CORPORATE/PRIVATE

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➤ **CORPORATE/PRIVATE**

IRAN
ICDL TRAINING AND TESTING FOR THE STAFF MEMBERS OF NATIONAL PUBLIC LIBRARIES FOUNDATION

Introduction
The 'National Public Libraries Foundation' is a private organisation, which is the head of all public libraries throughout Iran. The personnel of this organisation are all librarians who will receive ICDL training and testing by ICDL Iran Accredited Test Centres. Next year, the organisation requires all staff members to have an internationally recognised ICT certification, so that they can continue their cooperation with the organisation. ICDL Iran promoted ICDL programmes to the organisation, and after the discussions, ICDL certificates were accepted as the standard certification for the personnel. Therefore, the staff members have one year to complete their ICDL programme and receive achieve certification.

The objective of this project is to equip the librarians and other staff members of public libraries with the necessary ICT skills for the routine activities in workplace and therefore to improve the level of services provided for the clients.

Project Description
In the first phase of the project, about 300 librarians in Tehran have attended ICDL courses. In the next phase, ICDL training and testing will be provided by ICDL Iran for the librarians in other provinces. Before the start of the class, the candidates took a placement test. Furthermore, in this stage they receive a pack containing 7 course books for 7 ICDL modules, a logbook and the brochures introducing each ICDL programme. When the candidates finished their courses they could sit the sample test sessions with no charge to be ready for the real test.

ICDL Iran started the first phase of the project in February 2012 and it finished successfully in August 2012.

In the first phase of the project 300 staff members of the National Public Libraries Foundation registered for ICDL programme. All candidates attended the ICDL classes and took the tests. 95% of the candidates in the first phase successfully completed the programme and achieved certification.

Impact
Through this project, the staff members of the National Public Libraries Foundation will improve their ICT Skills and knowledge through the ICDL programme. ICDL training courses provided an opportunity for them to confidently use these skills and knowledge in their workplace. Therefore, they will be able to utilise the infrastructure and the equipment for all public libraries. This improves their proficiency and increase their accuracy and speed in their work. They also benefit from achieving an internationally-recognised certification to demonstrate their skills to use a computer and the Internet.

This project had successful results and the officials were satisfied with the impact on the librarians and also on the services provided by them. Therefore, the next phases of the project will be implemented in other provinces to help the librarians of public libraries improve their competencies in their workplace.

Images

MOZAMBIQUE
CENTRO EDUCACIONAL NJERENJE

Introduction

In 2003, Zimbabwean husband and wife team, Gideon and Nicole Benade, moved to the Manica Province of Mozambique with a plan to establish an international school in the area. With 38 and 30 years of teaching experience, respectively, the Benade's used personal savings and a bank loan to purchase 64 hectares of land, using a plot to build the school. Offering the international curricula of Cambridge International Examinations and the vocational offering of City and Guilds, Centro Educacional Njerenje had excelled it pursuing its mission statement to "contribute to the development of Mozambique by offering international-standard education and training".

Only a year after the school was first established, Gideon, Nicole, and their team realised that for their students to really compete internationally, they needed an international ICT certification to complement their existing certifications. From their teaching experience in Zimbabwe and South Africa, the Benade's had a strong awareness of ICDL, and they had witnessed first-hand the positive impact that ICDL had on students.

Terri-Lee Palmer was an ICDL Accredited Tester at Hilcrest College, a secondary school in the nearby Zimbabwean border city of Mutare. In 2004, she introduced ICDL to Centro Educacional Njerenje. After less than a year in Mozambique, she returned to her native UK. The ICT trainer at the school, Katriena du Toit, worked closely with Terri-Lee. Over the years, Katriena has continued to train the students, and since Terri-Lee left, Katriena has been the ICDL Accredited Tester.

Project Description

It was recognised that there was an expectation for graduating students to have a core set of basic end-user ICT skills. Further Education and Training (FET) colleges and universities stipulated ICT skills as a requirement for completion of many courses. Even where these skills were not a mandatory requirement, they still expressed a strong preference for entrants with these essential skills. It was found that employers locally, across Africa, and internationally shared the expectations of the educational institutions.

ICDL met the brief across all sectors. As well as enjoying strong recognition in the private and education sectors in Mozambique, the profile of ICDL in neighbouring Zimbabwe, Zambia, and South Africa played a significant role. The success of ICDL in these countries of Southern Africa is testament to the sterling work of ICDL Africa – a tripartite cooperative initiative of ECDL Foundation, the Computer Society of Zimbabwe, and ICDL South Africa.

At first, Njerenje only had 8 desktop PCs for ICDL training and testing. Now they have a dedicated computer lab with 30 laptops. ICDL is taught to all students from grade 8 to grade 13 (the seven years of secondary schooling in Zimbabwe).The students have between 5 and 6 classes each week to prepare for their module tests. To achieve the recommended level of digital competence: students study and complete tests for 7 modules

A total of 80 students have completed ICDL since it was introduced at Njerenje. Ten students are expected to become ICDL certified this year, with 52 students expected to complete ICDL training and testing next year.

The team at Njerenje had to convince both the students and their parents/guardians of the advantages of ICDL, which in many cases proved difficult. Also, as the school is in a remote area, there was initially no internet connectivity or reasonable cell-phone coverage. As a result, numerous trips to Chimoio (capital of Manica Province) were necessary to finalise all the components of the project.

The owners of the school, Gideon and Nicole Benade, have exclusively funded the setting up of the computer lab, first purchasing 8 laptops, and subsequently investing in 30 laptops. Funding has been and remains a huge challenge for the school. They receive many enquiries about adult training, however the computer lab facilities would need to be developed to make this possible, and they lack the funding to do so.

Impact

Students complete a diagnostic (practice) test before and after they complete training based on the ICDL syllabus. Consistently, results show a substantial improvement post-training. Their trainer, Katriena, adds that the students get a huge confidence boost from seeing the quantifiable improvement in their ICT skills.

On completing their secondary schooling, students who have sought employment in an office environment, have reported having a competitive edge on their co-workers who are not ICDL certified. As a result of being ICDL certified, one former student was employed in the capital, Maputo, by 'MozAl', the largest aluminium producer in Mozambique and the second-largest in Africa.

Many former students go to university elsewhere in Africa and overseas. ICDL has been a valuable asset to them, as cited by the experiences below.

- Two former students went to university in South Africa. Having ICDL certification made them exempt from mandatory ICT skills courses at the university. This exemption also applied to one former student who enrolled in a university in Finland
- Two former students applied to study at two separate UK universities. The admissions departments of both universities acknowledged that being ICDL certified had a positive influence on their entry application

The school has been visited twice by Viola Dondo, General Manager at the Computer Society of Zimbabwe (CSZ), and once by CSZ director, Geoff Fairall. This has been a great boost for the school with students, parents, and staff very encouraged by their support.

The Future

Aside from the desire to develop the computer lab to facilitate adult training and testing, the school hopes to migrate to online testing, as all testing is currently manual. Even though the manual tests are assessed in a very timely manner, the students are anxious to see their results instantly. There has been feedback that more students would complete ICDL if online testing was available.

Seeing the benefits that achieving ICDL has had for the senior students, parents are keen for the junior (primary) students to have access to a similar programme. As a result, the school is assessing the possibility of introducing the ECDL Foundation endorsed programme, e-Learner. As the majority of the local people of Chimoio and the surrounding areas are Portuguese-speaking, a Portuguese solution is desired for adult training.

Images

Above: secondary students practice for their ICDL tests

Junior School students with very basic ICT skills are
anxious to earn a certificate like their elder peers

SINGAPORE
GLOBALFOUNDRIES INC.

Introduction
The pace of change in the world is much faster today as individuals, companies and cultures are more interconnected than ever before. Whole industries can be transformed as businesses learn to think more globally and restructure to tap these resources. One way of maximising the use of resources is ensuring employees are equipped with skills that enable them to maximise productivity.

GLOBALFOUNDRIES is one example of an organisation that is embracing this philosophy. It is one of the largest semiconductor foundries in the world by revenue, with more than 150 customers, and an annual revenue of around USD$3.5bn. They have a staff of more than 12,000, and a presence in Asia, North America, Europe and the Middle East. They entered the foundry industry in early 2009 with a simple but ambitious goal to become the world's first truly global semiconductor foundry. In a short time, they have achieved this milestone with manufacturing operations spanning three continents.

Project Description
As part of GLOBALFOUNDRIES' efforts to ensure employees are equipped with the necessary skills they have chosen to adopt ICDL. As GLOBALFOUNDRIES is a truly global organisation they were impressed by the international recognition the ICDL standard has achieved around the world. Another decisive factor was the ability of the ICDL programme to develop their employees' ICT skill-set, which could then be verified and measured by undergoing tests and obtaining ICDL certification.

ICDL Advanced - Employees at GLOBALFOUNDRIES needed to be able to use a wide range of advanced functionalities within applications. A number of employees underwent training and certification in both ICDL Advanced Spreadsheets and ICDL Advanced Presentation. ICDL Advanced Spreadsheets certification allowed employees to use the full potential of the application to produce higher quality management information. While ICDL Advanced Presentation certification enabled them to develop and demonstrate their ability to use many of the advanced tools available in standard presentation applications, producing professional, high-impact presentations that support effective communication. In addition, ICDL Advanced certification gave employees the opportunity to bring their skills to an expert level, which had a positive impact on productivity.

Impact
GLOBALFOUNDRIES noted that as a result of the changing nature of the various applications employees use on a daily basis, they are required to constantly update their skills. When the company migrated to the new version of Office 2007, employees experienced the need to improve their skills. They had difficulties in using the new applications and were making a lot of requests for assistance to their company IT helpdesk. This had an obvious impact on productivity and over time could have represented a significant cost to the organisation.

The cost of delivering the ICDL programme was funded by GLOBALFOUNDRIES together with funding received from the Singapore Workforce Development Agency (WDA). Since implementing the ICDL programme, over 1,000 employees in GLOBALFOUNDRIES have achieved ICDL certification; 50 percent of those certified were at ICDL Advanced level.

Despite the large number of individuals that were sent for training, there were no significant challenges in delivering ICDL training and testing. GLOBALFOUNDRIES were able to coordinate with the ICDL Accredited Test Centre in advance of the days that they wanted to send employees for training and testing, helping to ensure the ICDL programme ran successfully. The following statement is some of the positive feedback received from GLOBALFOUNDRIES after participating in ICDL training and certification:

"After going for the ICDL classes...everyone has a much better understanding of how to use the new version".

SOUTH AFRICA
VCS (VICTORY CHRISTIAN SCHOOL) ICDL TRAINING PROGRAMME FOR EDUCATORS

Introduction

Victory Christian School (VCS) educators realised that it is important to be computer literate and to keep their technical skills updated, since poor technological skills are likely to demotivate skilled pupils. Two years ago, the VCS educators were encouraged to move with the times and were challenged to register for the ICDL (International Computer Driving License) course in order to use technology effectively to manage teaching and learning in the class.

The project started in July 2010. Each module was completed over a period of 6 months. After two years, in July 2012, nine educators, two administrative staff members, as well as the Site Manager, obtained their ICDL Start certificates. The modules completed were Word Processing, Spreadsheets, Presentation, and Web Browsing and Communication.

The main objectives of the programme were to equip educators with the necessary computer skills in order to become more productive and efficient in their work environment, as well as to obtain an ICDL Start certificate. The secondary objectives of the programme were to achieve the following over two years:

- To use **email** as the main communication tool in the school, so that the Principal, educators and administrative staff communicate with each other via email as well as with parents on a daily basis. Gone are the days where letters were photocopied and placed in students' diaries, hoping parents would find them. It was also hoped to eliminate the need for administrative staff to run up and down in the building in order to pass on messages.
- To use the **Internet** in the classroom to introduce the students to an unseen world. Various educational topics can be researched and video clips and pictures can be shown to students, as there is a computer in every classroom. Students (a maximum of 20 learners in a class) gather together to view information on the computer screen.
- To use **Excel** to record students' results, determine the highest and lowest marks, calculate the average of the class, compile graphs to indicate their progress to students, etc. As recent as two years ago, this was still being done on paper.
- To type question papers, compile various documentation such as letters, reports, and circulars to parents by using **Word**.
- To make use of **PowerPoint** presentations to present various lessons. Students used PowerPoint presentations to do their orals.
- The educators are motivated to complete all seven modules by the end of 2013 in order to obtain their ICDL certificate.

Project Description

At VCS we believe that technology can break down the barriers in a classroom. Currently technology is used to improve students' reading skills, typing skills, computer skills and to shape the learning environment to suit the needs of students. An enthusiastic classroom environment is created by a positive and innovative ethos, according to which various technological resources are used to encourage pupils' creativity.

Although the school is a private school, VCS shared the vision of the Department of Education to ensure that teachers become computer literate. The school funded the programme. Teachers received the manuals, training, logbooks and testing free of charge. The computer teacher was accredited as an ICDL Trainer and provided the training to the staff.

Teachers, administrative staff and the Site Manager were invited to be part of the programme. It was not compulsory for staff to attend, as some staff members were already computer literate. The school has 29 staff members, consisting of the Principal, 3 administrative staff members, 1 Site Manager, 4 support staff members and 20 educators. All the administrative staff, the Site Manager and 12 of the educators were part of the programme. The majority of these staff members were not computer literate.

Records of students' results were kept on paper, they didn't know how to email, couldn't do presentations, did not know how to use the Internet, type letters or question papers, etc. Each module was offered once a week on a Thursday between 15:00 and 17:00 over a period of six months. Testing was done in June and November by the 'Eastern Cape Roving Examiner', Mr John Roberts. The tests were initially stressful for the staff. They became more relaxed when they started getting used to the method of testing, as well as to the question papers. At the beginning they were very afraid of Mr John Roberts but after they came to know him better, they felt calmer and more relaxed. One of the teachers commented that *"Mr Roberts has such a soft heart and is such a gentle giant. We couldn't ask for a better Examiner."*

Impact

The programme was a huge success, not just in terms of results obtained, but mainly in increasing the productivity of all staff members and most of all by creating a positive learning environment in class and becoming more efficient as teachers.

All of the above objectives explained in the introduction have been achieved. Currently, the main communication tool of the school is email. Records of students' marks are done in Excel. Report Cards are done electronically; question papers are drafted and typed professionally. PowerPoint presentations are used to present lessons, at conferences and at awards functions. The staff successfully communicate with each other and parents via email, and the school saves a huge amount of money on paper and time. Teachers make use of the Internet to research certain educational topics to provide additional information to students and don't just the information in textbooks.

The programme has raised awareness amongst students and parents to become computer literate. In June 2010 the school started to train the Grade 6 and 7 learners to ensure that when they start their secondary school education, they already have an ICDL Start certificate. Parents and previous Grade 7 students of 2010 enquired about the possibility of presenting evening courses to the community at large. The offering of lessons to the community has been approved and the first evening class will start in February 2013.

It was a huge challenge to teach this group as their computer knowledge was on three different levels. Some didn't have any knowledge of the software, some very basic, and others had knowledge of some of the software programmes being taught. Today, 9 of the 15 staff members have obtained their Start certificate, 2 staff members have passed three of the modules, 1 has passed two modules, 1 staff member has passed one module and only one of the staff members attended the courses but did not sit any of the tests. Overall, the productivity and efficiency of staff members has improved and tasks are done to an excellent standard.

Teachers unanimously agree that ICDL training programme has changed their life. They learnt email etiquette; set up distribution lists to communicate with parents; organised their files; and can draft Excel charts to indicate students' progress clearly to parents. They have also obtained confidence to work in Word, use mail merge to compile letters to parents and even learnt a few typing rules.

Although some of them could compile PowerPoint presentations before, they still learned so many new tools, such as how to insert video clips and graphs, but most of all, how to create a master slide. One educator commented: "I am looking forward to our next ICDL module. The time in waiting almost seems too long. "The staff will continue with the training for the last three modules next week. Although funds are not available through the school for the training costs for the rest of the year, staff members have decided to pay for themselves in order to do another module in the second semester. The School Board will fund the programme again in 2013 to enable staff members to do the last two modules.

We would like to make use of this opportunity to thank the ICDL organisation for the availability of an excellent course and the high standard that they set.

Quotes

"ICDL helped me to be more productive and efficient in the way I do my work, and the classes provided a wonderful opportunity to build relationships among staff members. When doing Excel, staff gave each other nicknames such as sheet 1, sheet 2 and sheet 3. There was a lot of laughter."

"If I am honest, when I started working at Victory I thought I knew a little bit about computers, but the ICDL course quickly brought me down to earth, realising that I know actually so little. After two years I now feel much more confident."

"Thank you for an excellent course, I will always be thankful for the opportunity."

SRI LANKA
ICDL FOR SCHOOL TEACHERS IN SRI LANKA – SUCCESSFUL
IMPLEMENTATION WITH THE PARTNERSHIP OF AN ACCREDITED TEST
CENTRE IN THE PRIVATE SECTOR

Introduction
The Sri Lankan government, through its Education Ministry, has taken several steps to implement an extensive national programme to promote awareness about ICT among the people and to educate them in its use. It is one of the most important issues and long-term goals in the government's development plan for the country.

'testIT (Pvt) Ltd.' operating in the Sri Lanka and Maldives region as 'ICDL Sri Lanka', has been working very closely with the Education Ministry of Sri Lanka in this initiative. Since its inception, several ICT training projects have been carried out in Sri Lanka by testIT (Pvt) Ltd. with the partnership of the Accredited Test Centres (ATCs) located in different areas of the country. In doing so, it is noteworthy to recognise the support given by a private educational organisation, 'Gateway Centre for Information Technology' (Gateway CFICT).

Incorporated in 1999 as a Board of Investment (BOI) approved company, Gateway CFICT offers top-quality computer training in multiple delivery methods and formats according to the needs of clients. Gateway CFICT was instrumental in introducing the ICDL qualification in Sri Lanka at its early stages, and has been in the forefront amongst the other ATCs of testIT (Pvt) Ltd. in carrying out ICDL programmes. With the encouragement of testIT, Gateway has opened over 30 branch ATCs Island-wide, providing training to more than 5,000 people monthly. With the recommendation of testIT, the Ministry of Education and the 'ICT Agency of Sri Lanka' have joined forces with the company in conducting several national capacity building programmes to enhance the ICT literacy rate among professionals, teachers and general public. A number of agreements have been signed with Gateway CFICT to carry out ICDL training and testing for varied groups of candidates. The 'Sri Lanka Bureau of Foreign Employment' staff, 'The Sri Lanka Navy', 'The Sri Lanka Handicrafts Board', 'The District Secretariats', and school teachers are some of the groups for which the centre has conducted ICDL training under specific projects.

Project Description
In this case study we wish to highlight the successful achievement of support ICDL Sri Lanka received from Gateway CFICT (as a private entity conducting ICDL programmes) in carrying out the ICDL programme, for school teachers of several selected National Schools. As Gateway CFICT has been one of the first to introduce internationally accepted ICT skills training in Sri Lanka and have a wide experience in this area, it has become a preferred training partner for carrying out training programmes at a national level.

The first project agreement to conduct ICDL training for teachers was signed up with Gateway CFICT in the year 2004. The main objective of this project was to improve the ICT skills of teachers and for them to make use of their skills in applying different approaches in their teaching. As the pilot project was completed with a successful pass rate of the teachers who underwent the ICDL training and testing, and seeing the valuable contribution it was making in their teaching methodologies back at their respective schools, the Ministry of Education decided to continue offering the training programme for more teachers in other areas of the country as well. Gateway CFICT was chosen as one of the principal test centres to conduct these trainings. As such, the 'ICDL School Teacher Training' programme was carried out consecutively for several years.

Details of the ICDL programme conducted for School Teachers for the past six years are given below.

	ICDL Teacher Training					
	2006	**2007**	**2008**	**2009**	**2010**	**2011**
Total Allocation Received	3742	1540	2137	1485	2780	790
Candidates Completed ICDL	3100	1616	2405	1006	2020	1632
Additional Allocations Completed ICDL	-	76	268	-	-	842

The Accredited Test Centres underwent several challenges in conducting this Island-wide training. Large numbers of candidates from various parts of the country that had to be provided with training, and the administrative functions that needed to be handled at each of the ATCs were some of the major challenges faced. Effective schedules had to be made by dividing the candidates into several batches of 20 to 25, which would help to accommodate candidates at the branch centres. During the period that the teacher training programme was being conducted, several areas in the north and east of the country were affected by the civil war, and the centre was reluctant to approach those areas. However, with the encouragement of testIT, the centre decided to open branches in the war affected areas as well, so that more teachers could benefit from the project.

The training methods employed by them in carrying out the ICDL programme include; skills assessment before the tests, multiple training delivery options giving flexibility of learning to the candidate - such as course materials, instructor-led and technology-based training, with flexible schedules whether daytime, evenings or weekends. Support was provided to the ATCs by way of carrying out 'train-the-trainer' sessions, providing tests on time, and assistance given in conducting the exams in compliance to the quality standards. A constant communication channel was maintained between the branch centres and testIT, in order to provide assistance and ensure the timely transfer of key information. The administrative functions at the centres had to be monitored periodically, as records had to be kept up-to-date.

The testing was done after the completion of each module using the online testing software created by 'Activ'. In certain areas where online examinations could not be conducted due to the ongoing war at that time, manual based exams were carried out for candidates. testIT, together with Gateway CFICT, recommended to the Ministry of Education to use the 'ICDL for Education' courseware by 'Aston Swann' for this project. Another challenge encounted during the programme was that a reasonable number of trainees in certain areas of the country struggled with an inability to speak and understand English. The course instructors understood this situation and having discussed with testIT they provided the candidates additional coaching in Sinhala and Tamil, their mother tongue, and trained them for their online answers (e.g. the meaning of computer jargon etc.).

Impact

The success rate of the candidates in obtaining the ICDL qualification, as stated above, played a huge impact on the continued project partnership with the Ministry of Education (the programme initiators) and testIT. The candidates' competency levels were measured before the training and after its completion, to ensure that the programme helped to achieve the Government's strategic objective of advancing the ICT skills of the teachers, and thereby add value to the children's education in the long run. It enabled testIT to assure to the Ministry of Education the quality of the ICDL programme. Moreover, the success of the project attracted more funding through the 'Asian Development Bank', which became a key inducement to increasing the project scope further.

The ICDL programme is delivered to the public through our valued Accredited Test Centres. Therefore, at this instance, testIT as the National Operator explored various mechanisms and provided necessary support to Gateway CFICT, to obtain their partnership and thereby achieve success, even in the war-affected zones. The consecutive successes achieved at conducting this project for several years has increased the demand for ICDL and related programmes of the ECDL Foundation, such as e-Citizen, ICDL Advanced, ICDL Imagemaker, Webstarter and 2D CAD. This has also paved the way for more institutions/organisations to join testIT as new ATCs in various districts of the country. The project, which was implemented with the support of the private sector therefore, not only benefitted the organisations involved, but also facilitated the ICDL concept to be pushed out further, by ICDL Sri Lanka.

SWITZERLAND
FURTHER TRAINING FOR EMPLOYEES OF SWISS POST

Introduction
In 2010, Swiss Post and the unions agreed on a package of measures to ensure long-term employ-ability of the postal operator's employees. Half of the agreed-upon money flows into a training fund to finance language and computer courses for employees working in mail sorting centres, as well as in delivery, i.e. jobs in which people do not work at computers or with the Office software. From March to July 2012 over 650 employees took part in a computer course and completed it with the ECDL Start certificate, thereby strengthening their employability within the company and outside it. A further 495 candidates will take part in the programme in autumn 2012.

Project Description
The availability of the computer courses is announced and Swiss Post employees can register for two different levels. People with some experience in using a computer can take the computer course which leads to an ECDL Start certificate. To determine which course is most suitable, candidates first take an assessment test.

The courses take place in (mobile) classrooms in 3 mail sorting centres and in 17 locations through-out Switzerland, that is, in the German, French and Italian speaking parts of Switzerland. Following a blended learning approach, the candidates receive approved e-learning courseware to study at home in addition to 17 lessons in small groups. Half of the time spent in the classroom is paid working time. At the end of the course participants take the ECDL modules 2, 3, 4 and 7. Diagnostic tests are used as a tool to determine a candidate's current level of proficiency.

These also reveal the broad range of knowledge levels that the different candidates bring to the cours-es, which is challenging for the trainers and means that certain employees need to spend more than the initially planned time to study at home.

Impact
The project received very positive feedback from both trainers and members of staff who participated in it. The candidates gained valuable skills and self-confidence in using computers, which they can benefit from at home, working in volunteer roles, or in a potential new job. As computer skills are becoming more and more important in practically all jobs, raising ICT skills has a direct impact on candidates' long-term employability.

The ECDL project with the Swiss Post was the main story of the August 2012 edition of our customer magazine. All ECDL test centres and other interested people receive this magazine and may be in-spired to use the ECDL, not only for specific candidates but to ensure employability for their own staff as well.

Quotes

Candidate: *"For years I wanted to take the ECDL programme, which is why I took this opportunity to participate in the training"*

Images

Cover of customer magazine 'ECDL News' 2/2012

GOVERNMENT/PUBLIC

COLOMBIA
THE NATIONAL POLICE FORCE OF COLOMBIA CERTIFIES 110,000 OFFICERS' DIGITAL SKILLS WITH THE INTERNATIONAL E-CITIZEN CERTIFICATION

Introduction

This project aims to contribute to the modernisation of Colombian governmental organisations and enable them to become more transparent and accessible to the general public. ICDL Colombia has worked hand in hand with groups of civil servants, such as the National Police to train and certify them with digital skills. The Colombian National Police have, in this respect, been pioneers in Latin America, by becoming internationally certified with the e-Citizen certification. At the same time the project aims to certify more senior managers within the police force in the four modules of ICDL Start in order to strengthen capacities within the IT department. This helps to raise levels of efficiency in the delivery of online services and contributes towards an overall improvement in performance of the entire institution.

Project Description

Members of the National Police force have the opportunity to participate in internationally recognised training and certification, which enables them to strengthen their ability to provide a more professional and effective service to the public. ICDL certification focused mainly on the staff within the IT department.

In 2011, the National Police force of Colombia set a more ambitious goal than any other group in Colombia, or any another country in Latin America in terms of the international certification of digital competences through the e-Citizen programme. As part of the public communication and technology innovation strategy of the National Police force, they took on the challenge of becoming internationally certified as digital citizens, certifying 50,000 police officers before 30 December 2011. The IT department and the Strategic Communications department of the police force assumed the responsibility for the achievement of this goal. Such was the interest and success of the project that the initial goal of 50,000 certificates was reached by late November 2011. As a result of this success, the National Police and ICDL Colombia decided to aim for 100,000 certifications by February 2012. As of July 2012 approximately 110,000 certificates had been awarded, which means over 70% of all police officers in Colombia are internationally certified to the e-Citizen standard.

Due to the huge success of the e-Citizen programme, a separate ICDL Start programme consisting of a diagnostic test, training and certification for 50 managers in the IT department is currently being implemented. This second phase of the project shows the commitment by the police force to integrating ICT certification in a sustainable way throughout the organisation. e-Citizen is only the first step in a comprehensive digital competences training and certification programme leading to increased productivity.

The ICDL Start programme is being developed in 2012 with the support of the 'Colegio Anglo Colombiano', an ICDL Colombia Accredited Test Centre, which allows members of the police force to sit the certification testing in their school. With ICDL Start certification, the National Police has become the first force certifying its digital competences at all levels.

The head of the National Police force, represented at the time by General Oscar Naranjo, and under the temporary directive 147 from 2011, promoted the idea of digital skills certification among the force. This was announced as part of the National Police mission to provide qualifications to its staff and improve internet skills both individually and collectively. ICDL Colombia and the IT and the Strategic Communications departments worked together to produce an internal communication plan to incentivise and motivate the members of the force to achieve the programme's objectives. The implementation of the programme included three main components:

- **Self-assessment:** The aim was to provide members of the police with an initial assessment of their digital competences. The results showed individual strengths and weaknesses and helped programme managers adapt the training programme accordingly. From a total of 165,000 members of the force, 134,000 sat the self-assessment test
- **e-Learning:** The e-Citizen programme includes an e-Learning training course with contents developed by ICDL Colombia, which covers all the skills necessary to reach the e-Citizen standard. This content was uploaded on the intranet (POLIRED) of the National Police force. Access to this online material, located on an internal platform frequently used by officers, enabled policemen and women to participate easily in the training

- **e-Citizen international Certification:** As the certification testing process requires candidates to be present in a supervised classroom, efforts needed to be made by the police force in terms of logistics (IT infrastructure, broadband), time management and transportation. After five months of programme delivery, a total of 35 test centres had been set up and accredited nationally specifically for this project.

Impact

During the implementation of the National Police e-Citizen programme, record figures were achieved, both for Colombia and Latin America. 139,000 policemen sat the self-assessment test, 111,339 of them were certified as e-Citizens (10,961 women and 100,378 men), 103 police units participated in the programme, including management units, regional units, commando units, schools, revenue and custom police and general police. As part of the programme delivery, 35 new test centres were accredited across different police units and 113 testers were trained. All regions and states in Colombia benefitted by this programme roll out.

Within the national government framework of ICT skills development, the Ministry of Defence and the National Police force took on the challenge of implementing the international e-Citizen certification programme. It was an opportunity to respond to the need of using the Internet in a responsible and productive manner both for customer service and to improve the efficiency of internal processes. The National Police also took a first step by introducing the ICDL Start certification programme to 50 IT senior managers, in order to achieve a higher level of ICT knowledge in this department. The fast growing internet penetration in Colombia makes it necessary for public bodies to be at the forefront of organisational change, being responsible for offering the public a higher level of service in relation to security and a developing closer relationships with the community.

The e-Citizen programme has recently been awarded the 2012 FRIDA prize (FRIDA standing for Latin America and the Caribbean Regional Fund for Digital Innovation) in the 'More Voted+More Creative' category, because it is a model contributing to the development of the information and innovation society within the country.

Advantages for the e-Citizen Certified Police Officers

Officers now:

- Can gain further knowledge using e-Learning resources
- Have become a more active part of the network: downloading, creating, publishing and sharing information and facilitating similar changes in their communities
- Securely update the information of their branch online
- Streamline and simplify procedures and services to citizens
- Make payments and secure transactions on the Internet to optimise cost and time

Quotes

According to Cr. Guillermo León Barón. Strategic Communications Manager of the Project:

"Having the skills to use ICT makes our work easier and more efficient and means we can also improve how we administer and manage ourselves and our businesses. This is of benefit to the whole community. These days, not having Internet skills can cause problems. If we want to be the ones promoting change at every level of Colombian society, then one way to begin this change is to improve the ICT skills of our police officers. They act as multipliers within our communities. If their skills improve then this has a knock-on effect throughout the community."

Images

CROATIA
IMPROVING COURT AND CASE MANAGEMENT EFFICIENCY AT THE MISDEMEANOUR COURTS

Introduction

The project's overall objective was to improve the operation and functioning of the Croatian judicial system and to contribute to the rule of law. The project was aimed in particular at supporting and enhancing the operation and improving the efficiency of the Misdemeanour Courts.

The project consisted of two main components, and significantly reduced the backlog of unprocessed cases at the Misdemeanour Courts. Under the first component - the legal framework and efficiency of court organisation - experts from Croatia and Germany prepared concrete recommendations for amendments to the existing legislation, which were based on best practices from other EU countries. These recommendations were aimed at significantly improving the efficiency and quality of the service provided by the Misdemeanour Courts.

The second component comprised of an analysis of the internal organisation and working methods at the Misdemeanour Courts. This included an action plan for improvement through the development of a management training strategy and through the development of education modules for judges and court staff.

In order to comply with Chapter 23 (Judiciary and Fundamental Rights) of the EU accession criteria, Croatia is obliged to improve its courts' organisation and structure, and to ensure proper access to justice. The project continued previous 'Community Assistance for Reconstruction, Development and Stabilisation' (CARDS) projects related to the strengthening of the judiciary, and highlights the EU's commitment to help Croatia meet EU standards in this field.

Project Description

In order to achieve the programme's objectives, it was necessary to strengthen the ICT skills of the administrative personnel who would play a critical role in the implementation of the recommendations. ECDL was a natural choice for the court staff's ICT skills development as it is officially recognised as part of the Croatian government's 'Strategy for the Development of e-Government 2009 - 2012', which outlines the foundations for the creation of a modern, transparent, efficient, and streamlined public services for all citizens.

Training for project officers in the Magistrates' Courts has been designed as a tripartite project of the High Misdemeanour Court (VPS), the Judicial Academy (PA) and the Centre for Training Servants of the Ministry of Administration. The project partners' respective responsibilities were designated in a very clear manner: VPS focuses on providing the candidates, PA ensures that the training space is available in the regions, and the Centre for Training trains and tests the candidates in Zagreb.

Under the project, all civil servants of the Croatian Misdemeanour Courts will receive ECDL certification over the next three years, with training and testing taking place in Accredited Test Centres across the entire country.

To date, training has taken place in the following cities: Zagreb, Split, Rijeka, Osijek, and Varazdin - with an overall pass rate of over 90%.

Impact
The High Misdemeanour Court reduced its case backlog by 19% in 2009 - 2010, and in 2010 – 2011, the reduction in backlogs increased to 37%.

Thanks to the introduction of an ICT system, systematic monitoring of the first instance Misdemeanour Courts has been introduced, which enables individual court performance to be monitored on a monthly basis. Additionally, it allows for the implementation of concrete measures for improvement at the crucially important Misdemeanour Courts. Within the project's scope, functional specifications for the development of software modules have been compiled. These modules will be used to improve the efficiency of the Misdemeanour Courts, as well as to enable access to a wider European online legal network.

The twinning project was implemented by the German Foundation for International Legal Cooperation (IRZ) in close cooperation with the Croatian Ministry of Justice, the High Misdemeanour Court of the Republic of Croatia, and the Croatian Judicial Academy - with a budget of €1 million. Additionally, the project consisted of a supply contract, valued at €1.5 million.

GCC REGION
ABU DHABI GOVERNMENT PARTNERS WITH ICDL GCC FOUNDATION TO IMPLEMENT E-CITIZEN EMIRATE-WIDE

Introduction

The Abu Dhabi government introduced a mainstream policy of e-Government with a goal of delivering as many government and private sector services online as possible. Its objectives for doing so, like many governments around the world, were to improve operational efficiency, embrace technology and to make access to those services easier, so as to enhance the daily lives of all its citizens. The government of Abu Dhabi identified that a digital skills gap existed amongst various demographic social groups across the state, which was a stumbling block to achieving its goal of e-Government available to all. The skills gap was particularly acute between those individuals who had access to and knowledge of using ICT and those that did not, such as those that resided in more rural areas, housewives, divorced women, widows, jobseekers, the elderly or those from less affluent backgrounds - those who actually needed government services and assistance the most, through the Abu Dhabi e-Government portal – www.abudhabi.ae . In order to address this gap, ICDL GCC proposed the e-Citizen initiative as a foundational programme to achieve the Emirate's e-Government aims, had it endorsed by the Abu Dhabi government, and commenced delivering it with the support of many key stakeholders from the public and private sectors to citizens across the Western, Central and Eastern provinces of the Emirate. The primary objectives of the initiative were to:

- Improve social mobility by providing basic computer skills to those living in rural areas or those in lower socio-economic groups
- Encourage participants to interact and communicate more with government and aid decision making
- Increase the efficiency of government services so that beneficiaries of the programme will utilise e-Government services, thus saving time and money
- Improve accessibility to services provided over the Internet, making daily tasks and life easier for those living in, for example, remote areas.
- Providing economic equality by ensuring that all citizens have the basic digital knowledge and skills which they can then use to support their education, employment or social goals

Project Description

The challenge facing the authorities was how to skill these social groups in the use of computers and the Internet, as these were the people who did not have easy access to and little or no knowledge of such technology. Many leading stakeholders from the public and private sector collaborated in this initiative including: the Abu Dhabi Education Council (ADEC), the Chamber of Commerce; Family Development Foundation; Abu Dhabi Women's Union; 4 state-owned universities; telecoms providers; banks; credit card companies; utility providers; IT industry leaders, all spearheaded by the joint initiative created by the Abu Dhabi Information and Systems (ADSIC) and ICDL GCC Foundation. They all supported the project in a variety of ways such as providing funding, payment in kind, attracting the right target audiences, facilities and/or expertise.

ICDL GCC Foundation has carried out the project under the Abu Dhabi e-Government Initiative, through its partnership with the local education council, women associations, educational institutions and accredited training centres. The Family Development Foundation's seventeen branches, which are distributed all over the Emirate of Abu Dhabi, catered for the women members. The Abu Dhabi Education Council through tens of public schools catered for parents, and 4 branches of the Higher College of Technology, a prominent state-owned university catered for the general public. All citizens were offered to participate in the e-Citizen programme at no cost to themselves, and a hotline (8005555) was activated and advertised as part of public service messages all over the Emirate.

The project aims to train 10,000 people a year across Abu Dhabi over a 5 year period, covering 70% of the outlying areas of the Emirate, including 5,000 inhabitants living 160km off the main island. The Abu Dhabi Government funded the first 1,000 candidates and encouraged private sector companies to support the initiative financially. Education institutions, government agencies and commercial enterprises such as telecom companies, banks, credit card providers, airlines, utility providers and courier companies have contributed by providing funds or payment in kind to the project as part of their CSR efforts. 25

In addition, the Abu Dhabi Education Council is funding the implementation of the e-Citizen programme to all interested parents of public schools students in the Emirate.

Public service messages through the creation of newspaper ads, flyers, posters, roll up banners, and website banners were designed by ICDL GCC in support of the project, personalised per targeted groups, such as women, parents, senior citizens, job seekers, etc. open days across the Emirate where held, with TV/Radio coverage to announce the project and answer inquiries and encourage citizens to enrol.

Impact

The e-Citizen project was launched at the beginning of 2012 with a pilot of 1,000 female participants from various remote areas and from different demographic groups (housewives, retirees, public sector employees, students, etc.). As a result of this initial success, a financial commitment was received from stakeholders to enrol 3,000 male female participants, to be completed by the end of this year. Significant support is pouring in for this initiative whereby the government of Abu Dhabi is confident to be able enrol 10,000 participants per year for the next five years. A considerable amount of quantitative and qualitative measurement has been conducted throughout the e Citizen project, assessing number of attendees, their demographic make-up, the increases in knowledge pre- and post-training, and the number of certifications achieved. Participants' lives have been enriched through greater confidence and knowledge but also through greater efficiency - tasks that used to be more cumbersome to complete can now be done much quicker. For example, people living in rural areas had to travel a long way and for a long time in order to access government services, whereas now they are able to conduct a lot of their enquiries online.

Quotes

H.E Rashed Lahej Al Mansoori, ADSIC Director-General, commented:
"The e-Citizen initiative is designated to enable some categories of local community to gain the skills required to effectively use the Internet, perform online transactions and access e-services, information, products and services online."

H.E Mariam Mohammad Al-Rumaithi, FDF General Manager, said:
"FDF attaches great importance to cooperating with ADSIC in order to enable the women of Abu Dhabi to gain e-knowledge to keep abreast of the latest urban and technological developments."

Dr. Mugheer Khamis al Khaili, of the Abu Dhabi Education Council (ADEC), commented:
"Many transactions and communications today are conducted through the use of technology. Abu Dhabi seeks to enhance advanced e-systems, to disseminate e-knowledge, and to focus on its effectiveness."

Mariam Al Hosani, (29 years old) participant:
"Not having the basic computer skills made me scared to use technology before. Having gone through ICDL's e-Citizen programme, provided by ADSIC, I can now carry out many tasks safely and quickly. The teaching was simple to understand yet practical in helping me to put my learning to use immediately."

Fathima Ahmed Al Shehhi (26 years old) participant:
"Living in a more remote location meant that I had to spend many hours to reach many government services so I would only go when I could not avoid it anymore. Having attended the ICDL e-Citizen programme, I can now access those same services right from my home, saving me time, energy and meaning that I can do this anytime that it suits me."

Images

Trainer: *"The ECDL is suitable for this project as it is multifaceted and easily implemented in everyday work situations."*

HUNGARY
ECDL HUNGARY AND THE MINISTRY OF CULTURE AND EDUCATION AGREEMENTS 2002 - 2010

Introduction

In 2002 the Ministry of Culture and Education of Hungary decided to implement the 'Give Future a Chance' programme during 2002 and 2003, with the aim of supporting ICT education in secondary schools. Under this scheme, and through an agreement with ECDL Hungary, it was decided that the ECDL certification programme would be promoted and funded by the government. This meant that all secondary school students on their final year could take the 7 modules ECDL tests, and when they have passed all of them, the registration and tests fees were fully reimbursed by the Ministry of Culture and Education.

At the same time, ECDL certification was recognised under the 'National Upgrading Programme for Teachers', supported by the Ministry of Culture and Education and became an official accredited training programme for Public Officers, supported by the Prime Minister's Office. During the initial stage of the project (2002 – 2004), 20,000 teachers, 15,000 magistrates and around 5,000 civil servants participated in a competition to win a free PC, based on the condition that they achieve ECDL certification. After that phase of project finished, the National Upgrading Programme for Teachers, which establishes 120 hours of mandatory training every seven years for each teacher, allows them to get the necessary credit points for the programme - also based on their attainment of ECDL certification.

In 2005, there was another step to further integrate the ECDL programme into the official secondary school curriculum, as the Ministry of Culture and Education of Hungary selected ECDL as the standard for public secondary schools. This means that the final ICT exam curriculum covers all items of the ECDL Syllabus, which is updated from time to time.

Project Description

Implemented in 1994, the Hungarian 'National Register of Qualifications' (OKJ) had initially two ICT basic levels of certification for certain professions: an end-user level and a software manager level. By the beginning of the 21st century, with ICT spreading to almost every professional and personal field it became clear that those basic qualifications were dated and a more comprehensive approach focusing on digital skills for everybody was needed. ECDL Hungary actively promoted the advantages of ECDL: its wide European recognition, vendor independence and flexibility for implementation. Due to these characteristics it was selected by the Ministry of Culture and Education as the standard for both professionals and students. This means that from 2005 the Hungarian public education ICT syllabus matches the international ECDL syllabus.

At the same time, ECDL training and testing are nationally accredited by the 'Adult Education Accreditation Committee' (FAT) of the 'National Labour Institute' (NMH). This official recognition means that schools, institutes and other public or private organisations can apply for different European Union funds for ECDL programmes.

The different agreements with the Ministry of Culture and Education of Hungary started in 2002 with the 'Give Future a Chance' project, which finished in 2003 and the 'National Upgrading Programme for Teachers' programme, which is still running.

Under the National Upgrading Programme for Teachers, the main objective was to train a competitive workforce with highly required skills, especially those related to ICT, based on European standards. For most teachers, this involved becoming familiar with the possibilities of applying ICT to their teaching activities and also closing the gap existing between them and the new 'Generation Z' children (12-18 years olds).

Currently, the Ministry of Human Resources, which has managed the Department of Education since 2010, is preparing a new Public Education Law, including the national requirements for ICT education. The latest initiative, the 'Digital Renewal Action Plan', has a goal to make 1 million people digitally literate by 2014. However, the concrete actions and programmes are still in development. ECDL Hungary continues advocating on the importance of digital competence and supporting the education sector's requirements at various levels.

Delivery details

Most educational programmes are based on the ECDL 7 modules certification, ensuring that a comprehensive level of digital competence is achieved. However, demand requirements motivated ECDL Hungary to implement the first pilot project of the ECDL Select programme in 2007. This provides more flexibility, establishing 4 fixed modules and allowing candidates to choose the remaining 3 among all the available ones, including Web Starter and Image Maker. This has proved to be very successful and more than 70% of the test centres decided to offer this alternative.

ECDL Hungary has an extensive network of more than 350 test centres throughout the country, including some accessible for people with special needs, such as the visually impaired. Among them, approximately 250 are public schools. Any education institution can choose to apply to become an ECDL Accredited Test Centre. Upon successful accreditation they receive a 2 days training for their future testers from ECDL Hungary. Then, they might decide to become involved in the different national or regional educational programmes. Other secondary schools may also participate through resourcing to the facilities of external Accredited Test Centres.

Funding

Funding for each programme varies. During the 'Give Future a Chance' programme, all secondary school students in their final year could take the tests for 7 modules, and when they have passed all of them, the registration and tests cost was fully reimbursed by the Ministry of Culture and Education. After it finished in 2003, students continued applying for the ECDL certification, covering themselves the cost of the registration fees with a special discounted rate. ECDL Hungary has agreements with the test centres so they both offer a partial discount to these candidates.

At the same time, there have been several local initiatives where municipalities or schools have provided funds covering – either partially or totally - the cost of the certification for students or teachers. Moreover, teachers usually get economic assistance from the Ministry of Human Resources, under the 'National Upgrading Programme for Teachers'.

Impact

From 2002 to 2010, under the different programmes developed with the Ministry of Culture and Education, approximately 3,000 secondary school students and 25,000 teachers were ECDL certified free of charge. Many more students participated in the programme, covering the cost by themselves. By April of 2010, the number of registered candidates in Hungary exceeded 365,000 and 235,000 had already obtained an ECDL certificate, the highest percentage of these total figures of being students, at approximately 75%.

Quotes

"I complete my homework more quickly and have more time for playing. The word processor helps me a lot with my spelling, spreadsheets in maths, and it is great to look for illustrations on Internet for my homework in Geography. But the best thing is that I can contact my cousin living abroad whenever I want by email or Facebook. First, I just accompanied my mother on a computer course, and there I was attracted by the idea to achieve the ECDL standard. It was a good decision!" Marcell Buda, 9 years old, student

"Since I have achieved the ECDL standard, I just can't imagine my life without PC. Not only because of the school – though we have had to write homework on PC for a long time now – but also because I can manage my everyday life with the computer: I can contact my friends, I know about programmes, I can book tickets and accommodation, and I can also look for a job abroad." Zsanett Bódi, 18 years old, secondary school student

"I became ECDL certified through the National Teacher Upgrading Programme. I am very happy with it as on one hand it opened new horizons for me in my teaching methodology, and on the other hand, I have to say that it is good to feel that my students appreciate my new knowledge." Éva Hoffmanné Bozsik, teacher

IRAN
ICDL INTERNATIONAL CERTIFICATION IS ENDORSED BY IRAN'S
GOVERNMENT AS THE IN-SERVICE AND PRE-SERVICE CERTIFICATION

Introduction
'In-service and pre-service training' has been discussed in Iran for a long time as one of the main means of achieving economic growth. The objective of this project was to improve the skills and knowledge of the employees and those who are going to begin their work in a public organisation. In-service training depends on the employee's position and range of responsibilities. It provides an opportunity for the employees to develop their skills that are necessary for their work and therefore, achieve a higher rank, and use the facilities the organisation provides for them more effectively. The pre-service training on the other hand is necessary for anyone who would like to be recruited in a public organisation. The pre-service certificates are the criteria by which jobseekers are evaluated. These certifications should be approved by the Presidential Office. The human resource deputy of the Presidential Office evaluates and approves the centres and institutes that would like to provide in-service and pre-service trainings.

As the improvement of ICT skills for the state employees is an integral part of the 'in-service and pre-service training' project, negotiations were made with the Presidential Office since 2009 in order to get their approval of ICDL certificates approved as an in-service and pre-service certificates.
The objectives of this project are:

1. To provide training and testing for the state employees
2. To get government approval for ICDL certifications
3. To improve the standards of training and testing
4. To provide the employees with an international high-standard certification
5. To develop skills and knowledge of the workforce
6. To promote the efficiency and productivity of the organisation
7. To enable the better usage of ICT infrastructures
8. To promote the quality of the organisation's outputs
9. To promote productivity in the workforce and therefore reducing the waste of time and resources

Project Description
In spite of many difficulties and challenges, ICDL Iran could successfully introduce and promote ICDL programmes to the Human Resource Deputy of Presidential Office in order to get their approval of the program as an in-service and pre-service certificate. This initiative focused on the importance of training for the workforce as the main influential factor of economic, cultural and social development.

During several meetings with the managers and professionals of Human Resource Deputy of Presidential Office in ICDL Iran office, the standards of training, testing, issuing certifications and audits were evaluated, and finally this organisation endorsed ICDL as the standard qualification for all state employees. This decision was officially communicated to the government's offices in all provinces through circulated memoranda, through the official website of Education Ministry, and also through the ICDL Iran website.

Impact
As a result of this project ICDL certificates are accepted as in-service and pre-service certificates for all state employees. There are approximately 20,65300 employees working in public organisations, 35% of which are female and 65% are male. This provided a very good opportunity for ICDL Iran to introduce and expand ICDL as a means of economic and social growth to a large group of the society. When they successfully complete ICDL modules, they also have the chance to know about other ICDL programmes and improve their skills according to their responsibilities in their position. The families of these employees also showed their interest in ICDL programmes.

The endorsement of ICDL certificate as in-service and pre-service certification by Human Resource Deputy of Presidential Office resulted in an increase in ICDL training and testing. Before, the implementation of this project it had no score for the public employees. However, when the project was implemented the employees not only gain ICT skills and knowledge to use in their workplace, but also could use some benefits and scores provided by the organisation for those employees who have an ICDL certificate.

Images

IRELAND
STRENGTHENING DEFENCE FORCES IRELAND'S ECDL PROGRAMME WITH A FULLY AUTOMATED ECDL E-LEARNING AND TEST SOLUTION

Introduction

Defence Forces Ireland's mission is: "To contribute to the security of the State by providing for the military defence of its territorial integrity and to fulfil all roles assigned by Government, through the deployment of well-motivated and effective Defence Forces." When not actually engaged in operations, the objective of Defence Forces Ireland is to train in order to achieve the degree of operational effectiveness, which their ethos and their assigned roles demand.

Defence Forces Ireland, in co-operation with the Irish Department of Defence began delivering the ECDL programme in early 1997. The ECDL programme is part of an ongoing effort to provide administration staff and soldiers with essential skills and certifications recognised nationally and internationally within the civilian world.

Defence Forces Ireland's long association with ECDL has resulted in the successful deployment of the programme as a vital part of the training plans for members of the organisation.

However, the conversion to an automated e-learning and test suite, while greatly enhancing the efficiency of the programme delivery, created significant challenges for Defence Forces Ireland. It necessitated changes in the training centres' organisational structures to clear the path for a smooth installation.

Project Description

A meeting was called between IT principals across all Defence Force Ireland divisions and the ICS Skills team to explore the scale of the conversion project and the impact it would have on the ECDL programme. A demonstration of the ATS (automated test system) was followed by a discussion, where the benefits and challenges of implementing the system for the organisation were discussed. The benefits included, savings on administration, the availability of e-learning to locally and internationally based soldiers, and automated test correction which would ensure consistency, integrity and instant feedback of test results. However the changeover was not to be without its difficulties.

A plan was drawn up over a period of months. The major implementation issues centred upon security. Security is obviously a major issue for Defence Forces Ireland. It took considerable time and effort to add the additional hardware and software filtering required to all of the test centres throughout Ireland. It was a major task to design a secure system which would meet the security criteria of a stringent military audit. After much iteration the system was accepted as secure and the project could proceed. The network was designed to have a central station located at the 'Curragh Camp' controlling 5 satellite centres. Each student had their own unique password to log in to the system and had access to their learning resources, tests and results. All tests credits and certificates are handled through a secure control centre.

Impact

ATS has greatly enhanced Defence Forces Ireland's test facilities. This investment in the ECDL programme strengthened its impact on the organisation and has enabled a much larger number of soldiers to enrol in the ECDL programme. Since March 2012, 400 students have been enrolled into ECDL classes, and army policy now mandates ECDL for certain promotions and having ECDL is a key factor in selection for service overseas.

It did this by offering greater flexibility, so that participants now had the option of both face-to-face and e-learning courses, and testing sessions could be offered more frequently without the workload of marking. The greater flexibility of e-learning, along with the advantages of diagnostic testing, allows extra tuition to be given if requested by any student.

ATS also allowed the provision of ECDL training, using CD-ROMs, to those serving overseas in South Lebanon. Some 65 members of the Irish peacekeeping contingent undertook the course and they were tested on their return.

Quotes

"Computer literacy is an extraordinarily important issue in our society and ECDL is a way to ensure that people get access to basic training," said Jim Friars, Chief Executive of ICS Skills.

"For instance, spreadsheets, word processing, presentation, use of the internet for business purposes, setting up a database, none of these is within the skill sets of the average person who hasn't been trained, yet now they're basic life skills for anyone embarking on a career pretty much in any field.

"That's why it's fantastic to see the Defence Forces are ensuring that their members at home and abroad are equipped with these important skills and helping to ensure digital literacy for all in Ireland," Friars said.

Padraig Ging, responsible for the overall management of ECDL within the Defence Forces Ireland commented: *"The capacity of the testing centres was more regularly becoming oversubscribed. The necessity to provide larger facilities and more courses is now being addressed. An ECDL certificate is now considered a pre-requisite for progression within the Irish Army in that some appointments require ECDL certification, with the certification also being a key factor in the selection of soldiers and support staff for overseas deployment".*

Images

Photo, left to right: Sgt Padraig Ging (ECDL co-ordinator), Col Michael Meehan, Mary Cleary (Deputy CEO ICS Skills), Pte Melissa Martin, Jim Friars (CEO ICS Skills), Cpl Jonathan Santa Maria, Sgt Will Fitzgerald (Project Manager), Sgt Sinead Wearen, Maj Gen Ralph James (Deputy Chief of Staff Operations), Lt Colonel Anthony Barcken, and Col John Tolan

Photo showing Defence Forces Ireland training room (source Defence Forces Ireland website)

POLAND
'KLASA ECDL' IN GIMNAZJUM NO 34 IN SZCZECIN CITY

Introduction
The first 'Klasa ECDL' (ECDL Class) was established in Gimnazjum (Public Secondary School) No 34 in Szczecin at the beginning of the school year 2009 - 2010. The main goal of starting the programme was to take advantage of modern information technology tools and combat against the digital exclusion of children, as well as to give them the opportunity of a better start into adulthood. The main aim of the ECDL Class is to prepare all students so they could leave school with an ECDL certificate. The classes and tests are led by certified teacher and ECDL Accredited Tester – Miss Anna Jasik.

In June 2012, graduates of the first 'Klasa ECDL' in Poland received their ECDL certificates, together with their secondary school diplomas. As a result of 3 years extensive training, 25 out of 27 students enrolled for ECDL tests and all of them passed the tests.

Project Description
The Szczecin 'Klasa ECDL' is the first class in the Polish public education system to have fully adapted their IT education classes to the ECDL syllabus. However there is a lot of schools in Poland where students could participate in ECDL training, pass ECDL tests and get certificates.

The ECDL Class has an additional IT course 2 hours per week (1 hour per a group of maximum 15 students). At the same time there are additional maths classes, which broaden students' mathematical skills in the field of algorithmic and mathematical logic (1 hour a week). Students have also English classes, which include computer science language.

Students and their parents have been enthusiastic about the idea of creating classes which give the opportunity of gaining the certificate after 3 years of education. The programme continues and currently there are ECDL classes on all 3 school levels.

In the school year 2011/2012 additional ECDL classes were granted by the City Council of Szczecin as a part of the 'Quality Programmes Implementation Project'.

The ECDL Class students take part in promoting the ECDL programme during the School Open Days by encouraging future pupils and their parents to consider the ECDL Class. They stick up posters, distribute leaflets, and share their experiences as students of the ECDL Class.

The graduates hope to continue their ECDL training in the future. In order to facilitate their ambitions, 34th Gimnazjum Principal, Ms. Iwona Potrykus, has initiated cooperation with local liceum (the upper tier of Polish secondary education system), where her former students can receive training in the ECDL 2D CAD module.

Impact
After 3 years of experience in leading ECDL Classes, teachers, principals and parents know that it was 'a bull's eye' to introduce this type of class in their school. The students achieve high scores and are prepared very well for all 7 ECDL modules' tests. The school plans to continue the ECDL Class project because the ECDL certificate gives their students a better start into adult life, and gives them the opportunity of taking responsibility for their future.

Quotes

One of the graduates, Kacper Fijałkowski, speaking to the local radio station (Radio Szczecin) stated:
"I'm convinced that the ECDL certificate will prove our digital skills, and it is a valuable asset for future education and work. I think the additional learning time is worth it. I highly recommend the 'Klasa ECDL' to everyone."

Images

ROMANIA
QUALITY EDUCATION AND KEY COMPETENCES ACCESS FOR DISADVANTAGED STUDENTS

Introduction

Computer skills are crucial to getting a job today in almost any working environment. As the ICT hours in school are not sufficient to fully prepare students for working with the computers when they finish school, an internationally recognised certification programme is required.

The project 'Quality Education and Key Competences Access for Disadvantaged Students' provides access to an important certification standard for all students, including students from disadvantaged backgrounds.

The idea for the programme came from Prof. Doina Preda, who is an ECDL examiner at the 'Matei Basarab High School' in Craiova City. She later became the training coordinator for the project. The project started in January 2011 and it will end in December 2012. The project is European funded, with the schools making a financial contribution of 2 per cent.

Project Description

One of the main reasons for including the ECDL programme in the project was due to the recognition of the importance of the students having computer skills. The need for this project was also supported by the fact that the number of hours students spent studying ICT in school was not considered sufficient. The project's initiators felt that in order for students to be fully prepared in working with computers when they finish school, an internationally recognised certification programme was required that would provide the students with the computer skills that are essential for getting a job today in almost any working environment.

Another factor in the decision to include the ECDL programme in the project was the international popularity of the programme – especially in Europe. There were no other competing programmes considered, and as the Matei Basarab high school was already an ECDL Accredited Test Centre, ECDL was a logical choice.

The Specific Objectives of the Project

To:

- Provide guidance and assistance for high school students in choosing a career
- Promote entrepreneurial skills and civic conscience for 180 students
- Create a better match with the labour market needs and help fill a knowledge-based society's needs
- Forge stronger relationships between the educational institutions involved in the project
- Certify students in key computing skills in order to facilitate their transition and access to the labour market
- Create a foundation for lifelong learning

By the end of the project there will be 12 groups in total, with 15 students in each group. This will mean a total of 180 students over the 2 years. The students receive 12 hours of training and a sample test for each of the 7 ECDL modules. If it is necessary, the teachers allocate extra teaching hours after school for students involved in the ECDL programme.

The target outcome of the project is for 75% of the students to obtain the ECDL certification; this will mean a minimum of 135 students. However, to date the school is exceeding this target.

Impact

The schools have noted the value of providing the ECDL programme to their students. The ECDL programme has had a positive impact as students are more aware of the importance of ICT skills. The teachers have also noticed an improvement in the computer skills of the students who have participated in the ECDL programme. The 90 students who attended in 2011 were delighted to obtain their ECDL certificates, and they hope to have a better chance in the labour market owing to their newly acquired entrepreneurial knowledge, and the ECDL certification obtained from participating in the overall project.

The project falls in line with government digital literacy initiatives, such as the 'Education for Information Society' agreement which was signed by ECDL Romania with the Ministry of Education. The main objective is to provide access for all students and teachers in Romania to the ECDL standard, and to raise the digital literacy level in the Romanian education system.

Quotes

"I like inforrmatics and am gaining more and more knowledge In the subject: this certificate will help me in my equivalent diploma and I will be able skip the digital competencies exam at Baccalaureate, and in future, when I look for a job, I will have a certain advantage over the ones that won't be able to prove that they know how to use a computer." – Alexandru, Matei Basarab High School Student

SINGAPORE
ICDL IN THE NATIONAL UNIVERSITY OF SINGAPORE

Introduction
Singapore is one of the most successful markets for ICDL Advanced worldwide. It is also the first country to provide funding for the ICDL Advanced programme through the 'Singapore Workforce Development Agency' (SWDA). The increased recognition of the importance of digital literacy, and the associated productivity gains from having employees who are equipped with the necessary ICT skills has played a big role in the success of the ICDL programmes. The availability of government funding has also been a significant factor in the uptake of the programme across various organisations and sectors of society.

One example of the successful implementation of the ICDL Advanced Programme within the public sector is an ongoing ICDL project within the National University of Singapore.

Project Description
Over the past few years, the National University of Singapore has made ICDL training and certification available to its entire administrative staff. Staff members sign up for the modules on a voluntary basis. The full range of ICDL Advanced modules, along with the ICDL word processing, spreadsheets, presentations, and databases modules are offered. These ICDL modules have been selected as they are based on the most common applications that the employees utilise on a daily basis. As a result of employees' heavy use of computer based applications it is essential that they are able to utilise the various functions within each of the aforementioned applications. Through participating in the ICDL programme, university staff members are developing the ICT skills required to carry out their job roles more efficiently.

The university has a very good relationship with a local training provider and ICDL Accredited Test Centre in Singapore. The ICDL Accredited Test Centre has been a long-term service provider to university, so much so that a waiver of competition was sought to award the contract. The training centre is managed in-house: the trainers and testers travel to the university's training facility to deliver the ICDL programme and certification tests on campus.

The National University of Singapore considered other certification options but they decided on ICDL based on cost competitiveness and their strong relationship with the local ICDL Accredited Test Centre.

The cost of delivering the ICDL programme is sponsored by the university together with funding received from the Singapore Workforce Development Agency.

Impact
As well as demonstrating a measurable return on investment in technology and training, the ICDL programmes have improved the level of ICT literacy amongst staff and have had a noticeable impact on their productivity.

Since the National University of Singapore has offered the ICDL programme to its administrative employees, over 900 individuals have achieved ICDL certification. The university will continue to make ICDL available to its administrative staff into the future. Over the next few years a further 600 more individuals are expected to go through the ICDL programme.

SOUTH AFRICA
THE CAPE ACCESS PROJECT: PROVINCIAL GOVERNMENT OF THE WESTERN CAPE (PGWC)

Introduction

This project is one that defines ICDL South Africa's (ICDL SA) mission statement as it socially includes the marginalised groups and provides access to an internationally recognised certification to those who would have otherwise not had access. It also allows us to work closely with the provincial government to really impact on small communities and change people's lives. The 'Cape Access Project' is part of the Provincial Government of the City of Cape Town's strategy to stimulate economic competitiveness, job creation, raise the standard of living of the Western Cape's citizens, and to bridge the digital divide and participate in the knowledge economy. The first centres were registered during April 2011. Currently the project is ongoing and is still expanding.

The initial objective was for the certification of 1,100 community members across the Western Cape. By working with 'Library Business Corners', an initiative set up by the Provincial Government, this partnership sets out to do just that.

Project Description

Mr. Clint Arends, the Cape Access Network Technologist in the Department of the Premier, and Mr. Kelvin Groeneveldt, the Cape Access Programme Manager, worked closely with ICDL SA Project and Development staff to implement ICDL training and testing at the Cape Access Centres.

ICDL Auditors were sent out to 20 Cape Access Centres in towns across the Western Cape to complete the centre registration forms and carry out site visits. 40 Individuals (2 from each centre) were selected to be registered as Trainers or Test Supervisors and were provided with ICDL training and testing. The ICDL 'Train the Trainer' workshops took part in July to October 2011. Those who didn't pass their ICDL tests the first time were assigned to the Student Liaison Officer, who tracked their progress in completing their ICDL courses and actively worked with each individual to achieve their ICDL goals. Centres that were ready to begin rolled out ICDL training to the local community, starting in March 2012.

Previously, each Cape Access Centre had been offering basic computer skills, all at different levels of competency. ICDL certification would not only provide candidates with a standard to achieve, but also with a recognised qualification that would improve their employability and further study prospects.

Community members apply to enrol for the ICDL programme at each Cape Access Centre and are selected according to predetermined criteria. The certification is offered free of charge, with candidates only paying for re-sitting tests (in the event of a fail mark), or if they lose their candidate registration. All material is sent to the centres to distribute to individual candidates. Once candidates are ready to be tested, the ICDL SA Project Office sets about the task of making sure all testing and requirements are in place for testing to take place in a seamless fashion. Log books are sent in by the centres and a graduation is held at a ceremony where local business leaders are invited to congratulate the ICDL graduates.

So far, 280 candidates are enrolled on the ICDL programme at 6 Cape Access Centres. As the other 14 Centres begin their selection processes and training, the number of registrations will grow.
The challenges of this project were that with 20 training sites (and an additional 6 in the process of registration) scattered across a province approximately the size of Greece, often in very rural towns, travelling to each site to provide assistance and administration/process training is time consuming and expensive. Driving long distances is often the only way to get to these centres, and requires days of travel and accommodation.

A further challenge is the language barrier: in some instances, most of the individuals speak English as a second or third language.

The skill levels of the potential Trainers and Testers was also a challenge, as most had never had any real training experience and/or struggled to complete their ICDL training. However, by working closely with ICDL SA, record marks of up to an average of 92% across the 7 modules were achieved by the participants. A prize in the form of cash, an ICDL Advanced log book and free tests was provided by ICDL SA to each top performing student in the region. ICDL gave out a total of 3 prizes for the top performing students.

Impact

Working closely with the Programme Manager and Network Technologist for the Cape Access Project has ensured that any challenges are addressed in a timely manner and that the training of the Trainers and Testers and rollout to the community has been carried out successfully.

The project has brought internationally benchmarked skills within reach of candidates in rural communities, and empowered them to pursue further training and job opportunities. A lot of them told ICDL SA that they felt empowered, and that they were now ready to face other challenges that they thought they would otherwise not have faced.

The 'Skills Evaluation and Training' (SEP) tool within the 'KPlace' software is used to assess candidates before and after the training to assess candidates' readiness for testing. The SEP tool also maps the candidate's required learning path, so makes the learning process quicker and easier.

Candidates also reported that the training had saved them money in that a lot of them could now carry out transactions online and do not need to travel to the main towns to access business services. Web Browsing and Communication (ICDL Module 7) was a popular module as students now reported being able to assist their children with homework by accessing the Internet. Another observation from the candidates was that ICDL had opened the doors to technology for them as they reported that most devices were now accessible to them and they could now use these devices, as the basic concepts had been taught to them using ICDL.

Many of the candidates in rural communities often feel marginalised and cut off from the Government of the country. This group of candidates were full of praise for the Government knowing that it had invested in the citizens and they were now working together as a community. Meeting at the training centres has helped to bring the community spirit closer together.

Additionally, we imagine that a few entrepreneurs will start coming up, as within the centre people may be wanting food, so a few vendors might set up. With more skills being gained by the local people, the business people in the surrounding areas will now be looking for skills locally instead of taking people from the cities. If this happens, not only do families then stay together but that area will now be more economically active.

The project impacted on the business as it empowered Trainers and Testers to impart internationally benchmarked skills to the community, and given them a sense of pride and direction.

Quotes

Pat Bacakace Cakaca (posted on ICDL Africa's Facebook wall)
"Thanks for giving me better skills ICDL, keep it up!!!"

Khaya KaMavume (posted on ICDL Africa's Facebook wall)
"ICDL has helped me a lot. I am a ICT student at UNISA (university). I used to struggle a lot to complete my assignments but after completing ICDL I do not struggle anymore. I am also a computer trainer where I work, training the community in basic computer skills. I even used to struggle to give classes but now my job is easier. I really appreciate what ICDL has done for me and I recommend that every-one completes this exciting and informative course. I now share my knowledge on a daily basis with the community. I am now going to become an ICDL Tester at our centre. Get your skills log book now – only from ICDL."

Angeline Joseph wrote:
"Hi CRM, I am 49 years and started doing the ICDL course. It has helped me to help my community and to understand that education is important. I am now an ICDL trainer. THANK YOU Cape Access and ICDL for giving me a chance in life."

SOUTH KOREA
ICDL'S INCORPORATION INTO THE CURRICULUM RAISES STUDENT ICT LEVELS – ANYANG UNIVERSITY

Introduction

Most of ICDL candidates come from the university market in South Korea. ICDL Korea, 'The Korean Productivity Centre' (KPC), has been putting its full efforts into attracting universities to ICDL, despite stiff competition from the MOS certification. One of major strategies of ICDL Korea to attract universities as customers is to have the ICDL programme incorporated into the universities' ICT curriculum.

'Anyang University' is a mid-sized university in South Korea. It is a private university and it offers undergraduate, graduate, doctoral, and research programmes. The main campus is located in Anyang City, a satellite city of the Seoul metropolitan area. The university has a population of 4,468 students, and employs over 200 staff & faculty members.

ICDL Korea has finally benefited from 3 year-long effort to incorporate ICDL into the computer curriculum of Anyang University.

Project Description

As a result of the South Korean government's ICT-centred policies, college students have developed a high level of ICT literacy from an early age as part of their primary school education. Anyang University was interested in building on this level of ICT literacy and was already considering offering internationally recognised certification programs for their students prior to the KPC introducing them to the ICDL programme.

The University expressed interest in ICDL due to its worldwide reputation and competitive pricing structure, when compared to competitors' offerings. Another decisive factor was KPC's credibility as a public organisation: KPC possesses a well-established reputation as a highly effective NGO within South Korea. The University's Faculty of General Education decided to revise its pre-existing computer education curriculum to incorporate the globally endorsed skill sets of the ICDL syllabus. This curriculum revision has made ICDL available to the entire student population and encourages students to achieve ICDL certification.

This move has been well-received by students and staff alike. For instance, ICDL provides ICT skills development that students need to have before they graduate from university and it is also a reliable assessment tool for their professors. Furthermore, students with strong ICT skills were interested in the opportunity to benchmark their ICT skills to an internationally recognised certification. ICDL training also offers students with weaker ICT skills the opportunity to gain confidence and to build on their current level of ICT literacy.

Anyang signed an Accredited Test Centre agreement with KPC after it decided to adopt ICDL as part of its academic curriculum, becoming an ICDL Accredited Test Centre in 2010, and it commenced testing a year later. The University runs all ICDL training courses during the semester in modern computer labs with full internet access. The ICDL programme's training costs are included as part of each student's tuition. All ICDL candidates are supported by certified tutors and courseware is provided by KPC. At the end of the semester students takes exams in the ICDL Word Processing and Spreadsheets modules. Both ICDL modules are designated computer subjects and form part of the general education curriculum. The results of tests are sent to the Faculty of General Education and therefore become part of the students' overall score credits.

In order to facilitate ICDL testing, KPC has made a special website available for each class; once students are ready to take an ICDL test, they can go online and make a test reservation. The ICDL Testers and KPC support the whole test session and provide close supervision.

Impact

To date, the University has over 2,500 candidates who have successfully completed the following ICDL Modules: Word Processing and Spreadsheets. Over the next 1 - 3 years, more than 3,000 students are expected to take ICDL training courses and tests. These figures will represent an increase in the number of certified students by more than 100%. In its activity of helping to build on the success achieved by Anyang University in delivering ICDL, KPC is contributing to its ongoing effort to promote ICDL within the South Korean Education sector.

Images

Special online test reservation service only for students of Anyang University.

ICDL Korea developed an online system for generating web URLs of test reservation and scheduling test session automatically for each
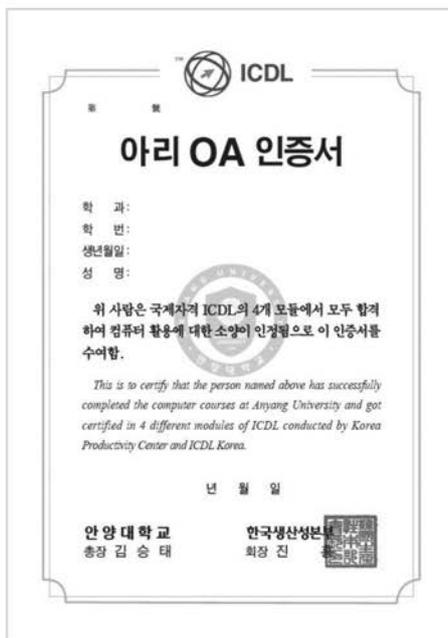
Joint certificate to certify students who finish ICDL training courses for ICDL Start.

SOCIAL INCLUSION

BOSNIA AND HERZEGOVINA
ECDL CERTIFICATION OF YOUNG UNEMPLOYED PEOPLE

Introduction

This project was focused on the ECDL certification of young unemployed people (15-30 years of age), beneficiaries of 16 'Centres for Information, Counselling and Training' (CISO) established within 'Public Employment Services' throughout Bosnia and Herzegovina (BiH).

The 'Youth Employability and Retention Programme' (YERP) is a programme supported through the 'Millennium Development Goals Achievement Fund', funded by the Spanish Government as a contribution to enhance the national ownership of the Millennium Development Goals' achievement, under the UN Reform framework. Five UN agencies (UNDP with UNV, UNICEF, UNFPA, IOM and UNV), in partnership with the government authorities in the BiH, the private sector and civil society are jointly implementing the programme, with the main aim to improve the employability of BiH's youth, while providing new entry points to the labour market.

The specific joint programme objectives are to contribute to:

- Increasing the capacities of the education system and local communities to improve youth employability
- Enhancing the capacities of the Public Employment Services and Civil Society to develop and deliver an integrated package of youth employability measures
- Maximising positive impact of youth migration whilst minimising impact of irregular migrations

The ECDL training and certification provided the participants with the necessary knowledge and skills, to be able to use basic computer programmes, in order to strengthen their professional and employability skills.

Project Description

This project was implemented throughout the territory of Bosnia and Herzegovina, in 16 regional centres (Sarajevo, Goražde, Zenica, Vitez, Bihać, Mostar, Livno, Brčko, Odžak, Tuzla, Prijedor, Banja Luka, Bijeljina, Istočno Sarajevo, Trebinje and Doboj).

The project was delivered in two cycles, from November 2011 to June 2012, and 922 candidates went through ECDL training and certification programme.

A pre-test was organised for 1,250 candidates in coordination with the CISO centres - established within the Public Employment Services. The assessment of ICT skills was focused on Windows, Word Processing, Spreadsheets and Internet and e-mail. About 25 % of candidates failed the pre-test. The best results were achieved in using Internet and e-mail. (Graph 1).

The training was designed to accommodate specific needs of the target group – young unemployed people that have elementary IT skills. The modules by the ECDL training were: Concepts of ICT, Web Browsing and Communication, Word Processing, Spreadsheets, and Presentation, with additional training on Windows 7.

Through this training, beneficiaries were taught how to organise, copy, and record data, and how to use their documents (text, photos, music, movies, etc.), and sort and print different texts using the Word application. Using Excel, beneficiaries learned how to create tables, do calculations in tables, perform analytical and synthetic analyses and make graphical presentations. This training also taught beneficiaries how to create, receive and send e-mails, as well as search using the Internet. Also as part of this training, the beneficiaries had to learn how to use PowerPoint and make presentations.

The learning methodology was interactive, encouraging participants to join discussions freely and to work in groups. At the end of training, testing was carried out for 6 ECDL of the 7 standard modules (except Module 5 - Databases). The candidates were very motivated and successful: 774 candidates completed the certification process.

Project successful data	
Number of candidates	922
Number of ECDL Start certificates achieved	774 (84%)
Average attendance at the training	90%
Average result achieved in ECDL testing	84%

After the training, the participants completed an evaluation questionnaire and assessed the ECDL training, the certification system, the methodology and the trainers, and the results showed a very high level of satisfaction.

One of the questions was focused on strengthening their professional and employability chances, and 72% of participants believe that ECDL certificate will be helpful in finding a job (Graph 2).
Many candidates completed the training and certification for Module 5 - Data base, and were awarded the ECDL certificate.

ICT projects involving young unemployed people, and ECDL as the standard for digital competence was promoted at the beginning of the project, as well as at the award ceremony organised for the beneficiaries of the project who successfully completed the training in all 16 locations.

The consortia made up of 'CCED Sarajevo', 'BHM Zenica', 'Net-Pro Brčko' managed the implementation of the project.

In the period before the implementation of training at all locations, the implementer of the project ensured the necessary preconditions for the implementation of training, including provision of classrooms, staff, educational materials, and the necessary elements for certification, and the equipment. The project team had, in cooperation with UNDP BiH and CISO representatives, defined basic activities planned in the project. Project delivery included the involvement of ECDL Accredited Test Centres authorised in BiH.

Impact
The Youth Employability and Retention Programme (YERP), UNDP BH and Public Employment Services in Bosnia and Herzegovina accepted and recognised ECDL as the standard for digital competence, suitable for unemployed people in order to strengthen their professional and employability skills, and increase their chances for employment.

Young unemployed people included in this programme showed a lower level of digital competenc than expected (although many of them have a university degree). Through ECDL training and certification they acquired the skills necessary to carry out business activities in various sectors.

A survey conducted among the project beneficiaries at the end of training showed a high level of confidence in the ECDL system of certification. A great number of these young unemployed people expect it to be much easier to find a job with an ECDL certificate.

Quotes

Statements from young unemployed people – beneficiaries of ECDL training in Banja Luka are available at:
www.ecdl.ba (ECDL obuka mladih nezaposlenih lica).

Images

Graph 1
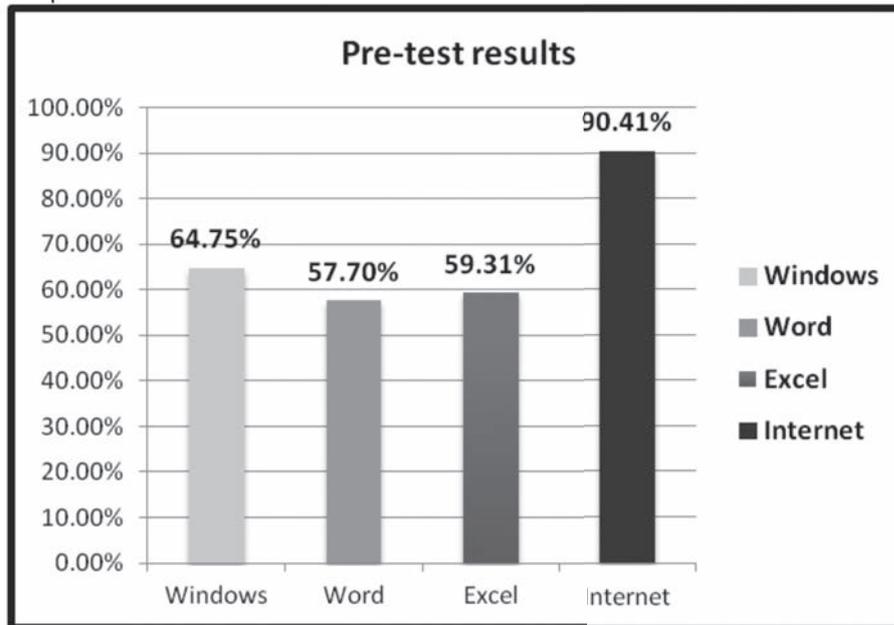
Graph 2
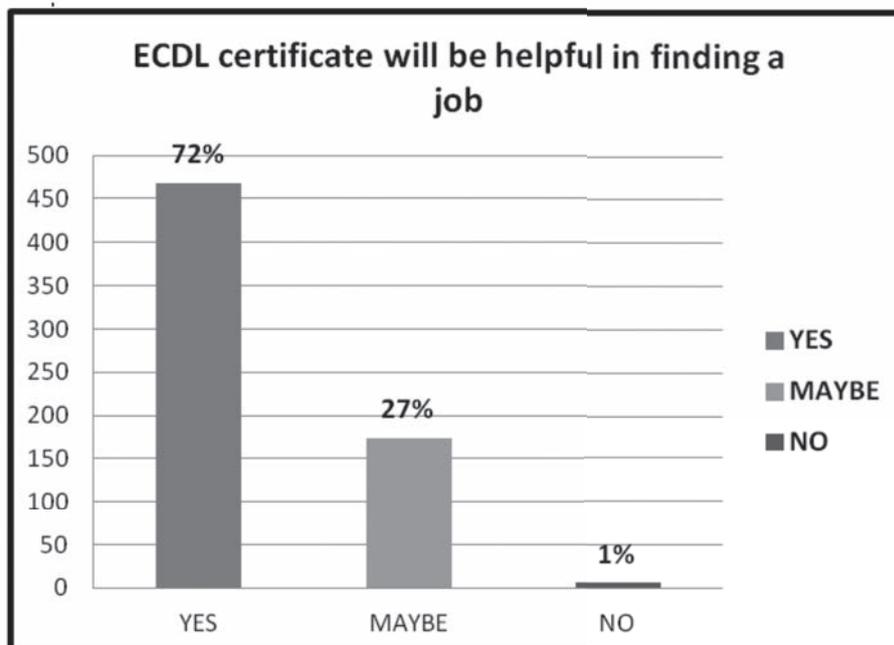
BOSNIA AND HERZEGOVINA
GIVE AN IDEA - BECOME AN ENTREPRENEUR!

Introduction
In relation to year 1992, when Bosnia and Herzegovina (BiH) had 353,053 registered unemployed persons, by the beginning of 2009, the unemployment rate increased to 69.1% (510,534 persons). The proportion of women was 255,816 or 50.1%. By the end of 2009, the number of unemployed women in the Federation of Bosnia and Herzegovina was 179,168 which is 4,382 more or 2.51% higher than in the previous year.

The project 'Give an Idea - Become an Entrepreneur!' was aimed at increasing access to the labour market for newly unemployed women, through training for active job seeking (either for self-employment, or employment, leading to inclusion in the Information Society). Through this project, ECDL was included in the project through the curriculum of the 'School of Small Business' whose motto is: "Every prospective entrepreneur must have computer knowledge (digital competence)."

Because of the economic crisis and recession a large number of working women in the Sarajevo Canton lost their jobs. In most cases newly unemployed persons are much more motivated and optimistic in their search for work. They still have not lost confidence in their own ability or in their chances of finding new employment. Employment opportunities for newly unemployed persons need to be improved and the risk of long-term unemployment needs to be prevented, as does the related decay of skills and of the willingness to work. The main challenge for the project was to prevent the conversion of loss of employment into marginalisation in the labour market, which so often leads to permanent poverty.

Under this project, the School of Small Business was established in order to improve competence in the field of self-management business, where the participants were encouraged to develop a business plan for the activity they wanted to set up. They were highly motivated by the fact that the implementation of the two most successful business plans would be financed with the amount of 10,000 KM (approximately €5,000) and provided with hands-on assistance in the first three months.

The next training all of the participants of the project attended was the 'ECDL School for Computers' because computer literacy is essential for every future successful entrepreneur and also for every person who is looking for work. We corroborate this statement with the fact that in almost 90% of 2,786 published employment ads in BiH in the year 2009, for a total of 5,649 positions, employers were looking for additional knowledge and skills. Excellence in ICT and software, as well as an active knowledge of the English language, were required in 70% of advertisements.

Project Description
The goal of this project was to reduce the poverty and social exclusion of newly unemployed women through education and self-employment. The project was implemented in eight phases that lasted a total of 14 months.

- Preparatory Activities - In cooperation with the coordinator of the Federal Employment Service, the criteria and methodology of candidates' selection who attended this training were defined. Then, training schedules and promotional materials were developed - leaflets and posters, and the project was presented to selected employment offices, and other preparatory activities were carried out:
- Forming Groups - This is a very important stage. A sufficient number of quality applications had to be gathered before the groups could be formed
- Establishment of The School of Small Business - The training in the School of small business for 340 unemployed women lasted for 48 hours
- Training Within the ECDL School - Within this school, training for MS Windows, Word, Excel and Internet / Outlook was delivered to 340 candidates. The training within this school lasted 60 hours. After completing each module's training, candidates' testing was scheduled Candidates who successfully passed all four modules received the internationally recognised ECDL Start certificate
- Evaluation of Submitted Business Plans - After completing the School of Small business, the candidates had 2 weeks to complete their business plans. Thereafter, the Commission, com-

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posed of representatives of the 'Foreign trade Chamber of Bosnia and Herzegovina', the 'Federal Employment Agency', lecturers and consultants, under established criteria, carried out the evaluation of the submitted business plans. Upon selection of the most successful business plans, contracts were signed with their authors

- Monitoring of New Businesses - After signing the contracts, the procedure of registering the company was initiated, as well as providing necessary equipment, connecting with potential future partners and other necessary activities. These activities were all aided by the consultants
- Evaluation of The Projects' Success- Upon completion of each training 'school' and at the end of the monitoring, the projects' succes was evaluated
- Project Promotion - A PR conference was organised to present the project results, followed by the certificate presentation ceremony

Impact

- The project increased the employment and self-employment of women
- Two new small businesses were set up
- 340 women trained in ECDL modules 3, 4, 5 and 7. All participants were tested for the ECDL Start certificate
- 340 women trained for developing business plans and seeking financial resources to start their own business, and for actively seeking work
- 340 women acquired additional knowledge and skills required in the labor market and thus become more competitive
- 340 women were given a certificate for passed exams or certificate of attendance that can be used for input in their biography and thereby enrich it
- 340 women acquired the knowledge and skills necessary to start a new business and to seek bids
- Qualified women who find work or start a small business contribute to their own mental and physical satisfaction, and social integration into society. In addition, they contribute to the financial stability and satisfaction of their own families and the local community. If 5% of the women (7 women) start a business that will employ one or two persons, we will have a chain reaction employing 14-21 more people, twenty financial improvements to the household budget, and therefore 20 more satisfied families
- By achieving the planned objectives, other unemployed persons will be motivated to take part in future programmes

Quotes

"I passed the ECDL training and the School of Small Business. I won first place for my business plan 'Farming of Herbs and Herb Salads"!. This award was a great encouragement for me and an incentive to start my own business. I have learned things here that can really help me in my life. Also, I have spent time with women and seen that I am not the only one without employment." Aida Smajic, beneficiary

"I want to emphasise the importance of this project, hoping that the employers will recognise the great quality in us and give us a chance to prove ourselves... nothing else remains other than to thank you for the entire project."
Mersima Katica, beneficiary

Images

CROATIA
THE INFORMATION, EDUCATION AND TECHNICAL SUPPORT CENTRE FOR VISUALLY IMPAIRED PERSONS

Introduction
Computer literacy is an imperative of our time and a part of general modern culture. The universal presence of ICT in everyday life and work means that the future is dependent on the knowledge and use of new technologies. For this purpose, we, the 'Croatian Association for the Promotion and Development of Tiflotechnic' (HUPRT) have designed a programme named 'The Information, Education and Technical Support Centre for visually Impaired Persons'. This programme is financially supported by: the 'Ministry of Health and Social Welfare of the Republic of Croatia'. Our programme partners are: the 'Croatian Employment Office' and the 'Croatian Information Technology Association'.

The specific objectives of the programme were (and still are) to: motivate and empower people with disabilities to participate in various educational training measures, which would: provide them with newly-developed ICT skills; provide support in their efforts to gain new knowledge and skills; develop systematic information about the new possibilities offered to persons with disabilities; systematically provide technical support to users of computers and other technological aids; encourage greater mobility of persons with disabilities; encourage persons with disabilities to take active involvement in social trends; encourage greater involvement of persons with disabilities in social problems.

Project Description

Through our main activities:

- We inform and advise users about the rights and opportunities, especially in the field of lifelong education, thus increasing their employability. We promote an exchange of information and experiences to users through: social networks, email, classic mail, telephone, printed materials, and direct contact in the office
- We organise thematic workshops aimed at personal development of our users. Through the interaction, practical exercises and personal stories we strive to encourage and develop self-confidence, communication, self-advocacy, the importance of lifelong learning, self-employment and entrepreneurship
- For users of 'JAWS' (screen reading software), we are organising basic computer training using our own teaching material. Following the wishes of users, we also provide short educational programs on using specific software and applications
- By opening the first ECDL Accredited Test Centre for people with disabilities in the Republic of Croatia, we ensured continuity in performing certified computer training. The area of the test centre is accessible to all people with disabilities. The proposed facilities are available to everyone, and will be expanded and upgraded according to users' requirements.
- We provide technical support for blind and visually- impaired computer users through maintenance, and a professional support service
- We emphasise that all services for our users with disabilities are free because these persons are usually unemployed or they work at low paying jobs. Since its foundation, HUPRT has aimed to provide systematic support for its clients

Cooperation with the related organisations and local government services is of great significance for the Association, especially in the field of: information gathering about the needs of persons with disabilities, developing new ideas, better organisation of activities in order to avoid repetition. During the last three years, HUPRT has provided ECDL training for more than 100 blind and visually impaired persons. This project is funded by the' Ministry of Health and Social Welfare of the Republic of Croatia'. This centre also employs persons with disabilities.

Users covered by our programme are all visually impaired persons in Croatia, with special emphasis on:

- School and college students (who want to use the internet, read digital books, communicate via social networks, independently create written submissions, electronic music etc.),
- Employed persons (who want to advance their careers or maintain their current job)
- Unemployed persons who want to find a job

Impact

According to the data of the 'Committee for Human Rights and National Minorities' we have 5,806 blind or visually-impaired persons in Croatia, while in the city of Zagreb and Zagreb County there are approximately 1,300 blind and visually impaired persons. Contrary to all laws, rules, strategies and other directives, there is a very poor record in hiring blind or visually-impaired persons – especially those with a secondary education. Therefore, the association has launched an ECDL training and certification project for persons with impaired vision, because they are today without the minimum level of computer literacy, and therefore unprepared for most jobs.

Also, in the Republic of Croatia there is no systematic support for persons with disabilities that would enable them to independently work with computers or technical support services.

The evaluation results of our work have identified the need for informing persons with disabilities about their rights and opportunities for non-institutional education and various training courses, and their right to technical support. The specific problems of different categories of persons with disabilities have resulted in their inability to freely engage in non-formal education to enhance their employability.

The overall objective is to improve the system for lifelong learning for persons with disabilities, to provide opportunities for acquiring new knowledge and skills so as to better engage in normal flow of life and actively participate in social events. The target groups are all persons with disabilities in Croatia. Our wish is to maintain permanent activities available to all our clients , which is why we opened the first ECDL Accredited Test Centre for persons with disabilities in the Republic of Croatia, and that raised awareness about the importance of ICT skills.

Quotes

Ms. Anka Slonjšak, B.Sc.Oecc., Ombudsman for persons with disabilities
"The opening of the Centre makes me happy. This Centre is the culmination of many years of hard work by HUPRT. With this act you encourage creativity, ensure the independence and autonomy of blind and visually-impaired persons and their full inclusion and equal participation in all spheres of social life. I wish for these centres to become a place of knowledge and skills that serve people with disabilities, but also place where people with disabilities can affirm their ideas, develop skills and enhance knowledge."

Imagee

IRAN
EQUALSKILLS INTRODUCTION IN 45 DAYS

Introduction
This year, ICDL Iran introduced an initiative in order to improve and promote ICDL programmes.
The aim of this initiative was to introduce the EqualSkills programme in three months. Since the technology advances very fast in society, people should be equipped with the ICT skills in order to be able to use technology. Older people and those who do not have necessary ICT skills are at risk of being excluded from the society if they do not attempt to gain these skills. This initiative was aimed at older people who are reluctant to learn the skills of using the Internet and computers. ICDL Iran introduced EquallSkills to this group to make them interested in the programme. The benefits of this programme were introduced to the defined target group and the candidates could use the discount rate applied considered for registrations during this season (i.e. the three month period).

Project Description
Throughout the three months, marketing materials for the EqualSkills programme were provided to the test centres. Brochures that introduce the programme were developed and its artwork was provided to the test centres so that they could reproduce and distribute the brochures. Articles were also written by the experts introducing the programme, its benefits and the necessity of digital literacy for all groups of society.

Furthermore, packages containing an EqualSkills coursebook and a Skills Card were prepared by ICDL Iran and sold at lower prices. Candidates who registered earlier could benefit from more discounts. Furthermore, ICDL Iran awarded 3 gold coins to the candidates who registered during the implementation of the project by drawing lots.

ICDL Iran also developed some cartoons describing the EqualSkills programme. The design art of these cartoons was provided to the test centres, so that they could use them to promote the programme.

Impact
Some test centres took part in this project and during its implementation there was an increase in the recognition of the EqualSkills programme. The project was implemented for parents in some of schools and they were satisfied with the results because they can help their children at home with their homework. They are also able to use computer and the Internet to do their daily work online.

Images

JORDAN
ICDL IMPROVED LIFE OF REMOTE AND UNDERPRIVILEGED CITIZENS IN JORDAN

Introduction
The 'Knowledge Stations' initiative started in 2001. It aimed at preparing Jordan to the knowledge economy by enhancing the competitiveness and skills of citizens and communities by enabling Jordanian citizens to possess and effectively use ICT skills. From the very beginning, it was foreseen to give special attention and focus to remote and underprivileged areas. The initiative started with the support of the government, and it was implemented by the 'National Information Technology Centre' (NITC), with partial funding from the 'United Nations Development Programme' (UNDP), the 'Ministry of Planning and International Cooperation', and the Royal Court.

With time, the Knowledge Stations gradually shifted from an 'initiative' to a significant 'project' at NITC – ultimately comprising of 185 Knowledge Stations. Each Knowledge Station (KS) is a small ICT centre aimed at serving the local community. Centres are hosted by public organisations (such as municipalities, schools, colleges), by NGOs, or by the private sector.

ICDL Jordan has been involved with the KS initiative since its inception. Several hundreds of older citizens were ICDL trained and certified in 2002 and 2003. Later on, when control for the project was assumed by NITC, ICDL Jordan signed an agreement for the official adoption and implementation of the ICDL programme in the KSs in 2007. The objective was to raise the standard of ICT skills training at the KSs to an international level, and to enable those citizens to obtain the internationally recognised ICDL certification, after successfully completing all the requirements.

Project Description
After signing the agreement between NITC and ICDL Jordan in January 2007, the project started by visiting number of KSs to assess their readiness to become accredited to offer the ICDL program (training and testing). Visits were conducted by a joint team from both NITC and ICDL Jordan, and included about a dozen of centres. The template used for reporting was used to ensure that the centres fulfilled the accreditation requirements for the ICDL programme. At the conclusion of these visits, a report was prepared and presented to the management of both organisations. The report identified those centres that could start immediately with the accreditation process, those that needed to enhance their facilities and/or human resources before commencing the accreditation process, and centres that could not meet the requirements at that time. NITC management and the management of the centres started upgrading the centres to address the identified issues, until the target centres all met the accreditation requirements.

Upon accrediting the centres, training sessions were arranged for their staff. Training covered all operational aspects, which enabled centres to commence ICDL training and testing. Centres were also given marketing materials, which included posters to be placed in the centres, and pamphlets to be sent to partner organisations who might then identify potential candidates.

Being part of the Ministry of Information and Communication Technologies in Jordan, NITC was able to easily arrange training agreements with several government organisations, These training agreements provided for the inclusion of the ICDL programme. As a result, candidates from several ministries and organisations received training and underwent ICDL testing at the KSs that are spread all over Jordan. Additionally, people from the local communities registered for ICDL training sessions and sat for ICDL tests.

Funding of the project came from multiple sources. Government organisations usually cover the cost of their staff who receive ICDL training and testing. On the other hand, private individuals usually cover their own cost, realising the benefits they obtain from such a certification.

To date, more than 5,000 persons have received ICDL training and testing at the KSs. It is rather interesting to note that 78% of those who registered for the ICDL programme are female, whereas only 22% are male. The fact that the KSs are based within the local communities was apparently an encouragement for local women to attend the ICDL training and to sit for the tests when they were ready. Housewives who did not have regular jobs who did not have full-time jobs were particularly attracted

to the programme, as they were able to allocate more time to learning the ICDL skills. Among those who registered for and obtained ICDL certification, a significant number were children aged 18 years or younger. As a matter of fact, some of the children were only eight- to ten-years old.

NITC has its own staff working in the KSs. These include the ICDL trainers and testers. ICDL Jordan gives good attention to these trainers and testers, because they are essential to the success of the ICDL programme in the KSs. In its last marketing event in April 2012, ICDL Jordan identified the four most active KSs, had individual meetings with the trainers at these KSs, and then presented recognition awards to these KSs and their trainers. The awards were given to the relevant people by the Minister of Information and Communication Technologies, who was the patron of this event.

Impact

As of August 2012, more than 4,000 candidates have already obtained their ICDL certificates. To the candidates, it is great satisfaction when they obtain the ICDL certificates, irrespective whether the candidates enrol in the programme on their own, or as part of a capacity building programme at their organisations. Additionally, school students are happy, as they would be exempted from a three-credit course when they are admitted to a university or college upon completion of high school. For those who are employed, several organisations offer salary increments for those who have the ICDL certificate. Others have even stricter conditions as they require the ICDL either for hiring of staff, or for the promotion. Finally, for those who have no jobs, ICDL certification helps them either find a job or secure higher salary because the skills they possess are at higher level.

Additionally, NITC feels proud of the results accomplished through the training and testing accomplished by the ICDL programme. This is a manifestation that they have indeed played an important role in community service by strengthening the ICT skills of citizens through a prestigious programme, namely ICDL.

ICDL Jordan is always very pleased to have the programme adopted and implemented by a respected governmental organisation, especially when the programme is implemented with dedication and enthusiasm. Hence, all stakeholders involved in the ICDL programme in this case were equally happy about the programme, its implementation, and the results achieved.

Quotes

Many candidates who obtained ICDL certification have unique profiles. A large number of candidates have indeed benefited from the ICDL programme, and the certificates have a major influence on their jobs or lives. Below are few of many examples of such successes, as expressed by the candidates themselves:

- Eman Akel Awad, trainer in protection of mines, *"ICDL helped me find second job as an ICDL trainer in a private centre in the city."*
- Ghazi Abed Alaziz Mesleh, a 48 year-old teacher at the Ministry of Education, *"After getting the ICDL certificate, I had a raise in salary, a change in job description, and an increase in self-confidence by knowing computer skills."*
- Yousra Mohammad Weshah, 55 year-old female, unemployed with a Diploma degree, *"After obtaining the ICDL certificate, I got a job as a sales person at the 'Zepter Company'."*
- Maisaa' Mohammad Sarbel, 26 year-old female, unemployed with BA degree, *"After getting my ICDL, I got a job as an ICDL trainer in the 'Anwar Al-Rahman Society'."*
- Maryam Salah Alqadi, 34 years old: her level of education is only 10th grade, unemployed, *"After getting the ICDL certificate, I introduced myself to the local women's women union through the Knowledge Station in my region. This helped me to accomplish different training courses, and then I set up my own business."*
- Wala Nasser Albehari, 20 year-old female, unemployed, with a Diploma degree, *"After getting the ICDL certificate, I became a trainer for people with learning difficulties. This improved my skills in the preparation of Illustrative materials for the training of children."*

POLAND
MODERNISATION OF VOCATIONAL EDUCATION IN MALOPOLSKA REGION

Introduction

Main Objectives
This project commenced in January 2010 and will run until December 2015. Its aim is to modernise and upgrade the quality of vocational education through supporting vocational schools (mechanics and mechatronics, construction, tourism and gastronomy, society and medicine, agriculture and food processing, electronics) in the Malopolska Region, as well as pupils' digital inclusion by, inter alia:

- Upgrading pupils' professional qualification through obtaining another - more up to date - qualifications and skills
- The popularisation of education through the use of ICT
- The development of key competences required by employers
- The effective matching of vocational education offerings with labour market requirements

Vocational education is the easiest level of the third level education system in Poland.

Project Description
The 'Modernisation of vocational education in the Malopolska Region' project is the biggest and one of the first projects of its kind within Poland. It is a partnership project between enterprises and the 33 authorities running vocational schools, in which 262 schools from Malopolska region are participating.

The project is aimed at all pupils from vocational schools in Malopolska. Pupils are allowed to participate in a range of training courses and vocational training to reinforce their digital inclusion. To date, 34,351 participants have benefitted from the scheme. The project aims to, amongst other thing upgrade pupils' ICT knowledge and skills. All pupils are encouraged to participate in training courses and tests. The most popular courses are: ECDL, ECDL Start, ECDL 2D CAD, CISCO CCENT, CISCO CCNA, computer graphics, C++, Photoshop, Mobile Robot Programming, and Programmable Logic Controller programming. The project encourages pupils to participate in various internships in enterprises, e.g. IT and electronic enterprises. Participating enterprises include: 'Eltel Networks', 'Wilk Elektronik S.A', 'SATEL' (alarm systems), and 'Cyfronet AGH Computer Centre'. Within the project, support groups were appointed. The groups were to alter the curriculum so that it is better suited to industry needs. Support groups consist of experts from the education and economy sectors. The task force supporting ICT skills and knowledge was established in 2011.

Impact
The project succeeded for several reasons:

- Scope of the project – directing the project to all vocational schools in Malopolska Region and securing project-participation by 262 of them
- Partnership character of the project:
    o Collaboration between local and regional authorities based on the partnership agreement of the project
    o Engagement of private entrepreneurs in the process of the modernisation of vocational education – enabling 9,021 pupils participating in internships to date
- Implication of positive changes in vocational schools in Malopolska Region:
    o Increased level of pupils' professional skills – 1.4% increase in number of professional exams passed by 2011
    o Increased employment
    o Obtaining certificates confirming professional skills by pupils, including 192 ECDL certificates during the first year – with many more to follow
    o Provision of equipment for over 190 vocational classrooms, 40 of which received ICT equipment

All activities within the project - training, tests and the internships offered by entrepreneurs are consistently published to the IT community by means of the website (www.zawodowamalopolska.pl), and by means of creating profiles on social networking sites, and a private channel on YouTube. Another fact worth mentioning is that project's website was divided into three modules devoted to pupils, partners and entrepreneurs, which make finding information easier.

The local government of the Malopolska municipal region perceives vocational education as a very important issue in the economic development of its region. It specified priority areas of activity essential for the modernisation and the development of this specific sector of education. The great interest shown by young people proves the success of the project. The Malopolska municipal region is planning to continue the modernisation of the vocational education system during 2014 - 2020. This modernisation will be focused mainly on supporting 'Vocational Qualification Centres', which provide high standards of education.

Quotes

"What professions will be desired in the foreseeable future? Entrepreneurs can answer this question. That is why the project is specifically connected to Poland's economy. Large number of entrepreneurs contributes to the education process. There are priorities that have to be taken into consideration in the region, such as a specialisation in automatics, and new technologies - ICT is a challenge for civilization."
Roman Ciepiela, Vice-Marshal of the Malopolska municipal region.

"For each profession we organised at least one training course. In the IT college, we offered ECDL Webstarter and ECDL 2D CAD training courses and certification."
Anna Wisztyga, Principal of the Vocational School in Myslenice.

ROMANIA
DIGITAL LITERACY FOR SENIORS

Introduction
ECDL Romania has a constant active social presence in the community 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 of positively contributing to the community.

The 'Digital Literacy for Seniors' programme was launched within the context of the 'European Year for Active Ageing 2012' in April 2012 and intends to develop, so that by the end of December 2012, 10 seniors in each sector of Bucharest will be ECDL EqualSkills-trained. That means it aims to train a total number of 60 candidates.

Project Description
During April – June 2012, the Digital Literacy for Seniors project took place in Senior Clubs in Sector 1 and Sector 2 of Bucharest. 10 persons in each sector took part in the ECDL EqualSkills programme for 20 hours of courses, at no charge. At the end of the programme, the candidates can obtain the internationally recognised ECDL EqualSkills certificate.

The high degree of cooperation between the involved partners was critical to the successful rollout of the project.

The specific objective of the project is to train and certificate seniors through the ECDL EqualSkills programme at no cost to themselves. ECDL EqualSkills is an introduction to computers and the Internet, developed for those with no previous experience. ECDL EqualSkills helps to remove the fear of using a computer for complete novices by using a simple, non-threatening approach to educating individuals in the basic skills of using a computer, email and the Internet.

The ECDL EqualSkills programme will be delivered during 20 hours of training for each group. At the end of the course, the candidates have the opportunity of obtaining the internationally recognised ECDL EqualSkills certificate.

Benefits of the Digital Literacy for Seniors programme:

- Inclusion in the Information Society
- Obtaining an internationally recognised certificate
- Certification of their digital skills
- Raising self-confidence and self-esteem

Impact
In the context of the 'Digital Agenda for Europe' and the 'European Year for Active Ageing and Solidarity between Generations 2012', the general objective of the Digital Literacy for Seniors programme is to ensure that marginalised groups, such as the unemployed, older people, people with disabilities and those in remote locations are empowered to participate in the Information Society.

Quotes

"My expectations were exceeded. I use to be so obstinate. I always refused to learn computers. Now I have become curious. I want to progress, and to learn a lot more."
Mr. Trandafir Segarceanu, Seniors Club Sector 1, ECDL EqualSkills candidate

SINGAPORE
EQUALSKILLS PILOT PROJECT TO HELP JOB SEEKERS IN SINGAPORE

Introduction
In July 2011, 'NTUC LearningHub Pte Ltd (LHUB)' submitted a proposal to ICDL Singapore to collaborate on a joint project, with the aim of understanding how the EqualSkills programme can help people in Singapore, especially those job seekers who have little or no computer skills to gain competence in computer usage.

Statistics have shown that more than half of the total candidates in Singapore taking the 'WSQ ICDL programmes' are self-sponsored candidates, and that the success rate for this group of candidates is significantly lower than those who are sponsored by their employers. This self- sponsored group tends to be made up of persons, who are unemployed or self-employed, or from the middle and above age group, with little exposure to formal training. As such, starting directly into more formal, test-based programmes, such as full ICDL certification, is challenging. A low pass rate in their first attempt would further discourage them from continuing with other modules.

It was therefore felt that there is a need to introduce the EqualSkills programme in Singapore to address the needs of this group of people, so as to prepare them for a more structured ICT training programme, such as ICDL. It was decided that a pilot project for EqualSkills would first be implemented to test the model before a comprehensive nationwide launch.

Project Description
'e2i', Singapore's employment and employability institute, was approached to support the pilot project as a source of funding, and to provide the referral of trainees. In early September 2011, e2i approved the joint proposal for implementation - from 26 September 2011 to 31 March 2012 - for up to 1,500 candidates. This has been further extended for up to 2,000 candidates, untill 30 September 2012.

To be eligible for the e2i funding and support, candidates would need to fulfil the following criteria:

   • Be either Singaporean or a Singapore permanent resident
   • Be first time candidates for the EqualSkills programme
   • Achieve a minimum of 75% attendance
   • Complete all the prescribed assessment

e2i has agreed to fund up to 100% of the course fee for unemployed candidates, and 90% of the course fee for employed candidates. LHUB is required to perform checks on the candidates' eligibility, in relation to the criteria set by e2i, and to prepare the required supporting documents to facilitate the processing and disbursement of funds from e2i. At the same time, LHUB would need to inform eligible trainees of the availability of course fee funding from e2i at the point of course registration. LHUB would also be required to track the training progress of candidates and to submit monthly and quarterly reports to e2i.

Impact
As targeted in the project, 2,000 trainees were selected, and completed the EqualSkills programme successfully. In general, feedback from candidates revealed that they are now more self-confident, as they are better equipped to proceed to full ICDL certification, having been given the opportunity to do 'hands-on' practice during the lessons. The curriculum and the structure of the EqualSkills programme have been well received by both trainers and learners, as they have aided learning and the acquisition of skills. There is also a greater sense of accomplishment amongst candidates of having developed their ICT competence through practical performance.

Despite this positive feedback, some trainees continue to face challenges when progressing through the EqualSkills programme, primarily due to their general literacy levels. This problem is similarly being experienced when they progress to full ICDL training. To mitigate this problem, trainers have been providing additional coaching in Mandarin to these trainees.

Trainers have also commented that there were too many written exercises, resulting in much time being spent completing the answers, which instead could have been used to practise more on the computer. The candidates for this programme are predominantly mature trainees with long-sighted vision, and they have experienced problems reading the learner guide, as the font size is too small for them. This has slowed down their progress in following the classroom-based lessons.

In conclusion, the EqualSkills programme has helped trainees who have little or no computer skills gain competence in computer usage, which they can put to use in their daily lives. ICDL Singapore is considering collaborating on another joint project to further study the significant impact that completing the EqualSkills programme has on the pass rate for ICDL modules.

Quotes

Trainee Name	Age	Employment Status	Trainee's Testimonial
Name not indicated	Nil	Nil	"Good for beginners"
Name not indicated	Nil	Nil	"I would like to recommend my friend to this course because is easy to pick up but I would like to have more time for the course"
CHOOK NAM WAH	63	Unemployed	"After this training, I am now more confident in using the Internet and email"
LEE HAN CHIEW	48	Unemployed	"This course really let me understand more about the computer's function"
Name not indicated	Nil	Nil	"It is a good starter for slow learners or those who are unsure and lost!"
ZUBAIDAH BTE OSMAN	39	Employed	"I now have a better understanding of computer knowledge. I have built up the confident of myself in daily tasks at work"
SELVARAVINDREN PAUL	36	Unemployed	"I like the programme because it is really simple and easy to understand and benefits us in being able to understand the usage of computer programmes"

SWITZERLAND
ECDL TRAINING FOR CHILDREN WITH CANCER

Introduction
In collaboration with ECDL Switzerland, the 'Foundation for Children with Cancer in Switzerland' ('Kinderkrebshilfe Schweiz') offers children the chance to prepare for and take the ECDL Start certificate during their cancer treatment. The aim of this project is to give these children a worthwhile distraction from hospital life, where they are often isolated and alone in their room. At the same time they can obtain a certificate while they are unable to continue with their regular schooling. The Kinderkrebshilfe Schweiz is a self-help organisation founded by families of children with cancer. Its purpose is to represent the interests and concerns of children with cancer and their families in Switzerland. It supports the affected families financially, with advice, information and offers a variety of activities.

Project Description
A similar project was implemented in Austria which gave the Kindkrebshilfe Schweiz the idea to contact ECDL Switzerland to see if this would also be possible in Switzerland. The project was then launched in the children's hospital in Lucerne in autumn 2011. Since then, children from five additional hospitals (in Aarau, Berne, Lucerne, St. Gallen and Zurich) have started their ECDL training.

A psychologist at the hospital assesses which children are most able to take part in the ECDL courses depending on their age, motivation and the progression of their treatment. The number of participants is not limited. In Lucerne the project was launched with two boys, aged 12 and 13. To date, nine candidates have started studying for the ECDL certificates and three achieved the ECDL Start certificate. ECDL Switzerland, and a psychologist working at the hospital, chose the trainers out of all the candidates applying to a job advertisement sent out to the ECDL Testers who work in the region of the hospital. The Skills Cards, tests and e-learning material are sponsored by ECDL Switzerland, while the Kinderkrebshilfe Schweiz provides the children with a laptop to work with and covers the teaching costs. The ECDL trainers teach the children individually. Each child receives two lessons per week for five months. In between lessons they can practice or repeat what they have learned using the DVD 'ECDL 5' from provider 'Bit Media'. The challenge for the ECDL trainer lies in being flexible and adapting to the children's schedule and condition.

Impact
ECDL Switzerland received a huge number of applications from ECDL Testers willing to participate in this project. ECDL is seen as essential for children who will need computer skills in all areas of their life. The hospitals and the Kinderkrebshilfe are similarly enthusiastic. The ECDL programme is a great opportunity for these children to learn something while they cannot go to school, which makes them feel less left out. They are very proud of their acquired skills, especially if they are more advanced than their classmates at the end of their treatment. Both candidates, who already got their certificate, achieved very good results of over 85% correct answers. In addition, it gives the children something to work towards that is a future to look forward to.

ECDL Switzerland wrote an article on this project for our customer magazine, which means all ECDL Accredited Test Centres and ECDL Testers will be made aware of this project. In future, further children's hospitals should join the project. The Foundation 'Sternschnuppe', a different self-help organisation, took up this idea and would like to offer the ECDL to children who are long-term patients in hospitals.

Images
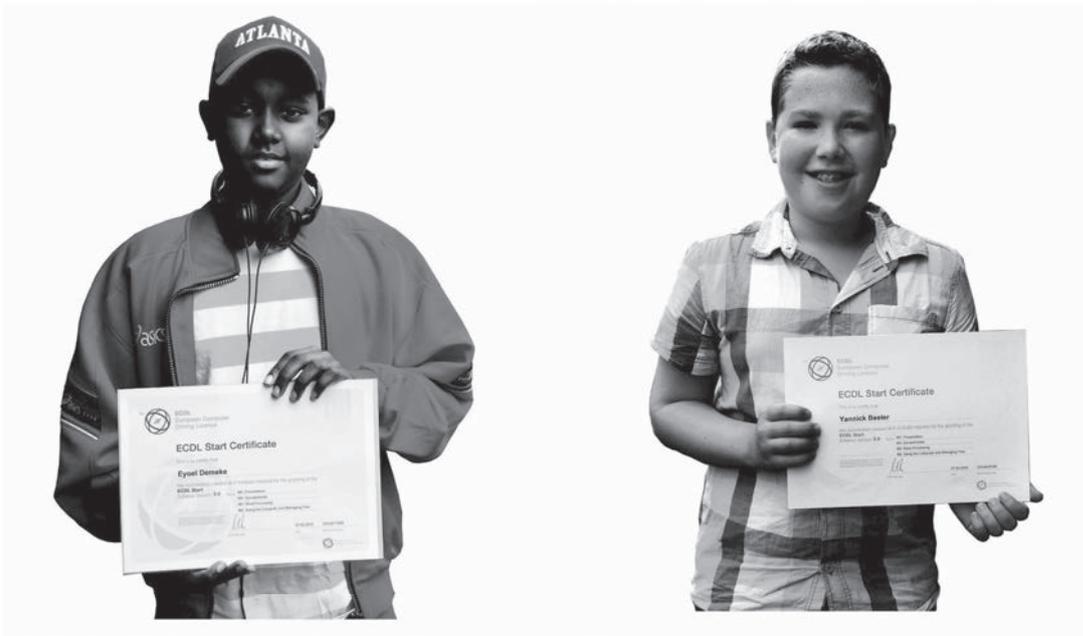
Eyoel, 12

Yannick, 13

Yannick

"The trainer showed us special key combinations and told us stories. I would recommend the ECDL course to all children. It was fun and you can really use what you have learnt."

Teacher

"The children looked forward most to learning about tips and tricks their school friends did not know yet, as well as possibilities to use them at school. They prided themselves on being able to help their parents on the computer. They acquire useful knowledge and are very proud of their certificate."

ZIMBABWE
EMERALD HILL CHILDREN'S HOME - ZIMBABWE

Introduction
'Emerald Hill Children's Home' (EHCH) is a voluntary organisation in Harare, Zimbabwe, registered with the Department of Social Welfare. It is home to approximately 100 orphaned and vulnerable children aged between 3 and 18 years old. EHCH has been run by the 'Dominican Missionary Sisters' since 1917.

As well as providing a home for the children, EHCH plays an active role in their education and skills development. The team at EHCH is constantly seeking to find ways to develop the potential of the children. They identified that equipping the children with basic ICT skills is a valuable initiative to pursue. To achieve this, they would need to offer training classes in a suitable setting. A vital prerequisite for the classes was the provision of the necessary ICT infrastructure for a dedicated computer lab. A suitable learning environment in place would enable EHCH to hire a tutor to follow an appropriate ICT certification programme. A fundamental obstacle – one common to many voluntary organisations – stood in the way of this vision: funding.

Fortunately, a New York City based charitable organisation, 'Zimbabwe Orphans Fund' (ZOF Africa), recognised the value of the project. Led by volunteers, ZOF Africa set about fundraising for various aspects of the project, including networking infrastructure, broadband, second-hand computers, and ICDL Accredited Test Centre registration and ICDL Accredited Tester training.

Project Description
The 'Computer Society of Zimbabwe', the National Operator for ICDL, is well respected for its work in promoting digital literacy across Zimbabwe. Via an established network of test centres, it has built a strong profile for ICDL. The success stories of these centres and the international reputation of ICDL were factors in EHCH's choice of ICDL. One particular driver in their decision to choose ICDL was having witnessed the impact of ICDL on students at the Dominican Convent in Harare, a school also run by the Dominican Missionary Sisters.

Three key groups are taking ICDL training at EHCH:

   •   Girls currently under the care of EHCH (Total: 24): The girls have ICDL training once a week every Saturday for 2 hours during each of the 3 month school terms. During the school holidays (1 month) EHCH provide ICDL training for 3 weeks for 2 hours per day

   •   Youths from the community (Total: 31): The first group of youths from the community were trained from May to early August 2011, for 4 hours per day, with 2 additional weeks in September to complete their training. The second group of youths from the community started in May 2012 and hope to complete on the 2nd of August

   •   EHCH staff (Total: 9): The staff did training for some modules during the first term for 6 hours per week. To complete the course they are doing modules in their spare time

Impact
The underlying aims framed by EHCH's ethos were achieved on completion of the project. EHCH strives to develop each child to his or her full potential – intellectually, emotionally, spiritually and socially. In doing so, they foster a sense of self-esteem and responsibility in each child. The candidates' ICDL journey - from learning new ICT skills, through to passing their ICDL test – proved to be very fulfilling for them, and helped to build their self-confidence.

EHCH is home to many older children who have never attended school and who need to start from Grade 0. Local schools would not accept an 11 year old into a Grade 0 class. As a result, the team at EHCH have to quickly bring their capabilities up to the established standards for their age group. This is time consuming and costly. ICDL computer-based learning has a two-fold benefit in this regard: it enables EHCH tutors to accelerate a child's rate of learning, and it gives the children the ability to progress at their own pace.

At the moment, 60% of the orphaned and vulnerable children who have left EHCH's care are unemployed because they do not have the basic professional and academic qualifications needed to enter the very scarce job market. Through this project, the children and youths who have attained good academic results with an ICDL certificate were empowered. As jobseekers they will now be competing at the same level as others.

US$24,000 was raised by ZOF Africa which was instrumental in establishing ICDL at EHCH. The legacy of this funding is a dedicated ICDL training computer lab that has enabled over 60 candidates to pursue ICDL training and testing. 20 second-hand PCs were purchased for use in the lab. A Harare-based company, 'Twenty Third Century Systems', donated 10 PCs, and networking equipment. Furthermore, an anonymous donor provided funding for the ICDL tutor.

Quotes

The project has been an overwhelming success with the positive impact being recognised by a cross-section of stakeholders:

 "ICDL is a stepping stone for what I would like to become in the future. Currently I have managed to get a voluntary job at 'Avondale Infant School' as a Computer Teacher. Apart from all this, acquiring my ICDL certificate helped boost my self-esteem and confidence. I am really happy about this achievement." Laida Mwara, former EHCH resident

"ICDL has meant we can fully utilise our computers for learning. The syllabus enables the students to master the necessary concepts for computer basics and the Microsoft Office suite.
As we have a full training program running, our children are occupied with a very constructive programme during weekends and holidays. We have also reached out to the 'Hatcliffe' community. Our staff members are currently being introduced to the basics of computers. Some have taken up the challenge to sit their ICDL tests and are progressing quite well." Laureen Mutevhe, first ICDL tutor at EHCH

According to Ms. Georgina Fleming, CEO, ZOF Africa:
"At Emerald Hill, it is obvious that achieving ICDL certification has been a major confidence booster for the candidates. Taking the ICDL training has equipped them with skills that they otherwise would never have had. A direct consequence of candidates' positive engagement with ICDL has been that it has given them the confidence to pursue other education qualifications. For example, some candidates did not have any O-levels[2] before completing ICDL. After completing ICDL they decided to return to education to study for their O-levels."

[2] The O-level (Ordinary Level) is a subject-based qualification conferred as part of the General Certificate of Education (GCE), a national academic qualification common in current and former British Commonwealth member states.

MARKETING & PUBLIC RELATIONS

ALBANIA
MARKETING CAMPAIGN TO INTRODUCE ECDL

Introduction
Until last year, ECDL was an unknown brand in Albania, except for a very few people. ECDL Albania decided to start a wide marketing campaign with the aim of making ECDL a familiar concept to the public and particularly to the Government officials.

To support the project, ECDL Albania maximised the relationships and contacts of its partners and allies. This gave more quality to the campaign, while it was designed and completed with nearly half of the budget that would have taken under normal circumstances. The ECDL marketing campaign started on April 2012, shortly after the first ECDL Accredited Test Centre (ATC) became operational, and lasted 5 months. It included TV spots, CityLight posters, billboards, leaflets, etc.

Project Description

Target Audience

- Young people at the beginning of their careers in Albania
- Students, especially those that plan to study/work abroad
- Government officials

Messages
The slogan of the campaign was: "You own ECDL, you're wanted."
Because it was an introduction campaign, other supporting messages were also used on different marketing tools, like: "Be above!" (i.e. distinguish from others), "ECDL, increases effectiveness at work", "ECDL, value to your life and career", "ECDL, the international standard in end-user computer skills."

Marketing Mix
The backbone of the campaign was a trilogy of TV spots. The characters of the main TV spot were used for posters, billboards and leaflets. The spots were organised in different ways to maximise the impact of money spent on different audiences and media.

The 'Prologue' of the trilogy presents the head of a private company who, from an improvement in staff performance, understands the importance of ECDL. On the main ppot, he explains to candidates gathered in his office for a job vacancy that only those with ECDL certification should stay for the interview. The 'Epilogue' shows that the employees of the company became ECDL certified and that they feel and work better now. The marketing tools used during the campaign are:

- **TV Spots:**
  The three TV spots were aired on one national TV channel for 31 days. The minimum number of broadcasts on each day was 15 spots. The slogan of the campaign was transmitted through the Spot 2 (Main Spot). The share of the broadcasting time was Prologue 22%, Main Spot 70%, Epilogue 9%.

  The air time included every single programme (before or during the programme) with high audience figures, like: X Factor, the UEFA Champions League, prime time shows and high audience political talk shows. The latter ones were targeting the Government officials.

  The spots can be found (in Albanian) on these YouTube links:
  http://www.youtube.com/watch?v=JiN2EqQoiDU
  http://www.youtube.com/watch?v=lc_-gSACXMc
  http://www.youtube.com/watch?v=4QnN-ZOdy10

During early summer, a long spot, by combining first two spots together, was broadcasted on 3 local TV channels.

- **Public Buses Monitors**

  A special spot, which included a still shot, was designed for the monitors of the public buses. The spot was played above 50,000 times on the main bus lines of Tirana city, where 25% of the Albania's population lives. These spots can be found on these YouTube link:

  http://www.youtube.com/watch?v=xixQPrpXWfs

- **'CityLights' Posters and Billboards**

  100 'CityLights' posters were placed on the central streets of important cities of Albania for a period of 45 - 90 days. The majority of them were placed on the main bus and/or busy pedestrians crossroads

  Billboards (8x4m) were placed near the international airport and harbours during the holiday season, when the number of travellers multiplies

- **Leaflets**

  4,000 leaflets promoting ECDL were delivered to the ECDL Accredited Test Centres, for them to distribute for marketing ECDL to their potential clients. Leaflet included traditional information about the programme: what ECDL is; ECDL's international recognition; global data on the ECDL network; why ECDL, steps to be certified. The largest part of the leaflet was dedicated to the benefits of ECDL and the outcome from surveys in different countries

- **Social Media**

  ECDL Albania aims to intensify the usage of Facebook and YouTube for promoting ECDL. For that reason, the Facebook profile and YouTube account of ECDL were improved in August, and planning for an online and social media campaign is under way.

Impact

The ECDL marketing campaign laid the foundations for recognition of the value of ECDL and for the expansion of ECDL enrolments and certifications. It paved the way to intensify PR with the Government and universities. The feedback for the campaign was very positive from all the directions. From ECDL surveys, the campaign reached a large audience and the message was well understood. The main goal of making ECDL known and visible to the public was achieved.

The campaign effect produced about 200 ECDL enquiries via phone or email, with people asking detailed information about ECDL and a part of them showed interest to register as candidates. Those communications were of significant importance for ECDL Albania because they increased the level of understanding on what are the public's reaction and their expectations, in addition to identifying the hurdles to face and what should be improved to convert the interested candidates to subscribed candidates.

Another positive impact was the interest of some training institutions to become an ECDL ATC.

COLOMBIA
COMMUNICATION AND MEDIA STRATEGY FOR THE 2011 E-CITIZEN PROGRAMME

Introduction
The communication strategy for the 2011 e-Citizen programme was developed by ICDL Colombia, taking into account its years of experience working in various media sectors, with its technological platform of new media and social media. It was also important to get the mass media support at a local, national and regional level, as well as collaboration from public organisations and private partners with their own media resources, such as mailing lists, radio, audiovisual, graphic and social media in order to carry out the programme.

Objective: The aim was to generate understanding among the interest groups of the e-Citizen programme and the need to become a digital citizen with the intention of encouraging active participation of citizens and public servants which would, in turn, help to achieve the programme's objectives.

Interest Groups
All those sectors contributing towards the objectives of this stage of the programme, especially:

- **Citizens:** Professionals, students, housewives, young people, elderly, etc. from any socio-economic background
- **Public sector:** Public servants, teachers and members of the police force, from managerial, middle management, operational and strategic levels of public organisations
- **Project team:** Members of the team
- **Mass media:** Private and public media, which collaborated in positioning the e-Citizen programme as the only international training and certification programme in Colombia for the productive use of the Internet
- **Public organisations' internal media**: this channel allowed the programme to reach the public servants that were trained and certified
- **Media partners, public and private:** The use of these media organisations contributed to the awareness and reputation of the programme and improved the ability to position it as the only international programme for the productive use of the Internet in the area of digital skills literacy in Colombia

Project Description
Social media and new media management: Social media, new media and the e-Citizen technological platform were always aligned to the philosophy and objectives of the e-Citizen programme. The social media strategy developed from a base of information sharing to one of interactivity generated a community environment and active participation of people. It not only promoted the sharing of information but also promoted content sharing. The communication between these networks led to higher traffic to the e-Citizen web page. At the same time, this online community grew, discussing topics such as productive use of the Internet and the benefits of the e-Citizen international certification programme for Colombians.

Communication content: The message spread on the social media sites (Facebook and Twitter) and highlighted the endorsements and benefits associated with the e-Citizen programme. These sites also included news about progress made at a regional level or in specific public partner organisations regarding their certification process for thousands of public servants.

The message about the benefits of the e-Citizen programme cut across all interaction groups. The message was used by the social media sites to create a community and to show the importance/relevance of the e-Citizen certification:

- e-Citizen is a programme seeking to train and certify digital competencies of the Colombian people to international standards
- The e-Citizen programme seeks to facilitate the productive use of the Internet for each Colombian in order to create valuable opportunities for them, both privately and professionally
- The e-Citizen programme is an opportunity for professional development, as using the Internet

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can boost competences of ordinary citizens and public servants
- The e-Citizen programme contributes to the modernisation of the State, improves transparency and enables proximity of the Colombian people to its government

The social media part of the strategic plan (Facebook and Twitter) was designed with three important objectives in mind:

1. Search for synergies with partner organisations in order to gain more visibility and recognition through the use of social media
2. Generate daily up-to-date content in Facebook and Twitter based on important news of the programme at a national level
3. Generate a community around the topic of certification with the target public (public servants)

For the implementation of these new media strategies to succeed it was key not only to get primary followers on the social media sites but to create a community. Active participation and the giving of opinions was promoted. The public could therefore understand the importance of certification and they felt included in conversations such as recognising the improvement in time management when productively using the Internet.

An increase in the number of visits to the e-Citizen programme web page was achieved through the following ways:

- The promotion of participation
- The creation of a community on social media sites
- The inclusion of teachers and public servants in forums
- The creation of testimonial videos and articles

All major events were announced at national level including national certification days and the acquisition of new project partners. All of the above allowed ICDL Colombia to achieve the e-Citizen programme communication objectives set out at the beginning in the strategic plan.

Impact

- ICDL Colombia and its team exceeded the number of target certifications
- Press coverage throughout Colombia
- +130,000 visits to the website portal (www.ciudadanodigital.org.co)
- + 1,300 followers in Twitter (@ciudigital)
- + 5,000 followers in Facebook (facebook.com/ciudadanodigital)
- +11,923 viewers of our Facebook posts

Website statistics for www.ciudadanodigital.org.co (September – December 2011)

- 141.360 visits
- 83.703 unique visitors
- 486.332 page views
- 3,44 page visits
- 00:06:06 average visit duration
- 34,44% bounce rate (people who left the site shortly or immediately after entering)
- 59,11% percentage of new visits

CROATIA
REGIONAL MARKETING CAMPAIGNS

Introduction
At the beginning of July, 2013, the Republic of Croatia will become a full member of the European Union, and the activities contained in 'Digital Agenda for Europe' (DAE) will also certainly have an impact in Croatia.

The Croatian Information Technology Association (CITA) initiated several projects in 2011 that intended to encourage IT literacy and the application of e-business, e.g. 'e-business for a Competent Croatia', 'With ECDL for a Competitive Croatia', and in collaboration with the association Croatian association for promotion and development of 'tiflotechnic' (HUPRT), CITA has opened an Accredited Test Centre for blind and visually-impaired persons, and has worked on an EU project, aiming to educate and certify national minorities – The ECDL-Municipality of Darda project.

These projects have been implemented during a considerable financial crisis, when the funds for such purposes have been reduced, or even terminated. But the results of the projects are satisfactory, even above the expectations - the number of ECDL candidates for the 'With ECDL for a Competitive Croatia', has increased by 102%, when compared to the previous year.

This project was initiated mid-year in 2011 and lasted half a year, aiming to change the unsatisfactory situation in the field of ICT competences in the economy, in state administration, schools, unemployed groups, national minorities, and to point out the advantages of being skilled according to ECDL standards.

The project was organised by CITA and carried out by CITA and the Croatian Chamber of Economy (CCE) which, by law, represents all companies in Croatia. The project was supported by the President and by the Government of the Republic of Croatia (the Ministry of the Economy, Labour and Entrepreneurship (MINGORP), the Central Office for E-Croatia (SDU e-Croatia), and the Croatian Employment Service (CES)).

Project Description
The representatives of CITA and CCE have prepared the programme for each county; they have organised the presentations, round-table discussions and press conferences, for each of the 20 counties. During the project period, there were more than 10,000km covered, and a lot of working hours spent.

The project consisted of the following parts:

- A presentation of 'ECDL – European standard of IT literacy'
- Round-table discussions about the situation and the needs of expanding IT competences in Croatia
- A press conference entitled 'The Situation of IT literacy According to ECDL Standards in Croatia'
- Preparation and dissemination of ECDL marketing and education materials for all target groups

The target audience was: the directors of companies (especially SMEs), the directors of state administration in the counties related to economy, education bodies, employment agencies, directors of primary and secondary schools in the counties and towns, and media representatives. Accredited Test Centres and others participated in the implementation of the project. The project was implemented in all 20 counties in Croatia. CITA and the ATCs gave up to a 40% discount for ECDL training and certification.

Impact
The participants in the project pointed out the need of training and certification according to ECDL programmes, as well as great benefits - especially in economy and state administration. The representatives of regional employment offices spoke about numerous examples of those who got a job immediately after obtaining the ECDL certificate.

Very good collaboration with the Croatian Employment Service should be pointed out. Among other things, they financed the training and certification of thousands of unemployed people during the project. The participants and the media were invited by CCE and 'stand out' participants were rewarded with a 'CITA – Large Crystal Globe' award.

The project generated a 102% increase in ECDL candidates, when compared to the previous year, and several hundreds of participants attended the organised gatherings.

Considerable media interest was generated, such coverage on 'Croatian Radio and Television', and other television and radio stations at the national and regional level, on internet portals and a larger number of newspapers. This coverage largely contributed to the success of the project.

Quotes

The President of the Republic of Croatia (RH) Prof. Ivo Josipović, PhD
"I recognise the importance of of expanding IT literacy in the wider social community. This project presents an important step in the implementation of the goals that Croatia needs to achieve as a future member of the European Union, according to the documents of the Digital Agenda for Europe. We are familiar with the praiseworthy projects that your institution has implemented, and recognise the value of the proposed project, wishing to express our support."

The Prime Minister of the Government of RH, Mrs. Jadranka Kosor
"I fully support your efforts to make a large number of representatives of county administration bodies, of small and medium economy and entrepreneurship, education and other institutions, associations and citizens familiar with the advantages ICT and teach them how to use it by organising the presentations in all counties, and acknowledge your contribution in the process of introducing Croatia into a unique European digital market. I support the action and wish you a lot of success in its realisation."

Central State Office for e-Croatia, State Secretary Igor Lučić
"I support your ICT literacy action that I find extremely important for the economy of Croatia. I also welcome your efforts in promoting the creation of a unique European market in the education needed to achieve digital skills. Such efforts have been recognised as key efforts in the implementation of the DAE."

Croatian Chamber of Economy, Martina Velnić Župić, General Secretary
"The Croatian Chamber of Economy (CCE) supports the initiatives developed as the response to the actual needs of the Croatian economy, and has therefore joined this action, providing support to its creative and efficient implementation. CCE will organise the presentations in its county chambers, using all available infrastructure and technical capabilities of each county chamber."

Croatian Employment Service Director, Ankica Paun Jarallah,
"Every day we witness employers looking for workers who are expected to have ICT skills as a mandatory requirement, and not as something special. Every action that will be helpful in the development of personal competences in the labour market - including digital competences - is supported by the Croatian Employment Service."

Ministry of Economy, Labour and Entrepreneurship, Mr. Sc. Đuro Popijač, Minister
Since this action is in accordance with the DAE 2020 in the creation of a unique digital market, and aims to encourage education in using ICT in economy, in state administration, in schools, for groups of disabled people, for unemployed people, and for national minorities and others, the Ministry supports the training connected with ECDL".

GCC REGION
ICDL GCC FOUNDATION LAUNCHES INTERACTIVE AND EDUCATIONAL SCREENSAVER

Introduction
As technology keeps advancing to enhance the way we learn, work and live, relevant skills must be updated to cope with these advances and the changes being introduced. To boost users' ICT skills and reinforce what they already know with alternative shortcuts, ICDL GCC has introduced an innovative online 'ICDL Communicator' in the form of a screensaver app (http://www.icdlgcc.org/Screen-saver-2012.html), offering users a combination of 20 new daily messages containing valuable shortcuts and tips on frequently used computer, Internet and smart phone features.

The target audience for this app is those who have fundamental knowledge of using information technology, such as, working individuals and students. As such, the tool had to be simple to use, easy to distribute, quick to refresh, informative and engaging. ICDL GCC decided to introduce a communicator to meet all of these purposes. The project commenced in the early part of 2012 and has taken 4 months to complete. The primary objectives of this project were:

- To develop a tool that can serve us in marketing and broadcasting info-mercials
- To provide everyone with a state-of-the-art app that is easy to install and simple to use
- To provide everyone access to the app at no charge
- To ensure that the app is rich in meaningful content and dynamic in nature
- To create a medium to serve as a vehicle for broadcasting useful information to users
- To improve communication and build a massive database of current computer users
- To maintain a leadership position for the ICDL brand
- To assist all users to become more efficient in their use of ICT
- To create added exposure value for our Corporate Social Responsibility (CSR) partners

Project Description
The challenge facing ICDL GCC was to achieve the objectives listed above and deliver something that people would actually enjoy using rather than something that would be viewed as a burden. As such, a communicator app in the form of a screensaver was seen as the ideal solution. People are familiar with Screensavers as they are a very common phenomenon and also something that people use on mobile devices, as well as PCs and laptops. Screensavers are visually appealing, dynamic, lively and impactful. They have the ability to deliver precise information in a very personal manner.

This was a unique project in the region for the anticipated target audience. The ICDL Communicator app was developed in the form of a screensaver to provide up-to-date information relating to the work of ICDL but also powerful facts and 'tips, tricks and shortcuts' on the more efficient usage of computers, the Internet and other information technology products such as printers, smartphones, social media and other suitable applications. Examples of these include: information on smart keys as shortcuts to carry out computer tasks; advice on the latest apps for smartphones; introductions to the latest innovations like online backup to the Cloud; freely available resources like Google Word Processing and advice on best ways of leveraging social networking. The screensaver refreshes automatically using 'Push' technology to deliver the latest information with no user intervention and users can refer to it anytime, 24/7. ICDL GCC developed the app itself in-house. This involved the creation of a comprehensive databank that provides the rich content which is the core of the solution. There is no cost to the user for this solution. The databank is updated continuously with relevant material as content is the real value-add and the key to this offering.

The project was promoted digitally through e marketing to ICDL GCC's accredited centres initially and subsequently through its partners. The project was also highlighted on the website as well as in the newsletter. The ICDL communicator screensaver is downloadable for free from ICDL GCC's website www.icdlgcc.org

Impact

The initial rollout of the project has been aimed at ICDL GCC's 300 Accredited Test Centres (ATCs), comprising of government ministries and private institutes; schools; universities, and private training centres; thus enabling their thousands of trainees to access and gain experience of the app. This involved the installation of the app on all computers within the ATCs, which was administered by ICDL GCC's own QA staff in order to ensure that everything runs smoothly.

The next phase in the deployment was through ICDL GCC's partners, such as: the region's ministries of education; universities; colleges; the 'Abu Dhabi Education Council'; the 'Abu Dhabi Systems and Information Centre' and others. As a result, government employees are able to use the tool also. ICDL GCC's aim is to have the application used by 1 million people across the region.

The project will facilitate improved knowledge of ICT amongst users and help them to be more productive resulting in improved work performance, faster learning and convenience. The content delivered through this project will help the different target groups in their daily lives. Students, for instance, will be informed about the latest innovations, whereas employees will become more efficient in how they use computers, access the Internet, use their smartphones etc. In addition, critical topics such as internet security, data protection, parental controls and confidentiality will be covered, thus ensuring that users will be more aware of, and better protected against, cybercrimes, identity theft, loss of important information, regulatory compliance and so on.

The project will supplement ICDL GCC's work in encouraging people to undertake ICDL programmes as the screensaver will whet the appetites of users to learn more. Once users see the valuable content and realise practical benefits from it, they will be more open to find out more about the topics that are relevant to them, such as IT Security for example. They will also view ICDL in very positive light as a result of this project and are sure to consider it for future learning.

Quotes

UNIVERSITY: Dr. Abdulllah Abonamah, President, UAE Academy
"Our undergraduate students are always interested in technology gadgets and in knowing the latest and the greatest about technologies. The ICDL Communicator serves as a pool of selected valuable information that is engaging and interesting to them."

ACCREDITED TRAINING CENTRE: Mr. Rami Fattal, ICDL Centre Manager, Centre of Excellence for Applied Research and Training (CERT)
"We are extremely pleased to be able to offer such a unique tool to our participants that will help them in their daily lives. The tool is simple to use with up to date content and our clients actually look out for what is new every day."

STRATEGIC PARTNER: Mr. Hussein Hussein - Knowledge and Human Development Authority (KHDA)
"Our employees/students are extremely busy carrying out their duties and are always looking for ways to do things faster and better. The ICDL Communicator app/screensaver provides them with valuable tips and advice on how they can do that in one place rather than them having to go to many different information sources."

USER: Mr. George Tawile
"I have become engrained in the way I use my computer, printer, smartphone and how I access the internet. I am keen to learn about new ways to this quicker and safer but do not have the time or know how and where to find the latest information as new things appear every day. The ICDL Screensaver is a breath of fresh air as it automatically provides that information saving me time and hassle. It is one of the apps I look forward to seeing every day."

Images

IRAN
IMPROVEMENT OF PUBLIC RELATIONS THROUGH ICDL

Introduction
ICDL Iran developed a strategic plan in 2012, which included various initiatives for marketing and advertisement. The improvement of digital literacy is one of the objectives of Education Ministry and since ICDL Iran is supervised by this ministry, the goal of these initiatives was to improve digital literacy through ICDL programmemes. In order to achieve this goal many practical projects were introduced and various marketing materials were developed. The objectives of this project were:

- To introduce ICDL Iran, goals, missions, administrative procedures
- To promote ICDL programmes, their benefits, and objectives

Project Description
This project contains several minor projects:

- ICDL Iran developed marketing materials to implement this project. These materials contain colour brushers which introduce ICDL programmes, their objectives and benefits, ICDL Iran activities, training programmes and materials, and standards

- ICDL Iran developed a short message system in order to inform the Accredited Test Centres (ATCs) about the programmes and the announcements. The headings of the important news stories, new announcements, new books published by ICDL Iran, new marketing materials developed are sent to the test centres through SMS, as well as the birthday congratulation for the ATC managers. Furthermore, every week one advertising message is sent to the ATCs to introduce the programmes which have few ICD: registrations compared to other programmes. ICDL Iran also plans to create such SMS system for the candidates to introduce certification programmes and to congratulate certain events

- A booklet containing the list of ICDL Iran ATCs was published recently which helped the candidates to find a test centre nearby. The list contains the name, address, phone number and the email addresses of the test centres. This booklet is distributed in the conferences, exhibitions and other events as one of the elements of the promotional package

- One of the projects that ICDL Iran implemented related to the promotion of one certification programme per season. In this project, each season of the year was named after one of the certification programmes which have been known less than the others. To date, this project has been implemented for the EqualSkills programme. Through the whole season, marketing materials were developed for this programme and the artwork of them was provided for the test centres; packages containing EqualSkills course books and Skills Cards were prepared and they were sold at lower prices for those who registered early. Additionally, some articles were written by experts introducing the programme, its benefits and the necessity of digital literacy for all groups of the society

- ICDL Iran attended events and exhibitions in order to introduce ICDL programmes:

  - 'Digital Media Exhibition': ICDL Iran promoted ICDL programmes at this international event which lasted for 10 days. The event that was held by the Culture Ministry and is one of the most important exhibitions in Iran in the field of digital technology
  - 'Smart School Exhibition': In this event ICDL Iran, as one of the main stakeholders that is responsible for training smart school teachers, introduced ICDL programmes to the attendees

- ICDL Iran was the sponsor of 'Roshd International Educational Film Festival'. This festival hosted many education experts and officials as well as students, their parents and teachers. About 70 countries sent their educational films for the festival. ICDL Iran developed an advertising video in which the programmes are introduced. This video was displayed in the time between each two films to make the audience acquainted with ICDL Iran, its activities and programmes

- ICDL Iran attended the 'National Festival of Communication and Technology' and its certification offering was selected as the best initiative regarding the training of state employees. This festival is the most important festival in the field of information and communication technology with the objective of development of skills and knowledge for the workforce and enabling better usage of ICT infrastructures. ICDL Iran could achieve the highest rank in this festival and received an award as well as a letter of commendation in a ceremony. In this ceremony the Vice-President of Iran, the Minister of ICT and all those who work in the field of ICT were present. Furthermore, a booklet of the best ICT administrators was published by the awards body in which ICDL Iran was introduced as the best organisation active in the field of ICT training for the public employees. The award was given to ICDL Iran by the Vice-President. ICT Ministry also designed and published memorial stamps for this special occasion for each one of the winners

Impact
All of these projects were aimed at introducing ICDL Iran, its activities, and also ICDL programmes and their benefits. They helped the better recognition of ICDL concept in the society and within the public sector. The projects that were known less by the public and the test centres were introduced in a large scale. There was a significant increase in the requests for ICDL Iran approved courseware. Furthermore, the system of sending important information became more accurate and up to date.

Images

Figure1 – ICDL Iran Foundation Awards

Figure 2 - ICDL Iran Foundation Stamps

POLAND
ECDL OPEN DAYS

Introduction
Duration: 16 - 20 April, 2012

Main objective
To promote the ECDL concept and certification on a country-wide basis, especially to the individual customer market.

The majority of ECDL certification in Poland is financed or co-financed by European Funds. This project targeted mainly individual customers, to show them how they can benefit from ECDL knowledge and certificates, and to encourage them to start the ECDL training and certification process.

Project Description
'ECDL Open Days was organised by 'PTI' (Polish Information Processing Society), the ECDL National Operator in Poland), under patronage of the Minister of National Education in all regions of the country. The event was announced by a poster (photo no. 1), distributed as 2.000 units all over the country (stuck up in test centres, laboratories and in schools) and by nationwide press announcements (photo no. 2), mentioning all participating organisations. Customers were invited to visit the PTI office and 17 ECDL Accredited Test Centres (numbering about 170 ECDL test laboratories), to receive information about trainings and certification, to participate in free workshops and presentations about ECDL and to sit trial ECDL tests. Every participating test centre received 10 free ECDL test vouchers (funded by PTI), so the most active and interested customers could try to pass a real ECDL test for free. All ECDL Poland (PTI) Regional Managers and Product Managers were involved. A lot of printed materials and small gifts (leaflets, books, calendars, notepads, pens, cups) were distributed to test centres to facilitate their job. The event was broadcast and publicised in local press and radio stations. 'Echo Kielc' magazine published ECDL Poland CEO's full page article 'E-citizen, E-clerk, E-teacher, ECDL'. In Mielec, ECDL Open Days were linked to the 'Science and Technology Festival' and in Gdansk to the 'INFOSHARE' conference. Test centres in Lodz, Gdansk and Katowice organised competitions of ECDL knowledge. The input of every ECDL Poland partner in this event was carefully evaluated and the test centres that were the most active in the event and in promoting ECDL certification in general, were awarded prizes at the 'World Information Society Day' Gala (17 May) in Warsaw.

Impact
The estimated number of people visiting the event and phoning for information afterwards was approximately 20,000 and 5,000 enquired about taking part in workshops, tests, competitions and conferences. As the ECDL Open Days event was not the only ECDL marketing activity in Poland during this period, it is hard to calculate the exact impact on ECDL Poland sales generated, but comparing to the April sales - May was 8.2% better and the June as high as 64.2% better. Certainly, ECDL awareness in Poland increased as a result of the Open Days. It was also a good way to evaluate tests centres activity.

Quotes

"ECDL Open Days – the best way to see ECDL test centres in action." – Jacek Pulwarski ECDL Poland CEO

"ECDL concept? It's great and really worth of my effort." – Jerzy Dziubinski, ECDL workshop participant in Krakow

SINGAPORE
PARTNERING WITH COMMERCIAL TRAINING CENTRE TO APPROACH THE CORPORATE MARKET IN SINGAPORE

Introduction
The corporate market has been identified as the main target market by ICDL Singapore since the start of operations in Singapore in 2009. There are over 2 million resident workers in Singapore, and employers usually send their staff for vocational training regularly, thanks to the substantial government funding. It is, however, almost impossible for ICDL Singapore to reach out to every potential corporate client ourselves with the current staff strength. Therefore, we have established partnerships with several selected commercial IT training centres, including the biggest professional IT training institute in Singapore, 'COMAT Training Services'.

Project Description
A subsidiary of 'ST Electronics' (one of Singapore's largest companies), COMAT is a leading provider in the commercial and vocational IT training industry in Singapore. With 53 staff in total, it provides training and consultation services in the areas such office applications, IT and project management, social and digital media, business and financial series, as well as emerging technologies, etc.

ICDL Singapore selected COMAT as one of its premium partners and engages COMAT in many strategic discussions and major project implementations.

On initial adoption of the ICDL programme, after the first few trial classes, the trainers and candidates at COMAT were convinced that the ICDL syllabi focused more on practical skills required at work, and the certification programmes were far more cost effective than other similar programmes, since ICDL was the only end-user IT certification standard adopted by Singapore's 'Workforce Development Agency'. This led the top management team of COMAT to firmly believe in the values of ICDL and to treat all ICDL certification programmes as the preferred solutions over other competitors, such as 'Microsoft Office Specialist'. All the sales team were then given ICDL as the priority product to sell, and at the same time, a dedicated product team for ICDL was set up to oversee the programme development and marketing activities.

The COMAT product team has been constantly providing ICDL Singapore with first-hand customer feedback and suggestions. For example, COMAT runs a series of half-day complimentary seminar to potential clients for every new ICDL programme released, including ICDL Advanced modules and new modules such as IT Security, Image Editing, Web Editing and Project Planning. COMAT sends their best trainer to teach part of the new module first free of charge, and then offers the participants some cash vouchers for them to go back to COMAT and register for the full training course later. It has been very effective to attract new client companies and candidates.

Additionally, since corporate HR managers are usually the decision makers for vocational training programmes in Singapore, COMAT constantly promotes ICDL programmes to the HR community. Other than the normal sales and marketing activities, such as direct mailer or advertisement, COMAT also invites ICDL Singapore to speak at their HR conferences or participate in their own booth at any major IT shows. To support COMAT, ICDL Singapore often provides manpower or other assistance to such marketing activities.

Impact
The partnership with COMAT has been very successful so far. From one centre alone, it usually registers around 3,000 candidates for ICDL and another 2,500 candidates for ICDL Advanced programmes annually. Since 2009, COMAT has introduced ICDL to about 400 companies in Singapore, ranging from manufacturing, finance, healthcare, transportation, and government agencies, etc. Big corporations such as 'Global Foundries', 'DBS Bank', and 'SMRT' constantly send their staff to COMAT for ICDL training and certification programmes every year, from entry-level worker, to management level. These companies also encourage candidates to upgrade from the ICDL level to the corresponding ICDL Advanced programmes.

The proactive promotion by COMAT led to significant improvement in brand awareness for ICDL in the

Singapore corporate market. On one hand, the medium size commercial training centres may benefit from the same clientele, since big corporate clients sometimes prefer to send their staff to several training providers at the same time. On the other hand, general recognition in the market will attract more companies to register for ICDL programmes, regardless of which training provider they choose. With only 7 commercial training centres targeting at the corporate market, ICDL Singapore registers about 7,000 candidates for ICDL and another 5,000 candidates for ICDL Advanced programmes annually. This in turn has helped ICDL Singapore open the door with public training centres which target at individual walk-in candidates, who pay for the programmes themselves rather than getting sponsored by the employers.

From 2012 onwards, COMAT has started to explore content development opportunities with ICDL Singapore, including developing localised courseware material and contributing to new modules in emerging technologies and applications. The ICDL Singapore team believes that the close collaboration with COMAT will generate greater benefits both locally and internationally.

SOUTH AFRICA
IMPACT OF ICDL ON CERTIFIED CANDIDATES

Introduction
Social media has long since stopped being the mysterious shiny object for IT gurus and has now become a necessary tool for communicating information the world over. With this in mind, the ICDL Africa Business Development department launched an impact campaign, which would serve as a marketing tool to prospective candidates, corporates and government entities, as well as make use of the entries to start dialogue on the importance of ICDL certifications. The incentive was for the best entry to win a Blackberry Smartphone, and as it is a popular digital device with the 16 - 45 age groups, we were able to get some factual, honest and heart-warming responses for the 11 weeks that it ran.

Project Description
The campaign was to both launch the competition an ICDL Africa Facebook page, as well as to showcase the impact that ICDL had on certified candidates. All entries were posted on the wall, and this was open to certified candidates only.

Given that the entries are a credible source of information, this generated excitement in the brand, and even resulted in some students asking about additional ICDL qualifications that they could register for. We also had the platform to address some misconceptions about the brand promptly as well as open a dialogue with the students.

It was a public platform where there was a challenge in ensuring that a positive vibe was associated with the brand, some negative comments were expressed and these were managed by addressing the concern and explaining fully what ICDL certification was about. In doing this, we were seen to take our clients' concerns seriously, respond to their queries and assist them with any issues they had either with the certification or processes.

Marketing Material
In addition to the newsletter that we used to inform the centres about the competition, we posted a notice on the ICDL Africa Facebook wall. All members of staff would refer to the ICDL Africa Facebook page after dealing with a centre to drive numbers to the site.
All the marketing information was in line with the marketing materials that we had prepared, therefore there was an integrated marketing communications approach.

Impact
With the following objectives achieved, we were able to quantify the success of this campaign:

- Gather true life testimonials
- Encourage social media participation
- Encourage brand engagement
- Generate awareness for a) ICDL and b) our Facebook page
- Increase the fan base and interaction
- Highlight the impact of obtaining your ICDL

There were well over 80 entries received, and we could not have asked for better brand advocacy. We now have a collection of positive stories to use as testament to the positive impact ICDL has. Shortly after the launch of the campaign, page activity increased steadily. This includes a significant amount of new fans as well as increased engagement. With the forthcoming launch of the new ICDL, we have created a platform to inform candidates and centres on new developments, and this is a relatively cheap way of marketing the brand, and getting honest and direct responses from candidates on various digital devices. It is important for us to be in direct communication with our market, so that we customise the ICDL solution to their needs, and this project has enabled us to do this.

Quotes

WINNING Facebook POST:

Ngcani Lundi
Growing up in the rural areas of Cofimvaba you should know that if you asked me about a mouse, the only mouse I would tell you about is the one I hunted back then. But then came ICDL and everything changed. Even if I didn't get a job, I am using the skills at University level I am even doing computer science now in teaching. So everything now is about computers. I want to teach other kids the skills I got. Thank you for the opportunity phambili! Nge ICDL phambili! I passed all modules."

Entries from the Competition:

Michael Mwanik
I am twenty years old currently undertaking ICDL in Nairobi, Kenya. At first I thought ICDL was the usual package courses offered at colleges but came to realise it was a whole lot more. Apart from opening further opportunities of computing to me it has broadened my aspect of life. The friends I have made while undertaking ICDL have made me to be the person I am supposed to me tomorrow, today. Due to the self-discipline employed within the course of the training, I have become a better person and influenced those around me to be."

Michelle Yi-Tin Yuan
"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" Age: 15

Dino Vezepa Karita
"My decision to do the ICDL in 2006 was probably the best decision of my entire career, because not only did it give me much needed end-user computer skills, but it created an interest for me in the Information Technology field, as I went on to complete a diploma in IT and other related courses. I have been an ICDL trainer for 3 years as nothing beats passing knowledge to others especially in ICDL. Anyone pursuing an ICDL certification has my most enthusiastic recommendation as it will set certain bench marks for you as it did to me."

Evelyn Gitome
"I chose to 'pass time' after high school taking ICDL in Kenya. Little did I know that the certification would be accepted as university credits and would save me over $5,000 allowing me to graduate with a Business Admin (Accounting) degree 6 months ahead of my class! I landed my 1st job in such perfect timing considering this was at the onset of the U.S economic crisis! 6 yrs. later I cannot commend ICDL enough for excellent international customer service in processing my transcript requests as I prepare for grad school. Thank you ICDL Africa!"

Melissa Anne Wood
"ICDL has changed my life completely! As a result of completing the entire 7 module ICDL course, I have been able to help not only myself with being more computer literate, but also my family. I taught both my parents how to use PowerPoint as well as teaching my mother how to use Excel. My marks at school have increased as a result of being able to use my new found skills to create professional projects. This all thanks to ICDL and having completed the course, I now feel more confident in my abilities to work on a computer."

Images
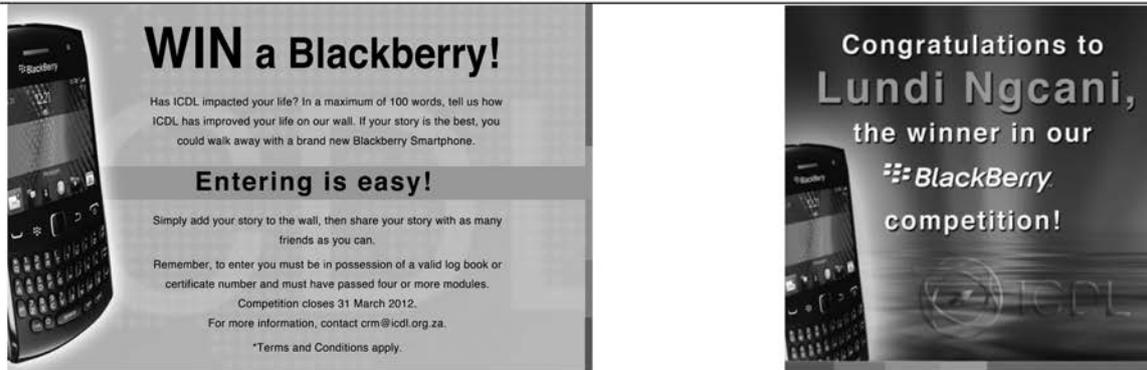
Prize giving event at ICDL Head Office where the winner was awarded his Blackberry:

Conclusion

In conclusion, the promotion proved successful in achieving set objectives and ICDL was once again able to make a difference in someone's life with a brand new Blackberry Smartphone.

SOUTH KOREA
ICDL SMART LEARNING FOR IOS & ANDROID

Introduction
Given the intense competition in the area of ICT Certification in South Korea, ICDL Korea, managed by the Korea Productivity Centre (KPC), has been making efforts to capture greater market share by implementing creative marketing approaches and adopting cutting-edge technologies.

'SK Telecom' and ICDL Korea are combining their expertise to improve the digital proficiency levels in South Korea via a new mobile solution which aims to help expand ICDL's market share and increased awareness in the ICDL programme in South Korea.

This project highlights the new solution to the ICT certification market in South Korea where 'ICDL Smart Learning', a mobile-based, online learning platform was launched on Q2 2012.

Project Description
Work together with the No. 1 Mobile Company in Korea
SK Telecom ('SKT), the largest mobile and Telecommunication Company in Korea has 24 million sub-scribers, accounting for more than 50% of the local mobile market. Riding on the success of the B2C market, SKT started investing in the smart learning solution to achieve new milestones in the area of mobile education.

Given the highly tech savvy population in Korea, ICDL Korea understands the importance of introducing a solution where candidates are able to participate in learning even when they are mobile. Hence, ICDL Korea worked with SKT to introduce the ICDL Smart Learning platform.

The First Smart Learning Solution of ICDL
The ICDL Smart Learning has been developed for both iOS and Android platforms in order to support most smart phones and tablet PCs. The platform is supported by SKT while the learning content is pro-vided by ICDL Korea. Currently, ICDL modules 3, 4, 6 and 7 are available to smart phone users.

A total of 60 courses are being offered for each module. The courses are designed such that it takes only 5 to 10 minutes to complete, in order to maximise the educational effects of smart phone users who are mobile.

Evolving a System Involving Close links to Customer
Though the Smart Learning solution only currently provides learning content, there are plans to embed a payment system in the Smart Learning app, so that candidates can register and pay for the ICDL programme with just one click.

The system that SKT and ICDL Korea provide is predominately developed for fulfilling customers' needs and demands. The Smart Learning app allows some integration of customers' legacy system.

Plans are in place for ICDL Korea to continue developing learning content for the rest of the modules and to manage the system to cope with new demands from the market. ICDL Korea aims to launch the complete ICDL learning modules to the public through this Smart Learning platform together with a pay-ment system by the 4th quarter of 2012.

Impact
More than 1,000 university candidates are expected to download the ICDL Smart Learning application, which will be encouraged by their universities. ICDL Korea and SKT will been strengthening their co-operation on the corporate market as well.

As part of the agreement between SK Group and ICDL Korea, subsidiary companies under SK group have started to adopt ICDL certification as a performance assessment tool and basic requirement for recruitment.

Images

[ICDL Smart Leaning App on Android]

Main menu of the app

Leaning contents of Wordprocessing

SWITZERLAND
ECDL SWITZERLAND CINEMA AD

Introduction
In January 2012 we started a collaboration with existing Accredited Test Centres (ATCs) to launch a cinema ad campaign. The ad will run from July 2012 to December 2012, with the option of prolonging the campaign if desired.

Due to the fact that our ECDL candidates are becoming younger, we decided to launch measures to push the ECDL in the further training/education segment. Cinema ads are quite popular and reach a broad audience, as well as having a favourable cost-performance ratio.

The aim is, on one hand to get the ECDL brand better known, and on the other hand, for more candidates to obtain a certificate. For this reason we collaborated with ATCs offering the ECDL to candidates from the further training/education sector.

Project Description
We asked the test centres in 6 towns in Switzerland from the German and French speaking part offering the ECDL exams for people above 25 years old whether they wanted to participate in this project. The more test centres participated in one town the lower their financial contribution. We found 12 partners overall for 6 towns, 2 exclusive and a maximum of 4 partners in Zurich. The financial contributions of the test centres covered the production costs of the cinema ad, with ECDL Switzerland paying for the distribution/air time.

ECDL Switzerland had the cinema ad produced after a pitch from two production companies. We decided on a 17 second so-called 'cinemotion' ad, which consists of animation and sound.
The collaborating test centres were allowed to vote for their favourite out of the best three ideas chosen by ECDL Switzerland. The spot is the same for all towns (in German and French), with the last screen showing different test centres in every town.

The completed ad was also uploaded by some test centres and by ECDL Switzerland to YouTube (www.youtube.com/ECDLSwitzerland) and LinkedIn, as well as to our website.

If we receive good feedback from the campaign, it could be broadened to include further cities and/or other partners. The finished spot could also be used by other countries if they cover the adaption costs.

Impact
The impact will be shown at the end of our campaign. One way of testing this is through the contact form potential test centres fill in, where they are asked how they heard about the ECDL. In addition we have received positive feedback from the collaborating test centres and were able to strengthen our customer relations.

Quotes

Test centre feedback:

"Good job, the spot turned out really well! I am looking forward to sitting in the darkened cinema and hearing the familiar Windows sounds."

"It looks cool and will surely make the viewers smile, or shiver! The spot is very well made, funny and will surely work beautifully in the cinema."

Images

Watch the full spot at:
http://www.youtube.com/watch?v=dljzrqbVeF0&feature=plcp

00:00 – 00:07 completely black screen, sounds of somebody typing on a keyboard and error sounds

00:08-00:10 White text appears on black screen:
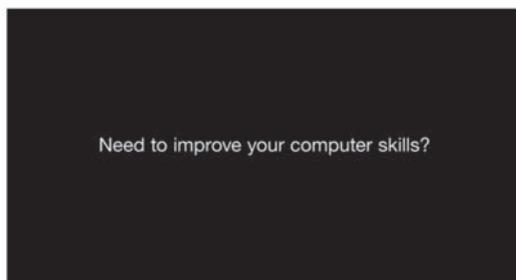
00:08-00:10 White text appears on black screen:
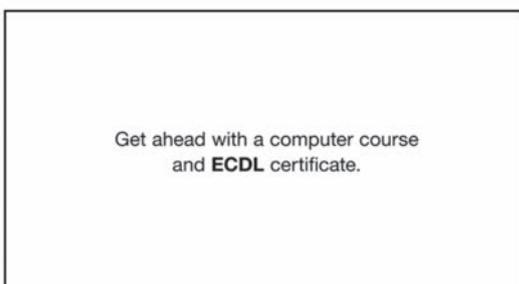
00:11-00:13 Black text appears on a white screen:

00:14-00:17 Logos of test centres collaborating in cinema ad:

UK
BCS ECDL MARKETING TOOLKIT

Introduction
In January 2012, BCS, The Chartered Institute for IT, launched the BCS ECDL 'Marketing Toolkit' to over 1,800 centres in the UK.

We developed the toolkit in response to requests from our centres for help in promoting ECDL to potential learners.

The toolkit allows our centres to order marketing material for ECDL which they can place around their campus or hand out to prospective learners in order to grow their customer numbers.

Centres can now source marketing material free of charge, including pens, posters and leaflets using the toolkit's simple online shopping cart style service.

For a small fee, centres can also order jointly branded material. The toolkit enables them to create marketing material with their own logo and contact details, co-branded with ECDL and BCS logos.

We are the only awarding organisation in the UK to offer this type of service, which sets us apart from our competitors and encourages centres to work with BCS to deliver ECDL.

Project description
We began developing the Marketing Toolkit in September 2011, with our partners, CBF (a printing and distribution company, http://www.cbfnet.co.uk/). Our aim was to deliver an online tool that gave centres access to free materials to help promote ECDL.

We carried out market research to determine the materials we should make available. We spoke to our centres who had previously expressed an interest in marketing resources and we compiled a requisite list. As a result we've made the following items available at no cost to our centres:

- BCS / ECDL branded pens
- ECDL poster The IT qualification that takes you further
- 4 page ECDL booklet The IT qualification that takes you further
- ECDL business brochure Increase the efficiency and productivity of your workforce
- ECDL boiler plates for centre prospectus
- ECDL press release templates

We've also included functionality in the toolkit for centres to add their own logos and messaging where appropriate to create co-branded material.

We launched the Marketing Toolkit to our 1,800 centres in January 2012. We pre-ordered a large number of the generic material for delivery to our partners' offices so that customer orders for these items would be despatched the same day. The pre-order cost us £3,000 out of our ECDL marketing budget. Our only other cost is for delivery of the materials to the customer.

For co-branded material, there is a small fee for the customer just to cover the printing. This is not a profit-making initiative for BCS and we cover the cost of delivery in all cases.

Impact

Since the launch of the Marketing Toolkit in January 2012, we have delivered over 16,000 units of material to our customers across the UK.

Feedback from centres has been extremely positive with many now actively promoting ECDL for the first time. The available material is helping centres to focus on targeting learners in the local community.

Our centres are now requesting that other types of materials are made available and we are working with our partners to further develop the toolkit. We are also enhancing the solution to include QR codes on all material, linking learners to relevant pages on bcs.org.

We plan to build on the initial success of the project and promote ECDL beyond our existing centre base to prospective centres, using resources such as the Marketing Toolkit as a differentiator between BCS and other awarding organisations that deliver IT user qualifications.

We are currently working with a national training provider to produce a video case study to highlight the effectiveness of the ECDL Marketing Toolkit and help us promote to new customers.

Quotes

"I have looked on the site and I really like the ECDL resources. We are at a point now where we are looking to market our training team so I will be very pleased to use these resources; thank you for thinking of us."
Anne Parkes, ECDL Centre Manager, Dudley, UK

"Excellent timing. Have passed to a colleague to review the ECDL Marketing Toolkit, it looks really helpful and we can certainly use it in our current marketing campaign."
Hilary Watts, Managing Director, Private Training Provider

"These materials are being circulated and backed up with other activities including promoting BCS via social media. We hold regular open evenings and the ECDL leaflets we have from the BCS are being included in the goodie bags. We will be looking at other marketing toolkit items to use on our marketing and publicity in the future. We have also included ECDL pens in our goodie bags."
Pitman Training Group, Cheltenham Centre

"Thank you for your update, I will use the provided link to promote ECDL amongst our learners and Job Centre customers."
Jakub Olszewski, Best Training

Images

ZIMBABWE
RAISING ICDL AWARENESS IN ZIMBABWE

Introduction
The Computer Society of Zimbabwe (CSZ) introduced ICDL to Zimbabwe in 1999. The project imme-diately took off, with private schools and big corporates embracing it. For the ordinary public though, it still remained uncharted waters and a programme for the elite. The Computer Society of Zimbabwe had to come up with ways of dispelling this false notion.

Project Description
The Computer Society of Zimbabwe embarked on a serious marketing campaign to bring ICDL aware-ness to the general public. The ICDL website was revamped to allow public log-ins and also give it a modern look. The main objective of the campaign was to bring ICDL awareness to the ordinary and disadvantaged individual in spite of an economic crisis.

Marketing Material
The ICDL Car was launched – an ICDL branded car! This was used for all ICDL meetings with various stakeholders as well as just a means of advertising to the general public. ICDL branded business card holders, ICDL branded folders, ICDL branded pens as well as ICDL branded shirts were given to influ-ential individuals so they could advertise ICDL at every given opportunity. The idea was to saturate the market with ICDL material so that there could be no excuse for not knowing about it.

Marketing through the Accredited Test Centres
The Society's network of ICDL Training Centres is treated as a partnership in devising marketing strate-gies for ICDL. Regular visits and frequent communication with all of the centres are key, and each year an ICDL Forum is held in the two main cities and always well attended, providing an opportunity to agree the way forward for the following year.

Impact
The success of the project was measured in the following areas:

- Increased hits on the website
- Increased call enquires
- Increased number of candidates taking up the programme
- ICDL a requirement for most job adverts
- Compulsory for most students at most schools

Everyone and everybody wanted to do ICDL as it became the 'in' IT course. The Ministry of Education and the Ministry of ICT embraced ICDL. All that's missing is the endorsement by the government of the programme. The awareness level also increased tremendously especially with several schools mak-ing it a compulsory subject. Teacher training colleges, polytechnic colleges and some universities also adopted it.

Quotes

Experiences Before ICDL

Njabulo Ncube
I would like to do ICDL by myself without attending class as I don't spend most of the time within the country. I then want to know where and how I register with the ICDL, if I have to before I register with the test centre. Where do I get courseware, from ICDL or from test centre?
I will appreciate the full information on the above including all costs involved and prices for each item."

Justin Chigu
"I am the Head of Technical Division at Kushinga Phikelela Polytechnic and would like the polytechnic to be accredited by CSZ to offer ICDL training programmes to the Marondera community.
I am therefore requesting that you sent me all the requirements needed in order to achieve this goal.
We are a Mashonaland East regional center for Ministry of Higher and tertiary education."

General Enquiry
"I have just seen your car in the parking lot. I wish to do my ICDL, may you please advise me on how I can do that."

Experiences After ICDL

Laida Mwara
"ICDL is a stepping stone for what I would like to become in the future. Currently, I have managed to get a voluntary job at Avondale Infant School as a Computer Teacher. Apart from all this, acquiring my ICDL certificate helped boost my self-esteem and confidence. I am really happy about this achievement."

Laureen Mutevhe
"ICDL has meant we can fully utilise our computers for learning. The syllabus enables the students to master the necessary concepts for computer basics and the Microsoft Office suite.
As we have a full training programme running, our children are occupied with a very constructive programme during weekends and holidays. We have also reached out to the Hatcliffe community and trained 9 youths from there. Our staff members are currently being introduced to the basics of computers. Some have taken up the challenge to write their ICDL exams are progressing quite well."

CABS (Local Bank)
"We wish to verify that this person has actually done their ICDL through you and you have their records with you. They wish to withdraw some cash and have forgotten their National ID card so they have presented us with an International Computer Driving Licence plastic card."

Good Samaritan
"I have picked up Cleopatra's documents, there is no contact address but I have noticed there is an International Computer Driving Licence plastic card that has your contact details for verification. I was wondering if I could drop the documents with you so you can contact her!"

Images

ICDL Africa branded notepads. Delegates at an ICDL Centres annual forum.

ICDL Africa branded car! ICDL team in their ICDL Africa branded shirts

ICDL Africa branded business card holders and pens. ICDL Plastic card!