011 in Limpopo, Mpumalanga and North West, in which he was awarded second place.

2. Johannesburg Correctional Centre:

At Johannesburg Correctional Centre, inmates are now able to make use of a proper training and testing lab and no longer need family and friends to sponsor them with computers and laptops. During February 2013, 13 new inmates and Correctional Officers registered to do ICDL.

Quotes

"I am particularly impressed with the dedication of the ICDL trainers, the high standard of training and the excellent results the ICDL candidates obtain at Medium B and Maximum C during 2011"

Deon Hancke, ICDL Customer Services and Sales Executive. speaking a prize-giving function at Barberton Prison

Images

Left: Nelson Madonsela (ICDL co-ordinator at Maximum C in 2011) and the inmates of Maximum who had computer skills, Eric Re Loux and Ben Mokoena who offered to rebuild the computers.

Middle: The ICDL group 2012 at Maximum C

Right: ICDL venue at Maximum C - 2009

Introduction: Overcoming the Obstacles
ICDL Korea, managed by the Korean Productivity Centre (KPC), has been concentrating on attracting university students and increasing their competency through ICDL programmes. As part of this effort, ICDL Korea cooperated with universities and participated in industry-academic cooperation programmes.

The IT culture of Korea is famous for its velocity, dynamism and sophistication. As the public widely enjoys the ubiquitous use of computerised technology, lots of students are aware of the necessity of official certification for using IT. The students, especially those who are preparing for employment, are competitively seeking certification programmes. As well as this, the project carried out by ICDL Korea aimed to improve the IT capabilities of the public and entice greater participation in the ICDL programme.

One difficulty that ICDL Korea faced was a strong competition dominating the computer literacy training market. The Microsoft Office Specialist (MOS) certification had already gained significant awareness and built confidence among students. ICDL, as internationally recognised certification, had to make its serviceability and uniqueness appealing.

" **By actively advertising the advantages of ICDL, including its credibility derived from the confidence in the testing organisation (KPC) and its comparative cost competitiveness, ICDL was capable of raising public awareness of its offering.** "

ICDL Korea's solution was to target universities that are participating in the industry-academic cooperation programmes, specifically the 'Leaders in Industry-University Cooperation' (LINC) project and the 'Advancement for College Education' project. Since these projects were funded by the Korean Ministry of Education aiming to train university students to be equipped with IT skills, ICDL curricula could be applied effectively.

The project was positive in that ICDL was able to be utilised as a tool for student competency education programmes. By working hand in hand with the universities, ICDL Korea was able to widely advertise the programme and provide a better environment for IT education.

Project Description: From the Government to Students
The 'Advancement for College Education' project and LINC project incorporated over 100 universities, which covers a wide range of the young population. Working together with the universities, KPC launched the students' capacity building programme, including the training of the students, courseware and the actual test fees. By providing the ICDL programme as a part of the curricula offered in the projects, ICDL was able to reach more participants.

More importantly, ICDL Korea has been providing a "one-stop service" to participants, which means the students can complete all the registration process from signing up for the course works to select the test date at one go, via KPC. KPC is responsible for issuing Skills Cards and managing the participants efficiently, presenting its operational advantage.

The fact that ICDL was selected as a training programme of LINC was significant because the project is delivered to students who are majoring in engineering. Since these students are the future of Korean IT industry, their participation in the ICDL training programme means a lot to the future of ICDL as well.

Once the Korean Ministry of Education selects the universities to deliver student competency programmes through the financial support, the universities have the discretion to select and create the programmes.

KPC, using its prestigious training curricula, introduced the universities to the structure and

procedures of ICDL. Universities informed students of the details of the certification process, and provided classes on ICDL. Universities reported the progress of the project, which gained productive feedback and successfully engaged a great number of students.

Impact: Increased Participation in ICDL in Korea
The most obvious result is the increased competitiveness of ICDL in Korea. Considering the fact that MOS certification programme had dominated the market, ICDL Korea's initiatives in working with universities has greatly affected the composition of the market. So, by actively advertising the advantages of ICDL, including its credibility derived from the confidence in the testing organisation (KPC) and its comparative cost competitiveness, ICDL was capable of raising public awareness of its offering.

ICDL Korea has successfully promoted its competent training programmes to the public who are tired of MOS programmes. As a result, ICDL Korea was able to train over 13,000 university students in total, creating approximately $1 million economic effect for KPC and its partners.

Quotes

"ICDL is the best way to strengthen students' IT competency, which is considered indispensable these days. I am very proud and pleased to participate in the programme".

Yang Seung-hak, Head of LINC Project, Honam University

"Over 2,500 students from Pukyung National University participated in the ICDL programme and acquired certifications. As IT competency is one of the most important skills for university students, I expect their future to be bright and full of potential."

Lim Seok-dae, Manager of IT Service Center, Pukyung National University

Images

Left: ICDL seminar for introducing ICDL programme
Middle: Reward giving ceremony to the president of a university which recruited students the most

SRI LANKA
ICDL EQUIPS GOVERNMENT OFFICERS FOR E-GOVERNMENT SERVICES IN SRI LANKA

Introduction

The Government of Sri Lanka has developed the following vision for leveraging Information and Communication Technology (ICT) for the development of the government sector:

"To adopt ICT in all its aspects to make government more efficient and effective, improve access to government services, and create a more citizen-centric government."

Introducing ICT to the government sector had several objectives: creating more effective and efficient government offices; making information and communication more accessible for citizens, and enhancing services. The 'Information and Communication Technology Agency of Sri Lanka' (ICTA) was established to implement this, through programmes in leadership and capacity building and the re-engineering of government services.

ICDL Sri Lanka, as the National Operator of ECDL Foundation in Sri Lanka, has successfully secured a number of government sector projects in several years. The ICTA, under their project 'ICT HR Capacity Building Programme for Government Staff', requested ICDL Sri Lanka to conduct the ICDL programme for the government officers in the country.

The objective of this project was to urgently equip the government officers in the country with the skills and competences needed to manage and administer forthcoming e-Government projects.

> **The objective of this project was to urgently equip the government officers in the country with the skills and competencies needed to manage and administer forthcoming e-Government projects.**

In this review of the project, we hope to highlight the successful implementation of the ICDL programme using both Microsoft and Open Source platforms, and our contribution to the long-term strategy of the country through ICDL.

Project Description

The initial project was conducted during 2007 and 2009 using the Microsoft platform. During this time, as war was prevailing in the Northern and Eastern parts of Sri Lanka, the projects were carried out focusing more on the areas not affected by war. This initial project included 12 districts and was successfully completed.

However, with the war ending in 2009, ICDL Sri Lanka was faced with two challenges. Firstly, the Sri Lankan government shifted their focus to using Open Source technologies as the platform to drive the advancement of ICT skills in the country. Secondly, the ICTA wanted to provide training in the war-affected areas in a very short period of time before their project came to an end.

To overcome the first challenge, ICDL Sri Lanka moved quickly to introduce Open Source ICDL, using the automated testing system Neo ATES, developed by Devatron in South Africa. In order to meet the second challenge, ICDL Sri Lanka had to work very closely with a few selected Accredited Test Centres (ATCs).

Having faced the challenges well, the final assignment given to us was to carry out the ICDL programme for 550 government officers in the Anuradhapura District – this included participants from 23 Divisional Secretariats within the district. The project commenced in April 2012, with a limited time span of one year for completion.

The most efficient ATC in the district was selected to run the programme in Anuradhapura District. Together with the ATC, we made plans to complete the project in three phases. In the first phase of the project, a training plan was put in place with a training schedule, delivery methodology, testing and evaluation. The government officers were divided into three batches in order to maximise the learning

experience. Training was conducted for each of these batches on a pre-determined schedule that did not interfere with their work. All officers were given a preliminary test in order to assess their IT skills and knowledge before the programme. The training was conducted by qualified instructors, combined with courseware and practical exercises.

In the next phase, the ICDL examinations were conducted using the Neo ATES Open Source automated testing system provided by Devatron. During the testing phase, the ATC faced several technical challenges, but with the support of the ATS provider, the participants were able to complete the examinations. At the final phase of the project, reports had to be submitted to the ICTA outlining activities conducted, achievement of results, and evaluations measuring the efficiency of delivery. The project has now reached its completion stage, with 375 participants from the Anuradhapura district successfully completing ICDL to date. The final batch comprising 175 participants will be taking their ICDL exams during April, thus meeting the deadline of completing the project in one year.

ICDL Sri Lanka played a critical role in this project by way of providing the necessary advice, facilities, and timely support to the ATCs in carrying out their administrative and operational activities. Frequent communication and information sharing ensured that the programme was being conducted to the desired quality and standards. The efficiency and dedication of the staff of the ATCs contributed much towards the success of this project.

Impact
The objective of these projects was to bring all participants to a similar platform of learning, and provide them the ability to use a personal computer and common computer applications with competence. As a result, they could provide timely and quality services with e-Government projects. The ICDL training programme was chosen by the ICTA in the implementation of their 'ICT HR Capacity Building Programme for Government Staff' project, as it covers the basic concepts and skills of ICT, and it also certifies the holder's competence with a computer and common computer applications.

In this respect, the project gave the government officers an opportunity to follow the ICDL programme, and to confidently use the skills and knowledge obtained in their workplace. They also benefited from achieving internationally recognised certification to demonstrate their skills to use the computer and internet. We believe that both the Government and the general public will benefit from this project.

The project met goals including:
- Improved efficiency and effectiveness of services
- Ease and accessibility of government information and services for citizens and other organisations
- Promoting good governance
- Producing ICT competent government employees

To conclude, we would like to state that together with the government, private sector and other stakeholders in the nation's development, the ECDL Foundation shares a belief that ICT is the foundation upon which we can build a society with an equal distribution of opportunity and knowledge. ICDL's commitment to equality was well demonstrated through this project where both Microsoft and Open Source platforms were used and was successfully implemented in all parts of the country, be they developed or under-developed.

Statistics of ICDL Qualified Participants (including other districts where Open Office ICDL was conducted)

Government Organization	Number of participants	Number of ICDL Qualified Participants	Status
Using Microsoft			
Colombo District - 13 Divisional Secretariats	450	323	Completed
Gampaha District - 13 Divisional Secretariats	500	400	Completed
Kalutara District - 14 Divisional Secretariats	450	259	Completed
Kandy District - 20 Divisional Secretariats	400	375	Completed
Matara District - 16 Divisional Secretariats	275	169	Completed
Monaragala District - 11 Divisional Secretariats	300	281	Completed
Hambanthota District - 12 Divisional Secretariats	250	110	Completed
NuwaraEliya District - 5 Divisional Secretariats	125	94	Completed
Galle District - 19 Divisional Secretariats	400	254	Completed
Ratnapura District - 17 Divisional Secretariats	225	204	Completed
Kegalle District - 11 Divisional Secretariats	225	182	Completed
Badulla District - 15 Divisional Secretariats	225	196	Completed
Using Open Source			
Puttalam District - 16 Divisional Secretariats	340	333	Completed
Kurunegala District - 30 Divisional Secretariats	690	615	Completed
Polonnaruwa District - 7 Divisional Secretariats	160	149	Completed
Ampara District - 20 Divisional Secretariats	470	454	Completed
Jaffna District - 15 Divisional Secretariats	160	160	Completed
Batticaloa District - 14 Divisional Secretariats	150	150	Completed
Anuradhapura District - 23 Divisional Secretariats	**550**	**375**	**Ongoing 175 Completed**
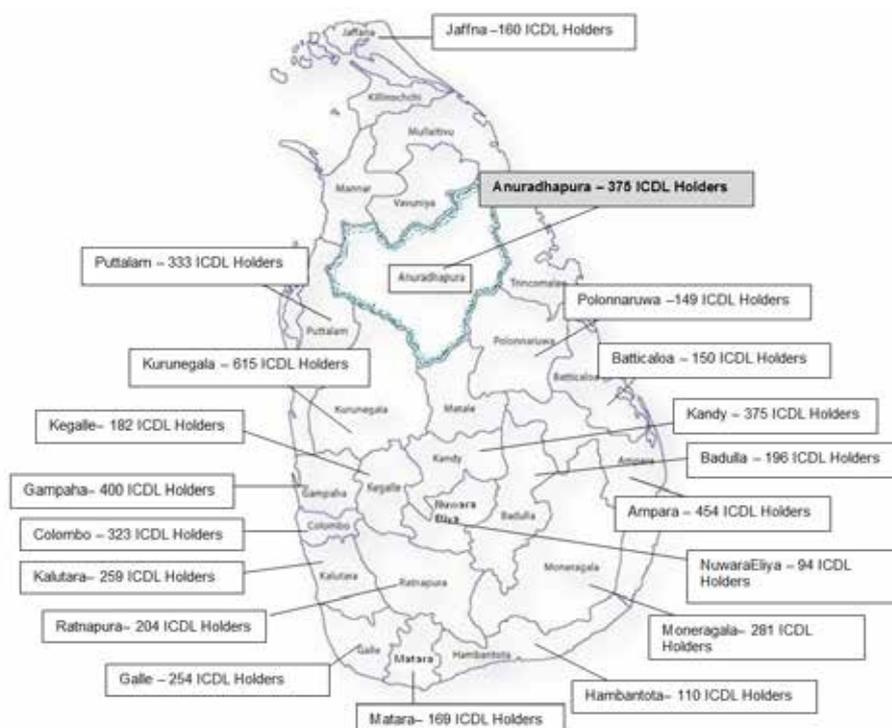
ZIMBABWE
CIVIL AVIATION AUTHORITY OF ZIMBABWE USES ICDL TO CERTIFY STAFF

Introduction
The Civil Aviation Authority of Zimbabwe (CAAZ) is a body established by the Civil Aviation Act, whose main objectives include promoting the safe, regular and efficient use and development of aviation inside and outside Zimbabwe; and to advise the Government of Zimbabwe on all matters relating to domestic and international aviation. The Authority's core business is airport and airspace management, air service development and industry regulation as well as providing advisory services. The Authority has eight airports distributed throughout the country.

To complement its mandate, the Authority runs an ICDL Accredited Test Centre (ATC), accredited by the Computer Society of Zimbabwe. The centre was established in November 2005. The centre has a spacious air conditioned training room, multimedia LCD projectors, networked laptops with Internet, anti-virus software and K-Place computer-based training software to augment tutorials.

> " **The motivation for the project included the fact that most systems in the aviation industry are computer based. However, operators of such equipment and systems do not have the necessary computer skills.** "

Project Description
The centre was established initially by reconditioning 11 old computers that were previously used for passenger check-in at the Harare International Airport. One of the computers was used as a server and the rest as workstations for candidates. In 2011, the Authority affirmed the project as a worthy cause and allocated a budget for the purchase of 10 new laptops, a dedicated server, multimedia LCD projector and a mobile cart for mobility. The centre is now able to conduct training at any of its eight airports using the Mobile Training Lab.

The motivation for the project included the fact that most systems in the aviation industry are computer based. However, operators of such equipment and systems do not have the necessary computer skills. Hence, to ensure efficient service delivery, the Authority saw it necessary to equip its staff with computer skills through formal training in ICDL.

ICDL training has further been extended to other service providers operating from the eight airports, as a means of revenue generation and enhancing seamless service delivery throughout. Such operators include aviation ground handlers, airlines, and government departments.

All CAAZ staff members have their training costs covered by the Authority for the first attempt at examinations. A candidate only pays for an exam if repeating a subject. All non-CAAZ candidates pay for their training and testing in full to the centre.

The Authority uses staff members from its ICT Department as trainers. These members have a minimum of a Higher National Diploma in Computer Science in addition to holding ICDL Advanced certificates.

Impact

The project has been one of the Authority's success stories since its launch.

In 2010, the centre got the Most Advanced Registration Award at the 2010 Annual Zimbabwe ICDL ATC Forum. Service delivery in passenger facilitation has improved for all those who use computer based equipment or systems and have managed to go through ICDL training and testing at the centre.

Over 300 candidate registrations have been sold to date, with 21 candidates having received their certificates in 2012 alone. 100 candidates have already studied and passed at least one module this year. The centre plans to certify these candidates by the end of the year.

Images

SOCIAL INCLUSION

AUSTRIA

ECDL BEHIND BARS: A SPARK OF HOPE FOR JUVENILE DELINQUENTS BEHIND PRISON WALLS

Introduction

Juvenile delinquency is on the rise nationally. In Austria's largest prison, the youngest offenders sit and wait for their court hearings. The goal of the education centre in Vienna's Josefstadt Prison is to give these young people the opportunity to spend their time behind bars constructively by offering apprenticeship training and certified courses, including ECDL.

Project Description

In the education facility of Josefstadt prison in Vienna, there is one permanently assigned prison officer and three vocational teachers. The education facility coordinates ECDL courses and tests in nine other prisons in Austria. In 2012, a total of 922 ECDL tests (824 full ECDL and 98 Advanced) were carried out in all affiliated prisons with certified examination centres. The detainees managed to gain 51 full ECDL, 48 Advanced certificates and 10 ECDL Advanced Expert certificates.

In Austria there are 140 juvenile delinquents between 14 and 18 years old. Another 448 detainees are young adults between 18 and 21. Of these detainees about 10% are female – and counting.

Richard Lampl, head of the education facility, notes:

"We have to keep in mind that we are dealing with individual human beings here. With people who are young and have made mistakes. Nevertheless, they deserve to get a second chance."

Impact

The ECDL certificate improves the chances for detainees to find a job on the labour market soon after their release. Both full ECDL and ECDL Advanced training are offered. Teacher and test master Walter Kienböck, along with head prison officer and test master Rudolf Svoboda, explains:

"The European Computer Driving Licence is very popular with the young detainees. All in all there are eight computer workstations available in our ECDL training room".

The ultimate objective of the education facility is to prepare the inmates for life after prison and their vocational reintegration. None of the prisoners want to come back after their release.

> **The ultimate objective of the education facility is to prepare the inmates for life after prison and their vocational reintegration. None of the prisoners want to come back after their release.**

Take Christian M., for example. This 17-year-old was detained for arson and car theft. He had not finished his apprenticeship to become a floor layer. He often tells his story, how his girlfriend left him when she became pregnant with his child, how he became homeless, met the wrong friends and turned to crime to get food. He waited for his court hearing in prison. He spent the waiting time in the education facility and participated in the ECDL (7-module) course. Immediately after he passed it successfully, he completed all four ECDL Advanced certificates. He finished his apprenticeship as one of the best.

Or take the story of a 20-year-old drug dealer from Vienna who had never before heard of ECDL. He was familiar with Facebook and computer games but had never heard of any other uses for a computer, or of applications like Word or Excel. At the education facility he first gained full ECDL and then three Advanced certificates. During the fourth and final Advanced certificate course, however, he was released from prison. A few days later he called the education facility saying he desperately wanted to finish his last Advanced certificate and earn the ECDL Expert certificate. "This certificate will help me find a job faster after my therapy, I'm sure", said the 20-year-old.

Following a compulsory drug therapy programme imposed by court, he kept studying at home on his own for the last Advanced certificate. He used a CBT-learning programme and finally passed the test at a public test centre to earn the ECDL Expert certificate.

"These are our glimmers of light," says Richard Lampl, head of the education facility at the prison Josefstadt in Vienna. It is *"these young offenders who give us the strength to go on and keep up the effort."*

The team of the education centre tries with all their might to turn these glimmers of light into the rule, rather than the exception.

Quotes

"We are not only teachers here, of course. We must be psychologists, care workers and mentors at the same time for the juvenile delinquents. Many of our pupils not only have to learn how to make and handle Word documents and databases, they also have to learn how behave when interacting with colleagues and superiors".

Teacher and test master, Walter Kienböck

Images

The ECDL training room of the education centre

Walter Kienböck and Rudolf Svoboda, ECDL Test Master of the education centre of the prison Josefstadt in Vienna, the largest prison of Austria the youngest offenders sit and wait for their court hearings.

AUSTRIA
ECDL COURSES TO MAKE MIGRANTS FIT FOR THE LABOUR MARKET

Introduction

Since 2010, the Austrian Integration Fund (ÖIF) has educated migrants in its House of Education and Professional Integration (HABIBI) to support their linguistic, professional and social integration in Austria. Today, computer literacy and the competent use of the Internet are crucial as important assets for employment. Therefore, in addition to many German courses, the ÖIF offers ECDL training at HABIBI.

Project Description

In 2010, the Austrian Integration Fund offered full ECDL, as well as a course for total beginners. The full ECDL tests were carried out externally. Since early 2011 HABIBI has been an ECDL Accredited Test Centre (ATC). In the autumn of 2011, HABIBI extended its course offering to include ECDL Advanced courses. The introduction of the ECDL Advanced courses, which has started out as an experiment, has been an overwhelming success. They have become the most popular courses because the challenging ECDL Advanced offers an excellent introduction for employment. So far the Austrian Integration Fund is proud of its 193 full ECDL and 220 ECDL Advanced candidates.

Impact

A particular advantage of the ÖIF courses, in comparison to other educational institutions, is the fact that they are longer and cost the same or even less. The ÖIF offers comprehensive ECDL training; therefore, the full ECDL course consists of 240 training units and the ECDL Advanced course of 140 training units.

The prolonged training period has another positive side effect: with the ECDL training the participants can expand their vocabulary and they learn technical terms which are so important in today's ICT environment. Therefore, their professional qualification goes hand in hand with language improvement.

The ÖIF provides financial support to socially disadvantaged migrants who would otherwise not be able to finance the ECDL courses themselves. With these ECDL courses the ÖIF greatly contributes to successful linguistic and professional integration of migrants in Austria.

Ms Hui Yu successfully passed the full ECDL course at HABIB recently. The 49-year-old professor from Wuhan in China taught mathematics and chemistry at a Chinese college before she came to Austria in 2005.

"At the time when I studied the computer was not that important. Actually, I had never worked with one." explains Ms Yu. To find work and have her education officially recognised in Austria, basic computer and Internet skills are vital. *"Now I don't want to miss word-processing, using the Internet and other important applications anymore"*, she adds. *"The ECDL has made it possible."*

> **"**
> **With the ECDL training the participants can expand their vocabulary and they learn technical terms which are so important in today's ICT environment. Therefore, their professional qualification goes hand in hand with language improvement. "**

BOTSWANA
THE SESIGO PROJECT PROMOTES DIGITAL LITERACY FOR LIBRARY STAFF
AND USERS

Introduction
The Sesigo Project is a countrywide initiative. By installing computers and Internet for free public use in libraries and village reading rooms, it aims to improve the quality of life for users. The project will plug the information gaps communities often experience due to lack of access to affordable information and communications technologies and resources necessary for their social and economic inclusion.

The project started in October 2010 and it is expected to be completed in 2013. The project is a collaboration between the Government of Botswana - through the Ministry of Youth Sport and Culture (MYSC) – and an international foundation.

Project Description
Learning & Growth Consultants is the ICDL Africa In-Country Partner for Botswana. It was awarded a contract by the African Comprehensive HIV/AIDS Partnerships (ACHAP) to be the implementing partner for Basic ICT Literacy Training for the Sesigo Project.

Training is targeted at the certain staff members to equip them with basic ICT skills so that they in turn train the public and support them whilst using computers in the library.

The staff includes librarians, library assistants, library clerks, library attendants, gatekeepers, security guards, messengers, cleaners, drivers, and the Department of Out of School Education and Training facilitators.

The ICDL programme was selected due to its international reputation and acceptance as a global standard. The Sesigo project implementers wanted to give trainees the opportunity to obtain an international certification. The training and testing of ICDL is being done in libraries using Kplace Software. The number of candidates is currently 319.

> **" Training is targeted at certain staff members to equip them with basic ICT skills so that they in turn train the public and support them whilst using computers in the library. "**

There were a number of challenges experienced in the project. Some of the candidates had only completed their primary school training and therefore the literacy and technical language was a challenge. The candidates used self-paced training through e-learning/video lessons and manuals only accessible in the workplace. Therefore it was a challenge to find a time slot to learn during working hours and daily work requirements.

The project falls in line with Botswana government vision 2016 pillar which reads that by 2016 Botswana will have "an educated and informed nation". In addition, the national ICT policy espouses the need for ICT literacy.

Impact
The project raised public awareness in ICT skills as indicated by the statistics provided below. The ICDL training is taking place in 72 villages across the country where posters of ICDL are placed at each library. In the beginning of the project, candidates were taking assessments before they commenced training. However over the months the strategy was changed as candidates found it more beneficial to use the assessments for exam preparation.

The ICDL brand gained recognition within senior management of government through regular reporting on the project to government. There have been 306 Skill Cards sold to date and the expectation is that those who did not complete the course will re-write as time goes on as only one exam per module was sponsored.

The project is an ongoing one and the following table shows initial results to date.

This table shows the number of candidates and profiles of those who have completed the course to date and await their certificates:

	Designation	Name of Village
1	Cleaner	Ghanzi
2	PLO	Kanye
3	Senior Library Attendant	Kanye
4	Attendant	Kanye
5	Gatekeeper	Kanye
6	Intern officer	Kanye
7	Slo	Lobatse
8	Cleaner	Mochudi
9	Attendant	Mochudi
10	Sla	Palapye
11	Cleaner	Palapye
12	Clerk	Palapye
13	Attendant	Selibe-Phikwe
14	Sla	Selibe-Phikwe
15	Clerk	Selibe-Phikwe
16	Slo	Molalatau
17	Slo	Gaborone
18	Clerk	Mmankgodi

The statistics below are from the official National Library brochure. ICDL appears as one of the areas of impact on the services that the libraries offer to the public. In addition, the skills gained from ICDL enabled library staff to train 12,032 citizens to date on varied basic computer skills.

- Public trained on basic computer skills:
  12,032
- Public assisted on computer usage:
  22,445
- Village reading rooms with internet connection:
  28
- Libraries with active internet connection:
  28
- Staff trained ICT:
  319
- Staff who completed their ICDL and await certificates:
  18
- Staff trained on ICT:
  80
- Trained personnel in advocacy:
  204
- Trained personnel on Monitoring & Evaluation:
  14

Quotes
"I find ICDL to be comprehensive as it covered a number of areas giving me enough basic skills. It has assisted me to support the public as they use computers in the library."

Library Attendant

After (a few days)

Just a few minutes

Is it not my turn, mate?
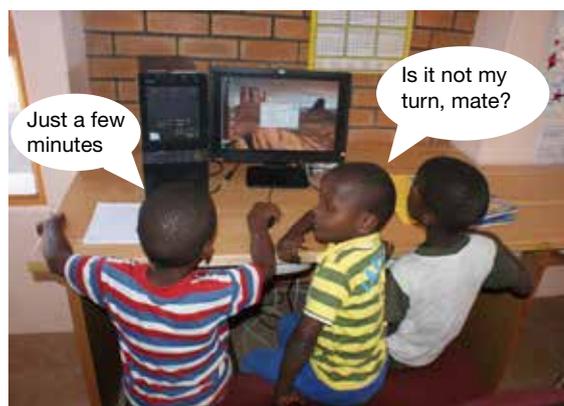
HUNGARY
ECDL HUNGARY CONTINUES TO SUPPORT VULNERABLE GROUPS WITH ECDL

Introduction
After successful projects with migrants and refugees since 2010, and visually impaired and deaf people since 2000, ECDL Hungary announced three new projects:

ECDL Hungary managed to insert ECDL in an EU-funded programme 'TÁMOP 2.1.2', where anyone can learn a language or gain ECDL certificate for less than the 5% of the training and test costs. During 2013 and 2014, the number of people assisted by ECDL in the framework of this project can reach 10 – 15,000. Priority groups for the application are 50+ years old and socially disadvantaged people.

A programme supported by EU funds in the last three years involved almost 1,000 physically handicapped people living in Bács-Kiskun County in the South of Hungary. They were given the possibility to participate in different training to help their re-integration into the labour market. ECDL was one of the most popular choices of the participants.

Since 2011, the Mayor's office of the 13th District of Budapest offers 90 hours of ECDL training to women on maternity leave. Both the training and the tests are free of charge. The aim is to help women's reintegration into the labour market after maternity leave.

Project Description
The Government of Hungary decided to grow the number of digitally literate people as skills have become an indispensable component of a well-rounded education, and equal opportunity must be provided for everyone in the labour market.

As ECDL Hungary is a key partner in such initiatives, the John von Neumann Computer Society (NJSZT) applied for a national accreditation of the ECDL training at the National Committee of Adult Education (FAT). They offered the programme for free to the ECDL Accredited Test Centres (ATCs). Such accreditation is one of the main requirements for the training institutions for applying for EU funds in the framework of a TÁMOP 2.1.2 project.

> **During 2013 and 2014, the number of people assisted by ECDL in the framework of this project can reach 10 – 15,000.**

Once the training institutions are selected, anybody, but mostly priority groups (50+ years old, unemployed) may apply for an (almost) free ECDL course and tests or a foreign language course. We are still at the beginning of the project, however, an ATC in Szolnok (East-South of Hungary), the 'Karakter Kft' has already gained the funds for the training and testing of 1,200 ECDL candidates. Karakter Kft won the 'Best ECDL Test Centre in Hungary' prize (awarded every year at the National Test Centre Forum) for the last 5 years.

In Bács-Kiskun County, almost 1,000 physically handicapped people took part in an EU-funded training project in the last 3 years. One option for them was an ECDL Start training session and test. The training had a very positive impact: more than 200 people found a job and have been working for more than 180 days.

Since 2011, the Mayor's office of the 13th District of Budapest offered 90 hours ECDL training for women on maternity leave. Both the training and the tests are free of charge. During the course children of the participants are cared for in a kindergarten. Training in 2013 has been announced to the public and began on the 11th of March. Also, ECDL is free for students attending any school of the 13th District. A similar initiative has been launched in the 3rd District of Budapest as well.

Impact
In the above mentioned projects the most different vulnerable groups are supported by ECDL in order to provide them the necessary digital skills in the labour market.

The impact is more than 10,000 possible new certified candidates, funded by EU funds, local governmental bodies, and assisted by ECDL Hungary.

IRAN
ICDL TRAINING AND TESTING FOR WAR HEROES WITH MEDULLAR DAMAGES IN SARALLAH SANATORIUM

Introduction
The Iran-Iraq war heroes who have medullar damages live in a sanatorium to receive medical treatment. Recently, 'Educational Research and Planning Organisation' officials visited this sanatorium and decided to provide some services for its residents as well as the staff. ICDL Iran Foundation, as a part of Educational Research and Planning Organisation agreed to provide ICDL training and testing for the war heroes with medullar damages.

The objectives of this project are:
1.   To facilitate the disabled war heroes to use computer for their daily work
2.   To provide them with the ICT skills so that they are not excluded from society
3.   To help them gain hope and strength to live a better life in society
4.   To introduce ICDL programmes to the war heroes and their supporting organisations

This project involved 30 to 40 war heroes with medullar disabilities who are permanent or guest residents of the sanatorium. Furthermore, the staff members can also be trained and tested.

“ **This project helped the residents of Sarallah Sanatorium to gain self-confidence and to have a better hopeful life.** ”

Project Description
According to the statistics, there are about 2,100 war heroes with medullar damages in Iran. Those who have the most injuries and those who cannot use their hands reside in Sarallah Sanatorium. ICDL Iran agreed to provide ICDL courses to the residents of the sanatorium to learn how to use computers and internet to:
•   Communicate with their friends and family
•   Work with organisation websites for their daily activities
•   Use useful and scientific websites to improve their knowledge
•   Do their work online

First, ICDL Iran arranged a meeting in early March 2013 in Sarallah Sanatorium to inspect the software and hardware facilities of the sanatorium. In this meeting a sample training course for the ICDL Module 1 (Concepts of ICT) was presented in two hours for one of the residents in order to introduce ICDL programmes and the training methods for the managers of the sanatorium.

The managers were satisfied with the sample training course and that all necessary requirements were met to start delivering ICDL training by ICDL Iran. These courses contain 4 modules that the managers select according to the needs of the residents. The residents receive the ICDL Start certificate after the completion of these 4 modules.

In this phase, 30 to 40 war heroes with medullar damages who are residents of Sarallah sanatorium were trained and tested free of charge by ICDL Iran, and also get ICDL Iran approved course books.

Impact
This project helped the residents of Sarallah Sanatorium to gain self-confidence and to have a better hopeful life. At the end of the project their need for the use of internet, virtual environment and computer is fulfilled.
ICDL Iran is proud to take part in providing services for the war heroes and plans to develop this project to other sanatoriums throughout the country so that they can successfully use ICT and ICT infrastructures according to their needs.

Introduction

Montfort Boys Town was established on 1 October, 1959 at an abandoned rubber plantation in Batu Tiga, Selangor, Malaysia. Founded by four pioneering members of the Brothers of St Gabriel, the objectives of Montfort Boys Town include providing residential care to underprivileged boys and preparing them for gainful employment and good citizenship. The Brothers of Saint Gabriel is a religious group dedicated to the education and welfare of children, especially those abandoned by society.

Montfort Boys Town takes a two-pronged approach to the development of the boys in their care focussing on character formation and industrial skills training.

F&N Beverages is a Malaysian soft drinks producer that understands the importance of digital literacy in education. They launched the 'IT Corner' programme as part of their wider initiative to support educational excellence among students in Malaysia. In April 2010, the first F&N IT Corner was opened in Montfort Boys Town, consisting of 25 computers, internet access, a scanner and a printer. This cost a total of RM80,000 (€20,000 approx.) with an extra RM10,000 (€2,500 approx.) per year in upkeep and maintenance fees.

> " **Given Montfort Boys Town's objectives of preparing their trainees for gainful employment, the decision was made to certify the skills being learned by the trainees with ICDL.** "

Project Description

With the computer lab in place, training began. It was soon realised that a programme was needed which would ensure that maximum benefit was obtained from the sponsored equipment. Given Montfort Boys Town's objectives of preparing their trainees for the gainful employment, the decision was made to certify the skills being learned by the trainees with ICDL.

ICDL's and Montfort Boys Town's objectives are similar, as both strive to provide better access to ICT and education. Being a not-for-profit organisation, ICDL was able to provide an inexpensive way to certify the Montfort trainees to the international standard.

ICDL has been integrated into the academic year at Montfort Boys Town. Students spend six to eight months between January and August completing the syllabus and preparing for examinations. Exams are conducted in September. To date, 74 students have passed the ICDL exams and received their certificates. Montfort Boys Town plan to continue offering the training and certification to 45 - 50 of their trainees each year, depending on sponsorship.

Impact

Overall, the F&N IT Corner and the implementation of ICDL has been considered a great success as the students have been armed with the IT knowledge that is a basic requirement for all joining the workforce. ICDL, F&N Beverages and the Montfort schools will continue to work together to the benefit of underprivileged youth in Malaysia.

Such is the success of the project that F&N Beverages are continuing to invest and expand in the IT Corners and ICDL certification. As well as the Montfort Boys Town IT Corner, there is also another computer lab in the Montfort Girls Centre. More recently an IT Corner has also been recently set up at a separate location, the Montfort Youth Centre in Malacca. Montfort Youth Centre has also recently become an ICDL Accredited Test Centre and will soon be bringing the benefits of ICDL certification to the students there.

Quotes

Speaking at ICDL certificate award ceremony in January, Cariessa Goh of F&N Beverages confirmed the company's plans to continue its efforts so that each school year, new students will also benefit from the ICDL programme.

"This has been a fruitful investment for F&N as we were able to help students gain a firmer footing in the workforce and set the pace for a better future for them."

Carriessa Goh, F&N Beverages Corporate Affairs Manager

Images

Left: F&N Beverages IT Corner at Montfort Boys Town
Right: Cariessa Goh with ICDL candidates from Montfort Boys Town and Montfort Youth Centre

Introduction

Palestine consists of two distinct areas: the West Bank, including East Jerusalem; and the Gaza Strip. The population of Palestine is estimated at 4.5 million people; about 2.8 million live in the West Bank and 1.7 million live in Gaza. The gross domestic product (GDP) per capita is about $1,900 in the West Bank and about $850 in Gaza. Almost quarter of the population is below the poverty line. Economic conditions in the West Bank and Gaza are very fragile. The most serious issue is the chronic unemployment.

Restrictions imposed by the Israeli occupation have had a significant impact on trade and the economy in the Palestinian territories. A report released by the UN in September 2012 stated that the Palestinian economy "has lost access to 40% of the West Bank, 82% of its groundwater and more than two-thirds of its grazing land" due to the occupation and settlement construction. A report by Israeli human rights organisation, B'tselem, stated that the West Bank Barrier, which runs through East Jerusalem and the West Bank, was responsible for crippling agriculture and businesses while isolating one Palestinian community from another.

Due to all these factors, the West Bank and Gaza economies have become heavily reliant on foreign aid. Approximately 30% of the GDP comes from foreign aid. Foreign aid provides essential services for nearly half of the Palestinian people, and allows the Palestinian Authority to operate and pay its estimated 140,000 employees.

> **" The ICDL training enabled the candidates to acquire skills and knowledge they have not obtained through regular courses at the university. "**

There are three distinct administrative divisions in the Palestinian territories. These are called Areas A, B and C. The areas are not contiguous, but rather fragmented depending on the different population areas as well as Israeli military requirements.

Project Description

The situation in Palestine is very complex: there is no other state in the whole world that has a similar environment or circumstances. Consequently, the challenges faced by the ICDL National Operator were immense. The poor economic situation makes it difficult for centres to bear the costs of accreditation, audits, and other matters related to ICDL operation, and makes it difficult to candidates to be able to afford the cost of registering in and achieving ICDL. As for organisations, the situation is even worse; many organisations have difficulties in paying the salaries of their employees. The difficulties in mobility make the accreditation and other visits very difficult, time consuming, and costly, especially to the Quality Assurance Officers that need to travel to monitor each testing session.

As soon as AQAS was appointed as the National Operator in Palestine, it started collecting information about the country and market, including but not limited to politics, economy, education, and relevant government, public, and private enterprises. The first block of information was related to the centres that were accredited before June 2011, the time when AQAS was appointed. Almost all of these centres were not really engaged in the ICDL at that time. The purpose of collecting this information was to conduct market survey and draft a set of strategies to be followed by AQAS.

One main strategy was designed to let stakeholders gain confidence in the ICDL programme and its National Operator. Other strategies were devoted to identifying the right partners in Palestine. This relates to candidate organisations adopting ICDL, those needed for marketing the programme with the National Operator, and others to assist in the quality assurance aspects (centre accreditation and audits, quality assurance officers, etc.).

It was very important to establish the best possible image for the National Operator and the ICDL certification. Great attention was given to the candidates and centres. Shortly after signing the National Operator agreement with the ECDL Foundation, AQAS identified potential partners in

Palestine. Several organisations were contacted and their profiles reviewed. Because of the size, popularity, and geographic spread of Quds Open University (QOU), it was an ideal partner.

After conducting number of meetings, AQAS and QOU signed a partnership agreement. AQAS trained staff from QOU in the requirements for establishing ICDL Accredited Test Centres (ATCs), how to use the ICDL Administration System, and how to use the Automated Testing System. After that, QOU established four centres that were reviewed and accredited by AQAS to conduct ICDL training and testing.

Impact

A dozen ICDL training and testing centres were accredited in Palestine in 2011 and 2012. Four of these centres are at Quds Open University, covering the geographic area in a balanced way. Among the remaining eight centres, five are at academic institutions (universities or community colleges), one at the association of commerce enterprises, and the other two are private centres. Overall, there are eight centres in the West Bank and four centres in Gaza. The West Bank Centres are located in six major cities, which are (from north to south): Jenin, Nablus, North Jerusalem, Ramallah, Bethlehem, and Hebron. One of the ICDL centres is located at a college that belongs to the United Nations Relief and Works Agency (UNRWA) for Palestine Refugees.

In addition to the above-mentioned accredited centres, four more centres are at different phases in the process of accreditation. Three of these are at academic institutions, one of them is an UNRWA college, whereas the forth one is a private centre. Two of these are in the West Bank covering one more city (Tulkarm), and the other two are in Gaza Strip. When these four new centres are accredited, Palestine will have an excellent network of ICDL training and testing centres covering the various regions and cities in a very good manner. Therefore the infrastructure for delivering the ICDL would be completed in the near future.

ICDL training and testing have commenced in most of the ATCs. Also, hundreds of candidates have already obtained their ICDL certificates in the West bank and Gaza Strip. During a visit to Palestine in January 2013, the AQAS Chairman and the branch manager delivered the ICDL certificates to a number of candidates who had successfully completed the seven ICDL tests at Bethlehem Branch of Quds Open University. The branch manager expressed his happiness and satisfaction that the students earned this international certificate, and thanked the university administration and AQAS for their collaborative efforts that led to this result. The AQAS Chairman then thanked the branch manager and QOU administration for adopting the ICDL, and the impact of this certificate on the students' career and the job market.

On behalf of all students who obtained the ICDL certificate at a ceremony, Wafa' Al-Kamel delivered a speech. She said that the ICDL training they received was of immense value and benefit. It enabled the candidates to acquire skills and knowledge they have not obtained through regular courses at the university. They learnt how to deal with several applications they didn't know before the training courses.

The student said: "We are proud, at the end of this training course, to obtain the ICDL. We encourage all students in all disciplines and specialisations and staff at local enterprises to register in these training courses and sit for the ICDL tests, as this raises skills in different work environments". She added, "Obtaining the ICDL will help us find better jobs as we fulfil some of their basic requirements".

Quotes

"The training course was excellent. I enjoyed the course, in spite of the difficulties encountered. I have obtained various skills, and now I enjoy working with the computer. My kids have excellent ICT skills, and now I have sort of similar skills."

Khawla Safi

"ICDL enhanced my computer skills and its applications. It enhanced my CV, and it is a testimony of my capability to use the applications."

Maram Awad

"My story with the ICDL started when I discovered that I was using the computer, Windows, and Office applications in a wrong way. Now I am proud to say that I can use all these in a totally different way after learning the correct way and deepening my knowledge and strengthened my skills. I advise everyone who thinks that he/she uses the computer correctly to go and sit the ICDL tests!"

Lena Salman

"I have benefitted a lot from this course; it deepened my knowledge and polished my skills in new applications. As an example, now I can easily use Windows 7, whereas in the past I used only Windows XP. The application that I liked most is Access, and I use it quite often. I consider the ICDL course as one of the best learning experiences I passed through in my life."

Dua'a Adawi

Images

Left: AQAS Chairman (left) and QOU President (right) exchanging copies of signed agreement
Centre: Wafa' Al-Kamel, as representative of students delivering a speech at graduation ceremony

POLAND
FROM A LAYMAN TO A CERTIFIED USER

Introduction
This project was aimed at 500 people between the ages of 18 and 64, mostly with a secondary education, who study, work or are unemployed. All lived in Podlaskie province – one of the least economically developed regions in Poland.

The project enrolled 400 employed participants (aged 25 – 64 years), made up of 175 women and 225 men. The other group consisted of 100 people (aged 18 – 64 years) not in work, and was made of 50 women and 50 men, including pupils and students.

The project started in 2012 and will continue until the end of August 2013.

Participation in the project's training and ECDL 7-module certification would result in improved ICT skills, an increase in employment opportunities and the proper functioning of participants in the digital society. The main goal of the project is to counteract digital exclusion among residents in Podlaskie province by enabling people to have free access to training and certification on the European level. At first, the e-Citizen certification was considered but then it was decided that the education level should be higher and it should involve the certification at the ECDL 7-module level.

> " **The project awakened public interest through press interviews and local portals.** "

Project Description
The scope of the training was consistent with the ECDL Syllabus. The training was delivered in workshops of 12 to 15 people, with 120 training hours per group. Training was carried out by highly qualified coaches and printed manuals and handouts are provided during the training.

Participation in the training and certification program is free of charge for all participants. The project is implemented by 'Centrum Promocji Innowacji i Rozwoju' and 'Ponadregionalne Konsorcjum Szkoleniowo-Egzaminacyjne', based in Grajewo.

As the information about the project had appeared on the contractor website (www.konsorcjum-grajewo.pl), the project manager received many entries and queries concerning participation in the project.

The project awakened public interest through press interviews and local portals.

Impact
The development of the information society, the growing knowledge resources and the need to use them forces people to familiarise themselves with ICT. The widespread availability of devices that enable mutual communication and exploration of knowledge makes it possible. There is only one element that may be insufficiently prepared to take advantage of this opportunity. It is a lack of skills that prevents access to knowledge resources through ICT. Only the ability to use popular hardware and software allows you to fully participate in the life of modern society. The lack of this ability leads to social exclusion. Implementation of projects such as this one allows participants to raise the level of their knowledge and computer skills.

It may be concluded that, the additional skills provided by an ECDL certificate help people in their everyday life. They raise chances of getting required information and increase the employability of individuals who possess them.

Quotes

"As a senior teacher, I hadn't had anything to do with a computer. In many cases, I had to ask various people for help and I was perceived as stupid. Now my fear has disappeared and I no longer feel computer illiterate"'

"I'm an ICT skills trainer. Participation in the project allowed me to become an ECDL tester which means I can share my knowledge and earn some extra money – which I can use for my holidays".

ROMANIA
DIGITAL LITERACY FOR SENIORS

Introduction
In the context of the Digital Agenda for Europe and the European Year for Active Ageing and Solidarity between Generations 2012, ECDL Romania initiated the 'Digital Literacy for Seniors' programme in April 2012.

The general objective of the Digital Literacy for Seniors programme is to ensure that marginalised groups, such as older people, are empowered to participate in the Information Society.
Through the Digital Literacy for Seniors project, groups of seniors in each district of Bucharest are enrolled with no costs in the ECDL EqualSkills training and certification programme.

Digital Literacy for Seniors started in April 2012 and successfully continues in 2013, with new groups of elderly people to benefit from the ICT opportunities.

ECDL Romania has a constant active social presence through its projects that aim to improve digital inclusion and social development. 'ECDL Values Community' is a large campaign through which ECDL Romania recognises its responsibility to positively contribute to the community that supports the organisation.

Project Description
Nowadays, e-Inclusion is a main priority for developing healthy societies and ensuring access to Information Society for everyone. Older people are a group which is particularly threatened with exclusion. ECDL Romania's mission is to provide all individuals, including seniors, the opportunity to develop digital skills.

ECDL EqualSkills is an introduction to computers and the Internet developed for those with no previous experience that helps to remove the fear of using a computer with a simple, non-threatening approach.

ECDL Romania, together with the ECDL Romania Foundation and the ECDL Accredited Test Centre 'Euroaptitudini', approached each district hall in Bucharest and signed agreements with each General Directorate for Social Assistance and Child Protection that intend to support the Digital Literacy for Seniors programme by assuring access to the elderly people in each district. The high degree of cooperation between the involved partners is critical in the successful rollout of the project.

> " **Most of the seniors who chose to take part were driven by the need of communication through the Internet with friends and relatives and also by the desire of wider and up to date information.** "

Between April and June 2012, the project started and took place in Senior Clubs in District 1 and District 2 of Bucharest. 10 persons in each district took part for free in the ECDL EqualSkills programme for 20 hours of courses. At the end, the candidates obtained the ECDL EqualSkills certificate confirming the training efficiency.

The third group was formed of 12 seniors in District 6 in Bucharest and started EqualSkills in January 2013. On 28 February 2013, after 22 hours of training, 10 of the seniors were handed the ECDL EqualSkills certificates.

On 11 March 2013, the fourth group of seniors began the EqualSkills programme. This time 10 seniors from District 5 in Bucharest took part in the courses and in April 2013 they can obtain the EqualSkills certificates.

The ECDL EqualSkills programme took about 20 hours of training for each group. The syllabus is adapted to the seniors' needs and two trainers ensure each group gets full attention. In the end, the

candidates have the opportunity of obtaining the ECDL EqualSkills certificate.

Impact

Digital Literacy for Seniors will continue for seniors in all Bucharest districts. So far, 42 seniors as old as 84 have benefited from the Digital Literacy for Seniors programme initiated by ECDL Romania. Most of the seniors who chose to take part were driven by the need of communication through the Internet with friends and relatives and also by the desire of wider and more up to date information.

Benefits of the Digital Literacy for Seniors programme:
- Inclusion in the Information Society
- Obtaining an internationally recognised diploma
- Certification of their digital skills
- Raising the self-confidence and self esteem
- More effective and comfortable life and work

Quotes

"It is very useful to access the Internet, and to send an email. These things are part of our daily lives now. We are in the XXI Century!"

Mrs. Barbu Gabriela Severina, 3rd Group Digital Literacy for Seniors programme

"My expectations were exceeded. I use to be so obstinate. I always refused to learn computers. Now I became curious. I want to repeat more, to learn more and a lot."

Mr. Trandafir Segarceanu, 1st Group Digital Literacy for Seniors programme

SOUTH AFRICA
CAPACITY BUILDING THROUGH TECHNOLOGY BY THE CAPE TOWN SOCIETY FOR THE BLIND

Introduction
The Cape Town Society for the Blind (CTSB) was founded in 1929.
The main purpose CTSB is to create sustainable wellness for blind and visually impaired persons (VIPs) as well as persons with other disabilities. This is achieved through our entry-exit strategy, which consists of capacity building programmes with the ultimate goal of sustainable employment. Candidates are recruited through awareness programmes and recruitment drives within the previously disadvantaged communities, through ophthalmologists, as well as through schools for disabled persons.

Potential candidates are assessed and a career path is developed. The career path consists of two avenues, namely: employment within the formal sector and the establishment of entrepreneurs within the informal sector. The training is offered at no cost to the candidates as they are unemployed, or from previously disadvantaged communities within the Western Cape. The main focus is on computer literacy, which allows them to be reintegrated into society.

> " **It helped me to achieve much more than I thought was possible for a blind person.** "

Project Description
Candidates are enrolled in a Life Skills programme where they are prepared for the world of work. This programme is compulsory as it builds the self-esteem and confidence of the learner as they communicate with their peers. The next step is the Keyboard Orientation programme. Through this programme students familiarise themselves with the keyboard as well as improve typing skills. Thereafter, their computer skills are developed by following the ICDL syllabus.

Training includes:
- Life Skills   Duration 1 Week
- Keyboard Orientation & ICDL Computer Literacy   Duration 12 Weeks
- Office Administration & Public Speaking   Duration 3 Weeks
- Start Your own Business & Cane Craft Skills   Duration 12 Weeks

Final exit programme:
- Job coaching
- Placement opportunities within the formal and informal sectors

On completion of the programmes, job coaching takes place and placement is sourced for the learner. An annual graduation ceremony is hosted where learners receive certificates for programmes completed.

There is still a stigma attached within the formal sector when employing persons with disabilities. With ICDL being an internationally recognised accreditation, it places them in a good position to obtain employment within the formal sector. Office administration training is also offered and this enhances their opportunity for formal placement.

Impact
On completion of the capacity building programmes, learners are equipped with a set of skills and are primed for employment opportunities. The learners have improved their character, self-esteem and independence and are then reintegrated into their respective communities. CTSB through its placement facility assists government in bridging the gap of the 2% employment ratio of persons with disabilities being employed within the formal sector. These learners are now active citizens who contribute to the economic development of South Africa.

Since registering with ICDL in 2005 there has been an increase in student enrolments as computer literacy is a requirement for employment within the formal sector. Our learner base has grown from 40

students a year to 119 during 2012.

As our website is also blind and visually impaired friendly, there has been an increase in viewers on our training site. Telephone enquiries have also increased as our training is advertised in our newsletters, radio, and community newspapers, and by word of mouth.

Quotes

"I wanted to enhance my skills in the ICT field, especially in applications such as word processing and spreadsheets and I knew, with the ICDL qualification, I would be able to perform more sufficiently in a working environment."
Adrian Davids, self-employed Sound Engineer

"The ICDL training inspired me to reach for the stars".
Soereya Kaprey, Life Skills facilitator volunteer

"Made me believe I can and I will"
Elizabeth Maphike, Public Relations student

"CTSB gave me a voice, taught me how to lead, and opened the door to technology and freedom to dream."
Nomathamsanqa Dyakopa, Learnership at Truworths

"CTSB and the ICDL course gave me the gift of self-worth."
Luciano De Nobrega, Receiving Manager, Spur

"It opened up a total new world to me, academically and spiritually."
Debbie Otto, Business Administration Student at Boston House College

"It opened up a brand new world to me and I never realised that I was able to accomplish and achieve the way I did through this course."
Vanessa Davies

"It helped me to achieve much more than I thought was possible for a blind person."
Rochelle Simrie, Admin Assistant, Step Ahead Recruiting

Images

SOUTH AFRICA
THE PAPILLON FOUNDATION OFFERS ICDL TO DISADVANTAGED COMMUNITIES

Introduction
From affluence to poverty, the South of Johannesburg has seen the tides of demographic change sweep through its streets. Desperation has created very high crime figures, with alcohol and drugs complementing hordes of prostitutes and beggars trying to eke out a living. A vast influx of economic migrants, foreigner immigration, refugees and asylum seekers make the situation more complex. They are now resident in the South thereby changing the complex situation into a veritable League of Nations.

People in the southern parts of Johannesburg have been subject to many changes in recent years, with a dramatic decrease in the economic viability of the area and a subsequent increase in the number of displaced, unemployed and destitute people.

The Papillon Foundation was born into this fierce and hungry situation in January 2002, in order to aid in the economic and social rebirth of the area and to empower communities to meet their own needs. Papillon is the French word for butterfly, a universally accepted symbol of transformation and freedom.

Papillon is an independent non-denominational body, registered and directed by an Official Board of Members and assisted by a network of specialists in the areas of research, planning, structuring and the implementation of a tapestry of projects aimed at societal renewal and transformation.

The Papillon Vision Statement of "creating better tomorrows from the ashes of today" was established after thorough research was done into the immediate and long-term empowerment needs of the communities. Wits University and others adopted the Papillon Foundation in social outreach partnerships, and Papillon's courses are based on accredited courseware, but tailored to suit local circumstances and requirements.

> " **The project empowers poor and previously disadvantaged community members with accredited skills that lead to employment or the starting of their own small businesses.** "

Papillon had to find a way to empower poor community members with accredited skills that would lead to employment, or the starting of their own small businesses. Computer literacy is an absolutely required skill and due to the good reputation of ICDL we decided to approach them for a social outreach partnership. The contract with ICDL was signed on 10 August 2006.

Project Description
Due to a lack of funding, we started with fifteen Pentium 1 computers donated to us by a charity in the Netherlands. We solicited all of our other requirements from companies in South Africa. Apart from funding, we also faced severe restrictions in obtaining the required infrastructure in order to comply with the ICDL rules and laws for new accredited training centres.

ICDL South Africa were able to assist with resource issues directly related to running the programme and the Foundation overcame its overall funding problem by charging a small fee to candidates to cover the course overheads. Since then, the Foundation has been very successful and is receiving funding as organisations increasingly see the value of the work that they do. They have received monetary donations, as well as computers and other test centre infrastructure, such as desks.

Training and testing is carried out in the following way:
Students register at Papillon and are screened. They are supplied with a logbook and training manuals. They study at our venue or at home. Should they require a computer, Papillon supplies them with one. Support is available during their studies. They book for a module or exam. Should they fail, extra lessons will be offered. When all of the modules are completed we send their log books to ICDL South Africaand the successful students receive a certificate of competence.

Impact

Many of the businesses and companies in South Africa insist on ICDL qualifications and our people have realised that the qualification can open doors for them. As well as this, a new communication tool is opened for them via their new-found literacy in computers. The project empowers poor and previously disadvantaged community members with accredited skills that lead to employment or the starting of their own small businesses.

Our prices are kept to a bare minimum in order to make it affordable for the poor. The students can also pay the course off over the duration of their course. We also offer further discounts and "freebies" to some very needy students.The ICDL qualifications are also internationally accredited, with the Basic E-Learner also having accreditation from the MICT SETA.

Quotes

"Doing my ICDL has helped me in my job on a day to day basis. I have learned a great deal and therefore would like to think that it has contributed to me becoming a better, well-rounded person as well as more educated."
Liesl Nel – completed Computer Basics and the full 7-module ICDL programme.

"I would like to take the time to thank the people of Papillon for teaching me and the community. Through you I have found a job and feel blessed. I will be joining the next course shortly."
Donne Store – completed Computer Basics.

"As a University student, the English and Computer Basics courses at Papillon have helped me to operate a computer and to better understand the English language. I can now work on my research project and do my assignments. I also feel inspired to see how you skill people to go out and to succeed."
Darcy Carlos Ferreira da Conceicao – completed English language training and Computer Basics.

Images

Certificate hand-out (ICDL/E-Learner/English/Pastel)

Centre: A group of 11 disabled youth graduates at Papillon.
Right: Computer Training in progress

SRI LANKA
ICDL IN SRI LANKA – MEETING EXPECTATIONS DURING WAR AND BEYOND

Introduction

In May 2009, Sri Lanka came out of a 26-year war that devastated the lives of its people, particularly in the north of the country. The resettlement of internally displaced persons has now largely been completed. The Government of Sri Lanka is now striving to develop the economy, infrastructure, social and educational spheres in this area.

During both war and peace, education has been an absolute priority to the people living in the north. Considering this, ICDL Sri Lanka did its utmost to develop the IT skills of the teachers of the north with the support of the Ministry of Education. ICDL Sri Lanka and the Ministry of Education shared the same view that equipping the teachers with ICT skills is the best method of making a society digitally literate.

Today, as children return back to their schools in the areas which were previously stricken by war, the government of Sri Lanka has introduced a National Policy on Information Technology. It is a priority to implement an extensive national programme in the education system to increase emphasis on learning computer studies and acquiring higher-level skills.

> **We could not have made this possible if not for our valued Accredited Test Centres and their dedicated staff, as they were the ones who at times risked their lives in carrying out the ICDL programmes.**

Having carried out several national capacity-building programmes to enhance IT literacy among professionals, teachers and general public, ICDL Sri Lanka has established itself as the most recognised ICT skills certification programme in the country. Our aim has been to make ICDL accessible to everyone.

Here we wish to highlight how ICDL and e-Citizen training was carried out during a time of conflict and beyond, to further promote our vision of "creating an environment conducive to personal and skills growth for our citizens" and to "enable people to demonstrate their competence in basic IT skills".

Project Description

"Schooling was interrupted all the time," says Sivatharshini, who was a student living in Jaffna during the 1990s while the war was in its second decade. "We all had a thirst to study and, just like other children, we had dreams," she says. Even with shell holes in the roof and bullet holes on the walls, children went to school whenever possible until the buildings were too damaged to function or were used to house displaced families instead.

During the civil war, ICDL Sri Lanka faced several challenges in continuing the programmes in areas of the country badly affected by the warfare. Just like Sivatharshini, many students were deprived of facilities to continue their education due to various interruptions, while others living in areas unaffected by war had the benefit of continuing their school education and higher studies.

Realising the difficulties faced by the war, several governmental and private organisations in the country and some NGOs came forward to help improve the education standards in the region. Along with these organisations, ICDL Sri Lanka was in the forefront, doing its best to provide learning opportunities in the region

The Ministry of Education in Sri Lanka had come to recognise the ICDL and e-Citizen programmes due to the high success rates in other areas of the country during this time. Thus, they came forward to fund the certification programmes and agreed to provide assistance for us to carry out projects in the war-affected areas as well. The ICDL and e-Citizen programmes were conducted for school teachers and principals, as they were identified as the most important group to have an impact on the learning of children.

We first met with our Accredited Test Centre partners and encouraged them to set up branch centres in the Northern Province, so that training could be carried out and we would be able to reach out to the people. Some of the ATCs did so and opened branches in areas such as Jaffna, Vavuniya, Mannar and Kilinochchi. They were encouraged to carry out remote manual testing in certain areas that they could not reach. Due to the funding we received from the Ministry of Education, we were able to provide course material, training, exams and certification. However, there were several challenges to our efforts in supporting and encouraging them.

Constant communication was maintained between the branch centres and ICDL Sri Lanka, in order to provide assistance and ensure the timely transfer of key information. Support was also provided to the centres for carrying out train the trainer sessions, providing examinations on time, and meeting compliance to exam quality standards.

With frequent power cuts and other technical problems, these test centres encountered many difficulties during the testing sessions. In certain areas where online examinations could not be conducted, manual exams were carried out. Another challenge during the programme was that a considerable number of trainees struggled with the English language. The course instructors reacted by providing the participants with additional coaching in Tamil, their mother tongue, and helping them understand the meaning of technical words.

When the war ended in the 2009 and resettlement of the people in war-affected areas began, the country's situation improved gradually. Several post-conflict initiatives carried out by the government and the armed forces focused on development of infrastructure, facilities and services.

After the war, ICDL Sri Lanka has been able to fast track its certification programmes in these areas, largely due to the fact that we established the ATC network and kept the training and testing process working during the war. We have maintained our partnership with the Ministry of Education which continues to fund the projects initiated, and at present, we have more ATCs established in these areas.

Impact
An excerpt of the National Policy on Information Technology introduced by the government of Sri Lanka states:

"Computer literacy of a nation in future will be a yardstick to measure the level of education. Sri Lanka's success in achieving high levels of basic literacy and numeracy can be capitalised on by pursuing a well thought-out strategy on achieving high quality IT education."

We believe that ICDL Sri Lanka has been able to contribute much towards this broader strategy.

We have also achieved our own objective of creating an environment conducive for people to develop their IT skills and obtain certification of their skills.

We could not have made this possible if not for our valued Accredited Test Centres and their dedicated staff, as they were the ones who at times risked their lives in carrying out the ICDL programmes.

The dawn of peace has signalled new beginnings for all Sri Lankans, especially for those in the Northern Province. Having seen the destruction and interruption caused to the education system in the war-affected areas of the country, we are committed to provide more opportunities to the people living in these areas to develop their IT skills. We believe that with the introduction of the new ICDL programme and the flexibility that it offers, we will be able to penetrate further in order to meet our objective.

The graphs shown here illustrate the number of teachers qualifying the ICDL and e-Citizen programmes under these projects with the Ministry of Education.
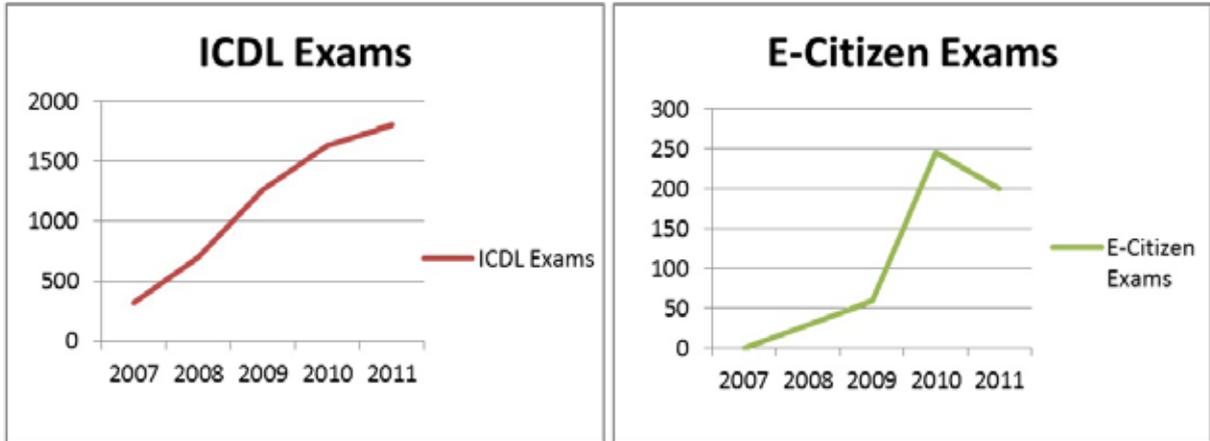
The graphs showing an upward trend of teachers and principals qualifying in ICDL and e-Citizen in the Northern Province, following the end of war in 2009.

Images

The director of ICDL Sri Lanka at an opening of an ATC in the North

Teacher who undertook ICDL & e-Citizen

DIGITAL MARKETING

HONG KONG & MACAU
ENHANCING SOCIAL AWARENESS OF NEW ICDL BY USING QR CODES AND NEAR FIELD COMMUNICATION (NFC)

Introduction and Target Audience

In Hong Kong and Macau, we needed a solution to promote New ICDL to the entire population, to cover all needs from digital literacy up to digital expertise.

From 8 to 16 years old, we have the ICDL Standard modules for school curriculum. The Advanced ICDL modules are targeted at college/university students and office executives for home and workplace requirements. The ICDL Base modules are for the school kids and the elderly, together with Traditional Chinese and Simplified Chinese input techniques for daily needs.

This meant that one the project became several marketing projects, as there was more than one target audience, with different promotional objectives associated with each group. The challenge was to promote New ICDL with limited resources, including money, and do it before July 2013, as we would like to launch New ICDL from the first semester of academic year 2013 - 2014. We also wanted to address all target groups at once. After a few months of brain storming sessions, we decided on an innovative e-solution to reach almost 3 million smartphone users in Hong Kong and Macau (35% penetration in HK and 36% in Macau).

We would use QR codes for video and e-book access to New ICDL materials and Near Field Communication (NFC) from our promotion materials to provide simple text messages on New ICDL even without any internet coverage.

Campaign Delivery

The project had to meet these requirements:
- A long-term impact which allowed it to be reused over a minimum 12-month period
- Flexible enough to allow ad hoc message changes
- Lower than average cost for below-the-line marketing materials
- A maximum budget of US$5,000 for phase one – a trial phase to evaluate the effectiveness of this marketing solution for longer-term implementation

To meet these needs, we decided on two digital solutions involving new technologies: QR Codes and Near Field Communication (NFC), which includes Radio-Frequency Identification (RFID).

QR codes are common; you can download an app to read them on a smartphone. NFC is relatively new and used to be quite expensive for implementation but the cost of NFC tag has lowered significantly. In the future, one NFC tag may be as low as US$1 with a capacity to hold around 200 characters of textual information. Therefore with most common brand of smartphones, smartphone users can read both QR code and NFC.

> " **The challenge was to promote New ICDL with limited resources, including money, before the first semester of academic year and address all target groups at once.** "

We decided to use QR Codes for heavy traffic information such as web access and video download. They use NFC for customer loyalty programmes, quick learning tips and speedy transfer of key messages in trade show or exhibitions.

The team attended an education seminar to launch New ICDL in Hong Kong, and if successful the same would be carried out in Macau. We used US$3,000 to hire a booth in the exhibition and the remaining US$2,000 to develop the New ICDL posters with QR Code to access our company website and download syllabus of New ICDL.

The NFC tag would give different messages to different target groups – including high school students, pensioners, office workers, university students and IT professionals – who want to challenge themselves in ICT topics all the time. We even had prizes for different target groups if they participate in our quiz on New ICDL retrieved from the NFC tag.

Impact

Through the participation in the two-day education exhibition, we recorded 2,345 hits on our website and e-book shelf with the QR Code and over 5,000 hits on our NFC. The visitor attendance of 14,000 students, parents and teachers meant our 7,345 hits represented a **penetration rate of over 50%.**

The total cost to implement the six posters was only US$600, so the cost per hit was less than 10 US cents. However the cost for placing the posters should also be considered. In our case, this was the cost to participate at the exhibition and the charges for poster display.

A unique benefit of both the QR code and NFC is flexibility. Many different applications can be adopted through them, and the cost of implementation is falling, while smartphone penetration is increasing. We consider it a superb way of using green ICT for digital marketing solution, but it does require innovations.

If we could implement NFC more economically, around $1 USD per name card, we could print some name cards and allow our customer view our latest information with his smartphone by simply moving their mobile phone close to our name card.

Quotes

"It is a good experience and I am sure we shall be able to use my smartphone to host my e-books very soon."
Eric Lee, high school student

"This is the first time I used NFC and I have learnt Ctrl+C to copy now."
Pinky Chan, professional accountant

"The world has changed so much and I need to learn more from my iPhone. Perhaps, this may be the only way to communicate with my children and grandchildren."
Beatrice, pensioner

"I have seen QR codes so often, but NFC is new to me."
Bonnie, hotel receptionist

"I have a new idea for my cakes. I wonder whether my smartphone can read the QR code on my cake?"
Pierre, bakery chef from France

Images

ICDL new poster with QR & NFC

Dual code for different types of information

App for NFC reading for instant learning or messages

Access to new ICDL book store

An app to enable QR code reading

Video access via internet or WiFi

IRAN
ICDL IRAN PORTAL INTRODUCES ICDL ACTIVITIES TO INTERNET USERS

Introduction and Target Audience
ICDL Iran developed an integrative portal to manage the communications of ICDL Iran and its test centres, and to manage the large amount of information in an integrated system. This portal provides useful information for current and potential candidates. It is also an integrated system that helps the test centres communicate with ICDL Iran.

> **" The portal was developed fully by programming team of ICDL Iran and no off-the-shelf packages were used. "**

All internet users who know Persian or English can use the portal. The Iranian internet users who have access to National Network (intranet) can also use the portal.

The objectives of the project were to:
- Introduce ICDL Iran and ECDL Foundation to the potential candidates
- Introduce ICDL programmes
- Provide necessary information to the portal users
- Create a virtual environment for communication between ICDL Iran, Test Centres, and candidates

Campaign Delivery
This portal design was broken into three phases; introduction, marketing, and preserving the candidates.

In the **Introduction phase**, the following information was provided:
- ICDL Iran and ECDL Foundation history
- 10 advertisement banners in Adobe Acrobat format, linked to related pages with more information
- Current news stories about ICDL in Iran and other countries
- The general rules and regulations regarding ICDL Iran services
- The detailed list of ICDL Iran approved courseware and samples which can be downloaded by the users
- Detailed information about the tests that are going to be implemented in near future through out the country (date, time, module, name and address of the test centres)
- Online list of the test centres that are currently implementing a test
- FAQs for the users

In the **Marketing** phase, potential candidates who may be interested in ICDL are directed to different services according to their needs.
- The potential candidates sign up to the portal, and specific username and passwords are al located to them. The candidate can then log in the portal and use ICDL Iran online services
- Information packs can be requested by the user and after confirmation they will be sent to the candidate
- The users can access the detailed list of ICDL Iran Accredited Test Centres containing their names, addresses and phone numbers

In the **Preserving the candidates** phase, various services are provided to the portal users:
- Text messages are automatically sent to the users' cell phones to welcome them to the portal, inform them about new programmes starting, and also to take polls
- The users can access the online polls in the portal and express their opinions about ICDL programmes and ICDL Iran services
- The list of the best candidates who got score 100 is displayed for 24 hours
- There are online competitions on special occasions
- The users can register online in ICDL programmes
- Online purchase of ICDL services and products is possible for the users
- There is an online messaging system in the portal that makes it possible for the candidates, test centres and ICDL Iran to interact with each other

- One year after the reception of the certificate, a message is sent to the candidate to inspire him/her to register for a new programme

The portal records the pages visited and links clicked to gather information about the interests and needs of the candidates. ICDL Iran uses this statistics to provide better services and more useful information.

The portal was developed fully by programming team of ICDL Iran and no off-the-shelf packages were used.

ICDL Iran approved test centres can also use portal for these services:
- They can design marketing banners for their own test centre and display them on the portal
- They have limited access to the users that have visited the portal so that they can attract them
- They can use portal features for advertisement and marketing

Impact

In the last two months, the test centres were satisfied with the operation of portal and its method of providing information for the candidates. It was successful in providing services to both the test centres and ICDL candidates.

Furthermore, some manual processes have been removed such as request for certification, test implementation, and purchases.

Images
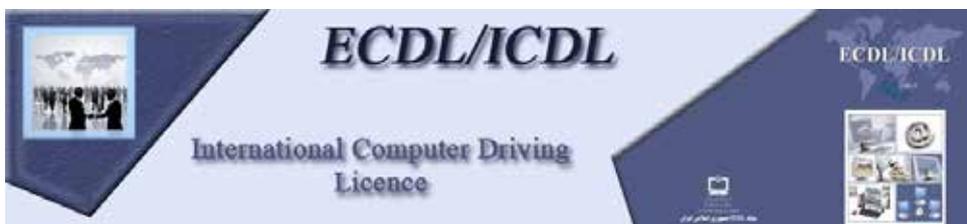
Advertisement banners.

Left: ICDL Iran approved courseware and the Links to download samples

Centre: Detailed information about ICDL Iran Accredited TCs.

Right: Online list of the TCs that will have tests in near future

ITALY
DEVELOPING APPS FOR IOS AND ANDROID DEVICES TO FOSTER ECDL LEARNING

Introduction and Target Audience
Producing new applications for the 'Mobile Generation' is a powerful way to support marketing activities. AICA chose mobile apps to reinforce the interaction between customers and AICA.

The 'ECDL Quiz Learning for iOS and Android' programme was designed by AICA to support the activities done by its test centres, with an effective central promotional initiative. The goal was to offer the candidate a tool for practising the ECDL QTBs on mobile devices.

Competition to ECDL has been gradually increasing over the years in Italy, so this initiative is a way to stand out with a modern and new product. It is the first product of its kind in Italy.

The visual aspect was important for providing appeal to the product, and to make it feel like a simple brain teaser. The questions are based on the Syllabus 5.0 points and are randomly sorted.Each set consists of 20 QTBs, with 25 seconds per question.

For each question, there are links to the related Syllabus point and the explanation of the topics. Other links are available to the ECDL AICA Facebook page, as well as a tell-a-friend. The test can be restarted at any time.

> **Competition to ECDL has been gradually increasing over the years in Italy, so this initiative is a way to stand out with a modern and new product. It is the first product of its kind in Italy.**

Campaign Delivery
The apps were designed and developed both for iOS and Android devices.
The project began in July 2012 and gave birth to the first app in September 2012, during which it was gradually refined by introducing new features.

In the first project eight apps are planned: five on iOS (from Module 1 to Module 5) and three on Android (from Module 1 to Module 3). When completed, there will be a quiz App for each of the ECDL modules (applying it to the new ECDL family).

On Android, the app has been gradually developed and then submitted for approval: now all three are available for download on Google Play.

On iOS, instead, after publishing three apps in iTunes, AICA was asked to group them all under a single App. So now the first project's five apps are available for download on the App Store.

The project will be completed with the development of the missing app modules on both platforms and the update to the new ECDL Base modules.

Impact
Adding a new product to a mobile marketplace with hundreds of thousands of other apps is a challenge. However, over a period of four months, there have been about 1,000 downloads.

The programme will be used, together with other promotional material based on apps for tablets and smartphones, to illustrate the new features of the new ECDL family.

Through AICA communication and social marketing forms, the goal is to raise awareness of this initiative. AICA believes it to be a tool to contribute to promotion of digital culture.

These apps could even reach and encourage new candidates to start the certification process.

Images

Android Application
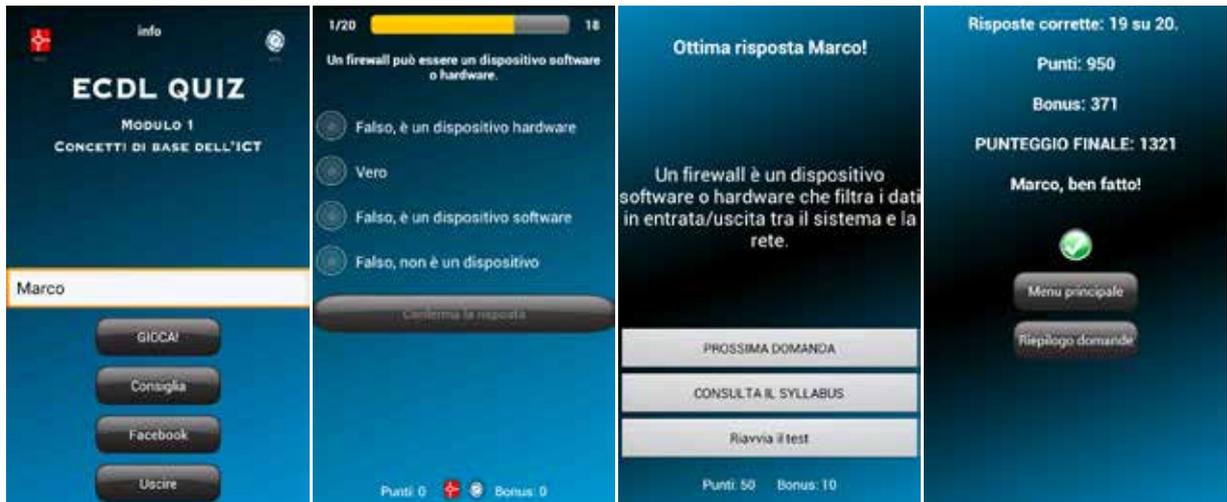
Apple Application
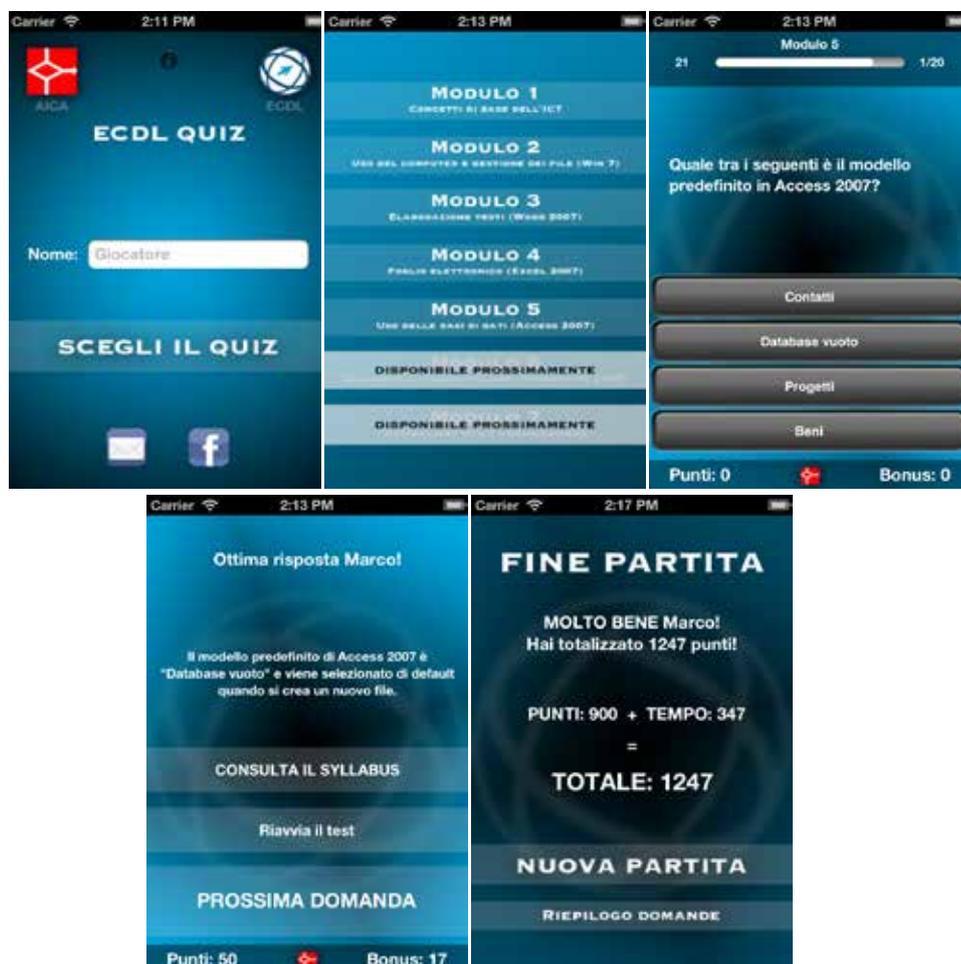
ROMANIA
USING FACEBOOK AND TWITTER TO ENGAGE AUDIENCES

Introduction and Target Audience
In 2012 there were 1 billion Facebook users worldwide, and 5 million Facebook users in Romania.

Aware of the importance of having a presence on social media, ECDL Romania started a Facebook and Twitter account in 2010. The decision was driven by the need for feedback in the communication process and from realising that the easiest way to target students is by approaching them directly in a familiar online environment.

Campaign Delivery
After creating the ECDL Romania Facebook page in 2010, there was the question of how to promote the page and how to get more fans.

First, ECDL Romania conducted an actual study about computer dependency developed by teenagers and launched a Facebook photo competition named "Show us how dependent you are on your computer and ECDL Romania awards you!". The winning photo received 77 Comments and 3184 Likes.

Afterwards, the Facebook page was integrated as a regular communication channel and active platform for ECDL campaigns. The posts align with ECDL Romania's mission and values, with a certain educational/ ICT relevance and Facebook post timing. The Marketing & Communication Department permanently manage the ECDL Romania Facebook page.

ECDL Romania and Romanian Ministry of Education have successfully collaborated on the development of several important programmes. According to ministerial order:

"It is recognised and validated with the digital literacy exam – the D) test in Baccalaureate, the results obtained at ECDL exams and concluded with ECDL Start or full ECDL certificate".

Therefore, ECDL Romania constantly runs an information campaign for students and teachers, making them aware of this opportunity. ECDL Romania's Facebook page has an important role in successfully delivering this information campaign.

Facebook Adverts such as "Do you take the BAC exams this year?" promoting the Baccalaureate page on ECDL Romania website were advertised on Facebook during school year.
The photos claiming "There's little time to BAC!" were promoted on certain days and hours that provide increased Facebook traffic from teenagers and more engagement.
A QR code linking to the Baccalaureate page on ECDL Romania website was also promoted on certain days and hours for increased traffic from teenagers.

> **" Today it is not a question of whether we must participate in social media, but a question of how effective we are at it. "**

On the Facebook page there are also constant posts regarding education and technology news, but also fun facts, photos or videos about computer use or personal professional profile.

Impact
The ECDL Romania Facebook page reached over 8,700 fans in April 2013, placing it 37th out of 825 educational Facebook pages in Romania according to Facebrands (a Romanian online tracking agency: http://www.facebrands.ro).

Due to this result, on January 2013 ECDL Romania was invited to give a presentation of its social media strategy at the event 'Social networks: How to get the best results' organised by Educativa and Maastricht School of Management Bucharest for NGOs in education.

In only 3 days, over 25,000 people saw the most popular post on ECDL Romania Facebook page that had 1,655 engaged users.

The www.ecdl.ro website traffic increased during the Facebook promotions placing the ECDL Romania website on 60th place in 883 educational Romanian websites positions according to www.trafic.ro.
Meanwhile, ECDL Romania developed an ECDL Green Facebook page that reached over 1,700 fans. The page is promoting ECDL Romania's 'Click on Green!' eco campaigns.

Images

ECDL Romania Facebook page: 8,726 fans as of April 4th 2013

Date range ?	Campaign	Advert Name	Impressions ?	Social impressions ?	Social % ?	Clicks ?	S
06/11/2012-22/11/2012	BAC ECDL	http://www.ecdl.org.ro/bacalaureat.php - Advert	1,913,437	1,142,602	59.71%	654	

Facebook advert results example

Facebook promoted picture example: 316 likes, 29 shares, 1655 engaged users

Facebook promoted QR code: 22,401 users reached and 1,141 engaged users

SOUTH KOREA
NEW ICDL MEETS SOCIAL COMMERCE

Introduction: When the New ICDL Falls in Love with Social Commerce
In order to raise the awareness of the new ICDL, ICDL Korea, managed by the Korea Productivity Centre (KPC), initiated a new marketing strategy using social commerce websites that are widely used in Korea. With online shopping and digital marketing becoming one of the most popular forms of doing businesses in Korea, the new strategy is achieving positive results, as demonstrated by the method's successful implementation since its first introduction in 2012.

This new strategy includes promoting and selling ICDL packages on social commerce websites. Each package contains a module profiled by the KPC, e-books for each subject and a coupon (including Skills Card and test fee) for applying for the actual test. By providing the package at a discounted price, it increases the accessibility to the programme and attracts prospective candidates.

The project can be understood as a continuation of the previous project of 'ICDL Smart Learning', conducted in cooperation between ICDL Korea and SK Telecom.

Project Description: One-Click Process for Purchasing ICDL Training Programme
The KPC has concluded an MOU with SK Telecom, the largest mobile and telecommunication company in Korea, to expand the horizon for ICDL training. The memorandum promises mutual cooperation, establishment of the 'Smart Academy' and collaborated marketing.

The KPC and SK Telecom have reached an agreement to use 'Town 11st' (http://town.11st.co.kr), a popular Korean social commerce Internet site similar to Groupon, where people buy and sell various products and services online. By ordering the package online, the prospective candidates can easily access the curricula and training materials for getting ICDL certification.

Once the candidates buy and download the programmes on the Internet, they can train themselves using the e-books. After finishing the curricula, the candidates can individually select the date to take the test by logging onto the ICDL Korea website. Since the expiration date of the package is not until about 10 months after the purchase, the buyer can enjoy some flexibility in managing their time.

> **In tandem with ICDL Smart Learning, this new marketing strategy using the social commerce will create a more convenient training condtion that helps the students be equipped with computer literacy.**

One Step Forward from ICDL Smart Learning
Plans for improvements are in place as well. The new package, a version more adaptive to the new ICDL, will include the enhancements from previous Smart Learning programme in that it provides not only the basic 4 Base modules of ICDL, but also the new ICDL modules, including Online Collaboration, IT Security and Presentation.

Since the targeted buyers of the package are university students in preparation for employment, the students' characteristic Internet-friendliness will synergize the promotion of the ICDL. In tandem with ICDL Smart Learning, this new marketing strategy using the social commerce will create a more convenient training condition that helps the students be equipped with computer literacy.

Targeting the 'Online Geek' Generation
As specified previously, the target generation of ICDL Korea is sufficiently familiar with online services. It is for this reason that the new profiles targeting this generation will be focusing on the modules IT Security and Online Collaboration, since these two fields reflect their needs most comprehensively. By profiling a special module just for this 'online geek' generation, who are used to doing everything online, ICDL Korea can expect a bigger success in promoting the new ICDL.

Impact: Expanding the Horizon
The number of people visiting the webpage has reached over 10,000 a month, and it shows a continuous growth. Based on its success at the 'Town 11st', ICDL Korea is planning to apply the same strategy to universities. In this way, university students will have access to ICDL packages using their university website. Since this marketing strategy is cost-efficient and easily accessible, it is expected to meet the needs of university students successfully.

Along with the Smart Learning using smartphones, the social commerce marketing will be an ideal method that utilises online resources in this New Media era. In the future, ICDL Korea is planning to incorporate the package with various products such as other educational programmes or even commodities, practicing the "convergence marketing." In this way, we can expect the increase of public interest, as well as the increase of sales of the ICDL packages.

So far, about a hundred buyers bought ICDL packages through the 'Town 11st.' Though the current number of buyers is modest, it shows great potential to grow in the future.

Quotes

"I expect university students to be benefited from this cooperation between the Korea Productivity Centre and SK Telecom. We will be continuing our efforts to promote greater productivity of university students and small businesses, developing previous experiences."

Kim Jang-gi, Vice President, Enterprise Business Division of SK Telecom

Images

MOU Completion Ceremony between KCP and SK Telecom for
mutual cooperation and the establishment of the
Smart Academy
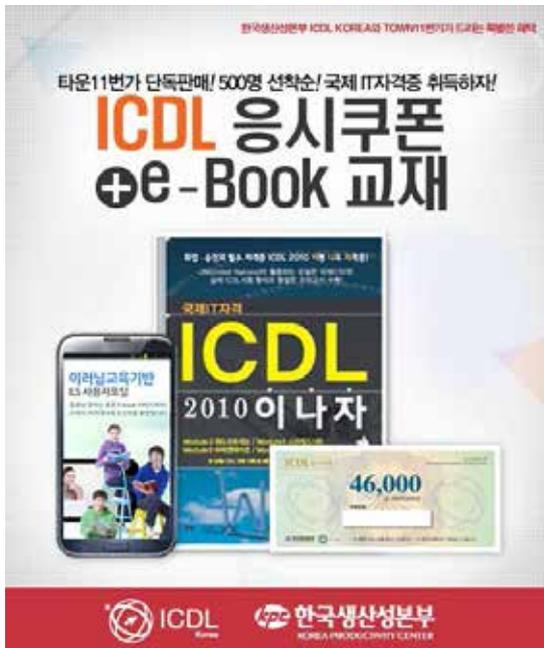
ICDL Promotion Pages on "Town 11st"

ICDL Smart Learning e-Book content and mobile/online platforms

Introduction and Target Audience
At the Accredited Test Centre (ATC) annual forum in February 2013 the New ICDL was officially launched. It was well received by all the test centres and invited guests. All the people saw ICDL going to a new level. Using digital marketing, this message can be taken further: marketing through the ATCs to the whole nation, as well as advertising on various platforms.

Campaign Delivery
At the ATC forum, the idea of utilising social media platforms for ICDL delivery as well as generating more interest in ICDL from former candidates was welcomed. The idea was to have a Facebook page, a Twitter account and a LinkedIn account linking all ATCs as well as reaching out to the general public. A live Google Hangout was conducted during the event just to generate more interest and demonstrate what can be done. There was a lot of enthusiasm generated from all this.
Blogging is also another area of interest which is to be utilised. The concept of 'quadblogging' (introduced by David Mitchell) was also suggested as a tool that schools could utilise. They could use this to discuss ICDL issues, challenges etc.

Since the New ICDL has been officially launched, banners of the New ICDL have been prepared. ATCs have expressed interest in preparing their own banners with the New ICDL concept. Flyers and handouts are also on the cards. Adverts in the print media are scheduled. These are to reach out once more to the general public. The Computer Society of Zimbabwe has been running quarterly adverts in the Chartered Secretaries magazine on ICDL as a way to reach out to the secretary community. Since the launch of the New ICDL adverts have been on the New ICDL.

> **" A number of ATC representatives started following ICDL Africa during and soon after the event. They all saw ICDL in a new light! "**

Impact
Based on the traffic that's been generated on the Computer Society of Zimbabwe Facebook page inquiring and commenting on ICDL issues, a Facebook page specific to ICDL is being launched. This will definitely raise the awareness as well as generate new interest in what was now deemed an old concept.

Also, judging by the interest generated by the demonstrated Google Hangout at the ATC forum, there is interest in this area. The live tweets of the whole event on the ICDL Africa page were a major highlight and generated renewed interest. The video recording from ECDL Foundation of Chief Executive Damien O'Sullivan was also a hit with all present. They all saw ICDL in a new light!

This event was attended by about 150 delegates. Digital Marketing is indeed the way to go with the New ICDL! Now ICDL is even more relevant to all markets!
A number of ATC representatives started following ICDL Africa during and soon after the event. The interest in this area is still growing.

Quotes

Tweets from the ATC Forum:

ICDL Africa @ICDLAfrica 20 Feb
Opening video address from ECDL Foundation CEO Mr. Damien O'Sullivan congratulates #ICDLZim on their dedication and commitment to #ICDL

ICDL Africa @ICDLAfrica 20 Feb
Very successful start to #ICDLZim Forum. Lots of dialogue and excitement about New #ICDL. Record attendance of 150 delegates

#ICDL #Zimbabwe Forum takes place on Wednesday 20th February in #Harare, we will tweet during it using the hashtag #ICDLZim - @ViolaDondo

ICDL Africa @ICDLAfrica 20 Feb
@KasongoGive @JanetNyahasha @Rukeys @ViolaDondo - Hope you are enjoying the #ICDLZim Forum and our updates!!

ICDL Africa @ICDLAfrica 20 Feb
Congratulations to Geoff Fairall, @ViolaDondo and the rest of the #ICDLZim team on a very successful, informative and exciting Forum 2013!

Njerenje School @Njerenje 21 Feb
@ICDLAfrica Thank you for a great conference. We are ready for the New ICDL :) We have a Twitter account - Yeah

Njerenje School @Njerenje 21 Feb
Thank you ICDL Africa for a great conference It was very informative and great to meet new people. We are ready to start the NEW ICDL :)

ICDL Africa @ICDLAfrica 22 Feb
Thank you to all our new followers this week, especially from the #ICDLZim Forum! #ICDLAfrica

@ViolaDondo @Njerenje See our @Pinterest Boards for some photos from the #ICDLZim ATC Awards Presentations - tinyurl.com/attkxt6

ICDL Africa @ICDLAfrica 25 Feb
#ICDLZim Forum 2013 - Accredited Test Centre Award Presentations - http://bit.ly/X6pmMx

Images

Video address by ECDL Foundation CEO

Google Hangout at the ATCs forum

Roll up banner of the New ICDL