

# BEST PRACTICE AWARDS 2016



*ECDL Foundation is a stakeholder in the e-Skills for Jobs campaign, an initiative of the European Commission*

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# **ECDL / ICDL IN SOCIETY**

## OCG CARES

### INTRODUCTION

Last autumn, the Austrian Computer Society (OCG) realised that the refugee crisis demanded quick and un-bureaucratic action to help refugees and asylum seekers. Therefore, it launched the project, 'OCG Cares', aiming at providing those who had to leave their homes with ICT and language skills. After a strategic meeting of all stakeholders in December 2015, 22 refugees started their crossover courses in IT & German, with the aim to prepare for the ECDL Base certification tests by summer.



In view of the present European situation regarding the refugee crisis, the project falls very much in line with the European digital literacy initiative: integration of the socially disadvantaged and bridging the gap between the digitally literate and the digitally illiterate.

The objective of the OCG Cares project is to empower refugees to facilitate their integration into the labour market, i.e. integration into society by upgrading their ICT and language skills.

### PROJECT DESCRIPTION

OCG invited ECDL trainers, and representatives of the publishing houses, ikon and Herdt. In a strategic meeting it was decided to select a target group of refugees, who had already acquired good German and basic computer skills. Contact was established with various refugee NGOs in Vienna that were offering German courses. The refugees were invited to take assessment tests (using the Sophia testing system) to assess their IT skills. A group of 11 who fit the profile of good German/basic ICT skills was selected. Due to the large response, a second group of 11 was formed. The latter had good German, but hardly any IT skills, and therefore will receive basic ICT training. Depending on their progress, they will be able to take certain certificate exams in the future.

Weekly 2-hour-courses for both groups have taken place in the OCG office in Vienna since February. The refugees are trained by ECDL testers who volunteered for this task. Students were provided with free learning material and encouraged to practice whenever possible. The ECDL Computer Essentials, Online Essentials, Word Processing and Spreadsheets modules are taught. At the end of the course, the refugees will take the exams to get the ECDL Base certificate.

Once the refugees have received basic German-language training, it is difficult for them to find ways to enhance their skills. They are eager to enter the labour market as an important step to social inclusion. The Austrian labour market, on the other hand, urgently needs well-educated workers. ECDL, as an internationally approved certificate of competence, gives the refugees the chance to show their skills. As the course is held in German, their language skills get better simultaneously.

The OCG Cares project is funded by the Austrian Computer Society as part of their corporate social responsibility (CSR) programme (skills card, infrastructure, administrative staff etc.). The trainers for this project are volunteers and receive no remuneration. The publishing houses ikon and Herdt supply learning material free of charge.

## IMPACT

The response to the OCG Cares project was very positive. The refugees make good progress, both in IT skills and German. The trainers are confident that they will successfully pass their certification exams in June. The project is intended to work as a multiplier for the future. ECDL certificates are well-known and respected standards in the business world.

OCG Cares empowers refugees and helps them integrate in society, resulting in a win-win situation for society and migrants. A number of refugees had already heard about ICDL/ECDL and they spread the word among their fellow refugees. They are very proud to have been selected, and are eager to gain the certificates. OCG intends to organise a follow-up course and share its experience to encourage other institutions to do the same.

OCG regularly reports in blogs on its website about the progress of the project.

Candidate competency was tested using the Sophia assessment tests before the ECDL course began, in order to find a homogenous group. At the end of the course the candidates will sit the individual module exams.

A total number of 22 refugees are being trained to sit the exams. The number of modules they take will depend on their individual progress. Training takes place in the computer room of OCG on a weekly basis. There is one PC for each refugee to provide an efficient training environment. Experienced trainers use their own methods, supported by learning material from the publishing houses, ikon and Herdt.

At the end of June 2016, the candidates will sit their exams, which will be carried out using the automated Sophia certification testing system.

As the OCG Cares project is part of the CSR programme of OCG, no monetary profit is to be gained from it. The present situation demands efforts on all sides, so OCG, supported by volunteers (ECDL trainers) and the publishing houses, ikon and Herdt, makes a contribution to alleviate the difficult situation for the refugees. Some of the refugees had already heard of the ECDL certification and, as they are well connected, they spread the word, thus making ECDL even better known.



It is important to remain flexible to meet the demands of the candidates. All refugees we came into contact with impressed us with their enthusiasm and engagement. Their language skills (often more than 3 languages) and their learning speed are amazing.

## QUOTES

*“This OCG Cares project allows me to make a small but efficient humanitarian contribution. I am proud to see how people from different cultures help each other and become a close-knit community, overcoming language barriers in their common aim to learn IT skills, the German language and our culture because they really want to integrate into their new environment.”*

Reinhard Schuecker, trainer

*“The students ask questions that show their commitment and their deep interest in IT. They help each other and show a lot of respect for each other and us teachers/trainers.”*

Eva Supanetz, trainer

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*“It is not ICT that is our challenge, but languages: ICT helps here to break down borders. There is very impressive student engagement; the students are eager and confident to go forward and learn more.”*

Thomas Baldauf, trainer

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*“Can we go even further? Is it possible to have a follow up course? Because IT and ICT knowledge is so important!”*

Course participant

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*“I am considering studying ICT.”*

Course participant

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## EQUAL SKILLS PROJECT FOR LESS EDUCATED INDIVIDUALS

### INTRODUCTION

The Document for Fundamental Evolution of Education of Iran emphasises the smart application of modern technologies, on the other hand nowadays literacy is not limited to reading and writing, and people must have a basic knowledge on digital technologies. The Literacy Movement Organisation of Iran is the custodian of literacy training for individuals who are left without education, and have registered themselves as illiterate.

In alignment with responsibility of ICDL Iran Foundation and the Literacy Movement Organisation, ICDL Iran offered the 'Equal Skills Project' to the Literacy Movement Organization for less educated individuals who are deprived from education.

### PROJECT DESCRIPTION

By concluding an agreement between ICDL Iran Foundation and the Literacy Movement Organisation of Iran, the trial phase of the project began, in which 20 individuals were trained. After receiving positive feedback, the project entered its second phase and according to executive instruction, the plan for holding courses in five provinces of Iran namely Tehran, Isfahan, Kerman, Razavi Khorasan and Kurdistan developed. In this regard, the educational content of the courses were developed based on topics of the 'Equal Skills for Less Educated Individuals' program. Three books were developed for the program, one of which was a handbook in English, which was designed to meet the needs of candidates.

In order to raise the quality of the courses, training was arranged for instructors. Considering that candidates of this program are less educated, they have difficulty in reading and writing, and need more practice in their learning process, in addition to standard class hours, so additional practice hours were considered for them during which they could work under supervision of their instructor. Additionally, some centres were equipped with large touch monitor displays to elevate teaching quality. Some centres considered a transportation service for candidates who came to classes from remote areas. To ensure proper implementation and operation of the project, both the ICDL Iran Foundation and Literacy Movement Organisation of Iran appointed supervisors for the project.

100 candidates from each province, who could read and write, participated in these courses with, in total, 500 candidates from 5 provinces. The Literacy Movement Organisation of Iran provided finances to cover the expenses of the program. The candidates studied in Accredited Test Centres. After completion of the course and approval of the instructor and centre in which the candidates were admitted, Equal Skills Certificates were issued.

### IMPACT

- > Participants of the courses became motivated to continue their education;
- > Considering the successful trial phase of the project, the authorities decided to expand the project to other provinces and broaden its scope;
- > Candidates showed positive feedback for the program which resulted in extensive advertisement for Equal Skills Project and subsequently, other programs of ICDL Iran Foundation.

## QUOTES

### Directors of ATCs

- > Candidates were motivated in classes;
- > Candidates were satisfied that could do their daily work using computer;

### Instructors

- > Learning computer operation skills motivated candidates to attend the classes enthusiastically;
- > Candidates were encouraged to use electronic books;
- > Candidates showed enthusiasm for learning more comprehensive computer skills;

### Candidates

- > All topics of the classes are needed in our daily life and we can use computer effectively;
- > Participating in these classes made us capable of supervising safe use of computer by our children;
- > The Equal Skills project helped us search and find considerable amounts of information in internet;
- > I think by participating in these classes, I entered in a whole new world;
- > When my children used computer, I had no idea how to turn computer on or off, but now I know how to use it;
- > In the digital society in Iran, I felt I was left out from the society without having any knowledge about digital technologies, but now I can shop online while I'm at home;

## ICDL — A COMPETITIVE ADVANTAGE FOR UNDERPRIVILEGED YOUTH IN MALAYSIA

### INTRODUCTION

The Montfort Boys Town was founded in 1959 by the Brothers of St Gabriel for the care and development of underprivileged youth. Montfort Boys Town was started to help youth who are orphaned and those who come from poor and underprivileged families in need of training for a better future in life.

Fraser & Neave Holdings Bhd (F&NHB) believes that all children deserve equal educational opportunities. They established the F&N IT Corner program in 2010 to help young people at Montfort Boys Town to develop essential computer skills as a stepping stone to a brighter future.

The head of F&NHB communications and corporate affairs, Karen Tan, noted that computers had become essential in almost any job, hence the need for graduates to be computer literate in order to meet their career aspirations.

*“Though many of the students come from underprivileged backgrounds, we believe education can give them a chance at a brighter future.*

*“Through the F&N IT Corner, we hope to empower youth with essential computer skills to equip them for both academic and professional success,” she said at the school’s fifth ICDL graduation ceremony for 48 new graduates.*

Since 2011, F&N IT Corner has given students the opportunity to undergo a six to eight-month International Computer Driving Licence (ICDL) certification course, fully funded by F&N.

### PROJECT DESCRIPTION

In 2010, F&N sponsored a computer lab at Montfort Boys Town with 25 computers and internet facilities. The following year, F&N requested that Montfort Boys Town run a program that will utilise this new internet computer lab, and will benefit the students.

ICDL was then introduced through the Youth & Sports Ministry IT Base program. Montfort Boys Town did not participate in this program, but underwent the accreditation process and became an ATC in 2011.

To-date, ICDL has benefited more than 200 students. The program is offered mainly to final-year students. The course gives participants the necessary skills to use a computer and to understand common computer applications.

F&N has agreed to sponsor the program with an initial sponsorship of RM10,000.00 per year. This allows Montfort Boys Town to offer ICDL free of charge for its students. They recently agreed to increase the funding from RM10,000 to RM15,000 due to the current low currency exchange.

IT Training is part of the syllabus and there was no problem in integrating ICDL with the current skills training required by the National Occupational Skill Standard (NOSS).

The current sponsorship of RM15,000 allows Montfort to sign up about 50 candidates per year. IT students from the Computer Maintenance & Graphic Design departments are offered the ICDL program. All students from these two departments are required to undergo the trainings and certification tests. These IT students have a computer assigned to them, which allows them to have more computer time than the non IT students.

Montfort Boys Town recently upgraded to Windows 7/Windows 8 and the Office 2010 suite. The students are trained in Word Processing, Spreadsheets, Presentation, Computer Essentials, Online Essentials and Using Databases. They then choose three modules and undergo the ICDL Certification tests. Most of them choose Computer Essentials, Presentation and Word Processing.

English proficiency remains a big challenge. When taking the exams, the students have difficulties understanding the questions. They are able to carry out the practical steps, but sometimes they are unsure what the questions require them to perform. Despite this challenge, Montfort Boys Town understands the importance of pushing the students to learn the program in English.

## **IMPACT**

The certification has helped Montfort Boys Town's students secure jobs that require basic computer literacy. Indeed, with ICDL certification they can show the employer that they possess formal IT training. Furthermore, the fact that they are completing the exam in English is also a plus in recruiters' eyes. It shows that the student has a sufficient English proficiency level.

So far, about 186 candidates including teachers have been certified.

Computer maintenance student Ng Qiu Teng is one such student who is confident of finding a good job abroad after graduating from the ICDL course.

"I decided to pursue ICDL as it was recommended by my sister who studied at Montfort. With the internationally-recognised qualifications, she has found a well-paid job in Singapore. I hope to follow in her footsteps once I graduate," said the 20-year-old from Tangkak, Johor.

"The ICDL course equips us with fundamental skills that will be essential, not only in our future employment, but when furthering our studies," said the 20-year-old graphic design student who plans to further her studies in illustration.

Graphic design teacher and Montfort alumna Lee Wai Kok said the course was a good foundation program as it gave students an added advantage when seeking employment.

## DZIKWA TRUST ICT HUB WITH ICDL CAPACITY

### INTRODUCTION

It all began in 1992, when Seppo Ainamo, the project's founder and coordinator, promised to pay the school fees of one 8-year-old boy, whose 22 year-old widowed mother couldn't afford to send him to school. The Dzikwa Trust Fund, or simply Dzikwa for short, was established as a legal entity and began operations in Zimbabwe in September 2002. The underlying purpose of the society is to empower Zimbabwean orphans and give them a chance to lead a fulfilling life. It seeks to give the children long-term help, in their own community, in order to guarantee their basic education and general welfare. The ICDL project started in April 2015 and in August 2015, the first ICDL lessons and exams were taken. The objectives were:

- > To enhance the professional capacity of Dzikwa ICT Centre
- > To enable Dzikwa students to be trained in ICDL
- > To provide ICDL and other digital skills training affordably to the Dzivarasekwa and surrounding communities
- > To generate funds for Dzikwa Trust

### PROJECT DESCRIPTION

The team that drove the project to be what it is now is comprised of the following: Nyaradzai Matiza, the ICDL trainer; Farai Pedzisayi, Tendai Mikioni and Ruvimbo Moyo, the Dzikwa ICT Centre assistants; Levita Chenera, Dzikwa Field Officer; Seppo Ainamo and Oili Wuolle, Dzikwa Directors; and Anna Puhakka, a volunteer from Finland.

We sold our old computers and used the proceeds to pay for the initial costs. The directors helped to market the initiative in Finland, by convincing the sponsors to fund their sponsored children to take ICDL. Farai and Anna helped in designing the ICDL brochure, flyers and posters. Tendai and Ruvimbo assisted in distributing the brochures, flyers and posters in and around Dzivarasekwa. Levita helped identify students for the first class and in flyer distribution.

There was no place where the Dzivarasekwa and surrounding communities could go to learn basic computing and other modules that are a requirement for survival in today's workplace and day-to-day living. People had to travel to town to learn ICDL and other courses. In the two local schools in Dzivarasekwa, students can take the HEXCO exams. Our students had been requesting an internationally recognised certification to be offered in our Dzikwa ICT Centre. The first ICDL lessons were done on 12 August 2015. A total 17 students (10 boys and 7 girls) had funding available from their sponsors, and the volunteer in the ICT Centre, Farai Pedzisayi is also learning ICDL. The first ICDL exams were taken on 21 August 2015. A total of 6 sittings were made for the ICDL exams in 2015. So far, four students have passed the initial basic ICDL exams: three boys (one was then in Form 3, and two then in Form 5) and one girl (then in Form 3).

### IMPACT

So far, all the initial costs have been recovered during the first class that was held in Dzikwa. The project started off as an in-house project, offering training to the Dzikwa students only. Now the marketing efforts are targeting the immediate surrounding communities. Presentations have been done in local churches, the police and the clinic. The local people, even small business operators, are keen to start the ICDL training. We have structured the course in such a way that the basic ICDL is attained when one has done the Computer Essentials, Online Essentials, Word Processing, Spreadsheets and Presentation modules. To date, 18 skills cards have been sold and all are from the first class only. The project is now being launched to include people

outside of Dzikwa. We plan on selling about 50 profile cards by the end of this year. We also plan to have trained two more ICDL trainers.

The first class was made up of Dzikwa students who had done a basic ICT course in the ICT Centre prior to the introduction of the ICDL courses. The students had an appreciation of ICT, and how to use it. A few concepts were new to them, hence ICDL was more interesting. Also, the idea of getting an internationally recognised qualification was appealing to the students. The students were trained and a lot of exam-type questions were done.

The project motivated our Dzikwa children to excel in ICT subjects in their respective schools, with some taking Computer Studies at A Level. The visibility of Dzikwa ICT Centre has increased in the community. Dzikwa staff members and students have the opportunity to be trained as ICDL trainers. Community outreach was conducted through the means of face to face deep briefing and advertisement through the use of brochures & posters.

The project was a learning point for the Trust. It is a way of exploring ways in which the cost centres in the Trust can be self-sustaining. The project is also enhancing Dzikwa Trust's marketing and business management skills through the exploration of different marketing methods. The project has a stand-alone income, budget and cashbook to monitor cash flows.

## QUOTES

*"The modules are practical; we get to go online. I now have a Gmail account, and an Outlook account too. The trainer is thorough when teaching. The practical use of computers was explained and demonstrated well."*

Bishop Charamba

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*"There are no surprises in the exams, what we learnt and revised is what was in the exams."*

Samuel Kanhodo

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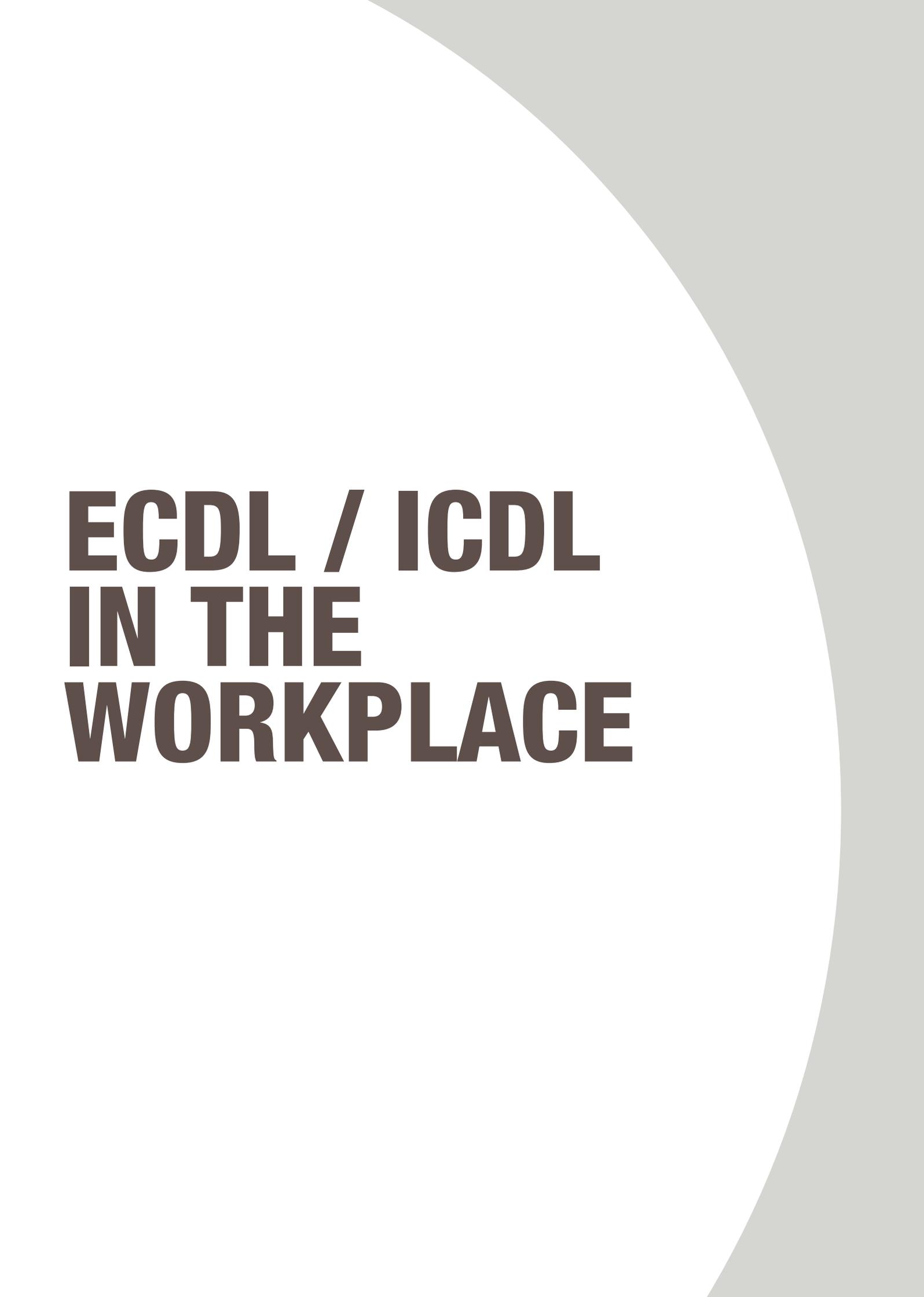
*"Computer skills are now a must in today's environment."*

Local Clinic employee

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The students would recommend other school-going students to take the course as it is practical in nature.





# **ECDL / ICDL IN THE WORKPLACE**

**ICDL ARABIA GAINS MARKET SHARE WITH NEW CERTIFICATION – MEETING TODAY’S WORKPLACE NEEDS**

**INTRODUCTION**

ICDL Arabia has introduced the ICT Essentials for Career Development Certification to meet the changing ICT needs of organisations and employees.

ICDL Arabia conducted a survey in the fourth quarter of 2015, to study and analyse the skills required in today’s job market. The survey covered 500 government and private sector organisations across the GCC region, and targeted company owners, heads of departments and HR and training managers. The survey revealed a growing demand for the improvement and enhancement of information and communication technology skills for employees in the public and private sectors. Survey findings indicated that employers in the region are looking for skilled employees who can improve upon their performance using the latest ICT, in line with the changes in technology and market trends.



85% of respondents agreed that all roles including administrative, customer service, operation, sales and business development, management and marketing require ICT skills sets such as teamwork, project management, report creation and secure use of data and social media tools.

In response to this market demand, ICDL Arabia developed a new certification, “ICT Essentials in Career Development”, which includes the three most demanded skills in today’s job market: IT Security, Online Collaboration and Project Planning.

**PROJECT DESCRIPTION**

In support of the GCC’s efforts to reduce unemployment and also offer better employment opportunities to its citizens and expatriates, ICDL Arabia configured, based on existing ICDL modules, a new career development certification to enhance professional competencies.

The new certification will certify job seekers and current employees on the latest ICT skills, in response to the rapidly changing requirements of the job market. The career development certification comprises the ICDL IT Security, Project Planning, and Online Collaboration modules, which will enable job seekers to become proficient in skills for the modern workplace.

ICDL Arabia launched the certification in January 2016 to the following audiences:

**ICDL Accredited Test Centres:** Through business development team meetings, quality assurance, social media and the newsletter, ICDL announced the launch of the new certification. On 3 April 2016, ICDL partnered with Microsoft to provide an event for all ICDL Accredited Test Centres to explain how the career development certification is important and relevant to today’s job market and how centres can market the certification to their retail, corporate and government clients. A Microsoft subject-matter expert explained, in detail, how project management is used by many industries and gave an in-depth demonstration of best practices for project planning.

**University Students and Job Seekers:** ICDL Arabia targeted these two audiences through social media campaigns, via www.icdlarabia.org, radio adverts and pay per click ads through Google.

**Existing Candidates:** The career development certification was promoted to existing candidates that may not have taken these modules as part of their certification, through a courseware insert, a certificate insert and on the ATS.

Key components that led to the success of the ICDL career development certification launch were partnerships with major government and semi-government organisations in the GCC region to implement certification for employees and job seekers, such as:

**The National Development & Employment Authority UAE (Tanmia):** ICDL Signed a Memorandum of Understanding (MoU) with Tanmia to fund the training and certification of 1,000 job seekers in Dubai and the Northern Emirates.

**Qatar Civil Aviation Authority:** ICDL signed a MoU to fund the training and certification of 500 employees within Qatar Civil Aviation Authority.

**Abu Dhabi Police:** A project was secured to train and certify all of Abu Dhabi’s police officers.

A challenge involved in this project is that, in January 2016, a decrease in oil revenues brought about by the drop in per-barrel prices resulted in a reduction in government spending across the GCC. These budget freezes and cuts have greatly impacted the training and development of employees, making governments more discerning as to the training programmes they adopt.

**IMPACT**

The short term impact of the career development certificate is that it has created three new client projects: Tanmia, Qatar Civil Aviation Authority and Abu Dhabi Police.

The long term impact is that it has highlighted the importance of three of the New ICDL modules in a new sector, and created greater awareness, generally, across governments and educational entities, of the new ICT skills that ICDL offers.

The projects, combined, will see a return of 5,000 skills cards upon completion.

The main lesson learned for ICDL Arabia is that, in a territory that is seeing financial challenges, marketing the ICDL modules in a new way through creating a new certification that appears to be more relevant than the standard format has helped facilitate understanding of the new ICDL flexibility and skills. It has enabled ICDL Arabia to educate the market about three important skills that singularly appeared less important to job seekers and university students. Combined, they have created a powerful toolkit for job seekers in the region.





## Bring Your Career To Life With ICDL Career Development Certification

### Project Planning

Gain rich skills that are high in demand by employers in the public and private sectors.



### IT Security

Discover how to become responsible when using your home or workplace computer and other devices.

### Online Collaboration



Working collaboratively with other coworkers by sharing online platforms and information is a must in today's workplace.

[icdlarabia.org](http://icdlarabia.org)



#### Empower your business with seamless solutions

Dear ICDL, Microsoft Accredited Career Manager and Owners,  
With the launch of ICDL Project Planning Certification and Career Development Certification, ICDL Arabia and Microsoft would like to extend you an invitation to a Project Management event on April 3rd, 2016.

3rd April 2016 - 9:30am

Address: Microsoft Gulf office Building No. 8, Dubai Internet City, Dubai, UAE.

ICDL, our collaborators "Project Planning" and "Career Development" aimed at job seekers and government employees will provide the ICT skills they need in order to stand out in the job market. It was designed after research showed that training managers and HR managers identified that these skills were the most sought after by today's employers. Microsoft MS Project expert, Mr. Shadi Shadi, will share with you Microsoft PPM vision and solutions. During the session he will talk about how to present MS project adoption benefits to customers.

#### Session Agenda:

- 09:30 - 09:35 Welcome coffee and registration
- 09:35 - 09:40 ICDL Arabia welcome speech
- 09:40 - 10:40 Project and Portfolio Management with MS Project
- 10:40 - 11:30 The Future of MS project: Roadmap and strategy
- 11:30 - 12:00 Coffee Break
- 12:00 - 1:00 Unleash the power of your projects: Benefits of adopting MS project

Don't miss the opportunity to connect with ICDL Arabia and Microsoft team and learn more about the benefits of project planning.

Registration is not a final exam, but several tests and exams is included. Please RSVP for March 17, 2016 by sending an email to [nafees.ahmed@icdlarabia.org](mailto:nafees.ahmed@icdlarabia.org) or [www.icdlarabia.org](http://www.icdlarabia.org)

We look forward to having you in the session.  
Kind Regards,



### Are your employees skilled beyond the common office applications with skills essential for today's workplace?

In the competitive modern economy we live in, you expect your employees to be comfortable using the common office applications, but what about possessing the latest ICT skills required for today's work environment?

ICDL is introducing 'ICT Essentials for Career Development', an internationally recognised certification that combines the latest ICT skills in IT Security, Project Planning and Online Collaboration. These skills have become essential in today's workplace regardless of the role of the employee in the workplace.

[Click here for more details](#)

**CONTACT US NOW TO FIND THE NEAREST CENTRE TO YOU**

☎ 00971 4 454 0420

🌐 [www.icdlarabia.org](http://www.icdlarabia.org)

✉ [info@icdlarabia.org](mailto:info@icdlarabia.org)

ICDL - The international standard for digital skills

## QUOTES

*“The training of 50 women entrepreneurs and researchers represents an important step to support the efforts to reinforce national capability according to the highest international standards. ICDL Arabia has a very valuable role in the dissemination of knowledge and information about digital culture among social groups, particularly women job seekers enabling them to obtain relevant skills. We look forward to continue working with ICDL Arabia to achieve our goal of optimising national human resources to meet the current and future needs of the labour market.”*

Mohammed Matar Al Marri, Director General of Tanmia

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*“We are delighted to start this cooperation and joint action with ICDL Arabia to support the rehabilitation project of 50 women trainees. I would like to emphasise that the agreement paves the way for a long-term partnership strategy designed to support and enable current and future generations to participate in development, progress and growth through a suitable job that fits their scientific and practical qualifications and live up to future aspirations.”*

Hussein Wehbe, General Manager of Aramex

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## TRAINERS READY FOR DIGITAL TRANSFORMATION: ICDL CERTIFICATION OF 1,000 TRAINERS AT THE WORKFORCE TRAINING CENTRE IN COLOMBIA

### INTRODUCTION

*When did the project start and how long did it take to complete?*

**Starting date:** August 2015

**End date:** December 2015

*What were the objectives?*

- > To strengthen the Colombia National Education Service (SENA) trainers' ICT skills
- > To develop the individuals' capacities at SENA educational facilities
- > To upgrade and certify the SENA educational facilities



### PROJECT DESCRIPTION

*How was the project carried out?*

The Colombian National Service of Education (SENA), is an official public educational institution, which belongs to the Colombian government and is under the supervision of the Ministry of Labor. As an educational institution, its objective is to offer high quality technical education, free of charge. In 2014, SENA reached 5 million learners who were trained in 33 states at 116 educational facilities all over the country.

SENA training centre (National School of Instructors), which is in charge of training SENA instructors all over the country, started a process to certify 1,000 instructors to ICDL standards. These individuals took the Online Collaboration and IT Security modules. This training process took place at seven different SENA educational facilities, and was attended by people from ten different cities in Colombia.

SENA training centre and ICDL Colombia led the project, managing the announcement, selection and preparation of the training and certification processes. Furthermore, ICDL Colombia provided technical support and the examiners for each certification session.

During this project, people involved took diagnostic tests prior to the certification tests and they received training on the ICDL modules and ICT and classroom pedagogy. Later, the instructors assisted the accredited SENA educational facilities to take the certification tests.

The whole process finished by training the testers, administrators and technical staff of five educational facilities accredited by ICDL Colombia, on the ICDL processes to train and certify future candidates.

*Who was involved?*

SENA training centre (National School of Instructors) and ICDL Colombia

*Describe briefly the customer's requirements – what need did ICDL solve?*

SENA has invested a lot of money in classroom technological infrastructure. This investment requires the strengthening of the instructors' competences for the best usage of it. In this sense, an objective is to ensure that all the instructors under the SENA training centre, regardless of the subject they teach (agriculture, mining, jewelry) are able to impact their learners positively by using ICT.

The internal educational policies at SENA aim at offering a worldwide quality education service for both instructors and learners. Consequently, for SENA it is important that their instructors' digital competences are internationally endorsed.

*How is ICDL training and testing carried out (facilities, procedures, etc.) through the project?*

The testing process was carried out at SENA facilities in seven different cities, whose system rooms were equipped to function as test sites for the project to be carried out. The instructors then underwent a training phase based on face-to-face activities and online activities, and later the certification tests process. After this, once the process was finished, ICDL Colombia accredited five SENA learning rooms as test centers, which will have registrations available to continue the certification processes among instructors and learners.

*Number & profile of candidates?*

1,000 instructors who teach different subjects were an active part of the diagnostic, certification and training processes.

*What were the challenges involved?*

All the efforts were addressed to reach both the expectations of the SENA officials and instructors in terms of certification for instructors whose field of knowledge differs from computer knowledge. Furthermore, the main goal was to show a positive impact, which would allow ICDL Colombia to continue the collaboration in both the short and long term.

*How was the project funded?*

SENA and ICDL Colombia co-funded this project.

*Was the project a success?*

This project helped to create an instructor network for defining new training phases so as to positively impact educators and SENA officials, and to accredit SENA classrooms as ICDL test centers.

## **IMPACT**

*How has this project impacted on the National Operator's business – have sales increased; are there any new clients as a result?*

SENA is responsible for defining the workforce competence framework and also leads the technical and training processes for the labour market all over the country.

Having accredited five ICDL test centres within SENA facilities will allow ICDL Colombia to be present in all the Colombian states where SENA has a location, bringing opportunities for new certification projects.

*Are there any lessons learnt that could be used in future projects?*

Generating alliances with educational institutions like SENA allows ICDL Colombia to be known, not only for the certification and its international relevance, but also to start working towards ICDL certification endorsement as the national digital skills competitiveness standard in the country.

## QUOTES

*“This certification will allow the instructors to be internationally qualified for a global teaching performance”*

Carlos Martínez, SENA Training Center Coordinator

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*“The international role of ICDL Colombia allows our educational institution to make its processes known internationally”*

Luz Marina Bae, Business and Tourist Center of the Andes - Santander (Colombia)

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## ECDL AT SEA — S@TGATE ON-BOARD ONLINE

### INTRODUCTION

Cyprus and Greece are maritime nations by tradition, as shipping is arguably the oldest form of occupation of the Greeks/Cypriots, and has been a key element of their economic activity since ancient times.

OTESAT-Maritel is a member of the OTE group of companies, and serves as a satellite communications provider focusing on maritime transportation. During its almost 20-years in the maritime industry, it has earned a leading position among the Greek satellite communication providers, and become one of the most recognizable brands worldwide.

OTESAT-Maritel emerged in 1996 as the commercial arm of OTE for providing mobile satellite services to address the communication and information technology needs of maritime transportation in general, and of the merchant shipping in particular, serving all such market verticals as commercial shipping, (i.e., bulk carriers, LPG/LNG carriers and tankers, containerships, etc.) including oil and gas offshore service vessels, cruise ships, ferries, as well as the government and military market sectors. The company is based in the heart of Piraeus in Greece, and is currently serving customers in Europe, the Middle East, and Asia.

The ECDL Cyprus and OTESAT partnership is offering ECDL training and certification, on board, for seafarers working on merchant vessels worldwide. The project started in July 2015 and the aim was to develop a computer platform to help crew members to gain adequate training and prepare to take a recognised qualification in essential workplace digital skills, in order to improve their occupational perspectives. It is envisaged that crew members will spend their free time productively by using the system to learn and gain the digital skills relevant to their work and social aspirations.

### PROJECT DESCRIPTION

OTESAT-Maritel provides satellite airtime (Inmarsat, Iridium, and VSAT) connectivity, as well as integrated telecommunication services that combine satellite and terrestrial data networks, including voice and specialised vessel applications. In addition, the company steadily invests in information and communication technology by developing, on its own, a complete portfolio of subscription services.

Today, there are unprecedented prospects opened to maritime enterprises and shipping companies to attract the most competent and skilled personnel on board, and optimise their operational procedures for realising unparalleled savings on their running expenses.

OTESAT-Maritel serves a wide range of shipping companies as customers, with merchant fleets of vessels travelling globally. Crew staff typically spend months on such vessels, having 24-hour availability in the same workplace, without any option of developing their qualifications in order to be more competitive on emerging working requirements from day to day. On the other hand, shipping companies are also looking for offering training possibilities on board for their crew, for staying synchronised with the new demanding information technologies, spanning from elementary computer operation to more complex applications and services such as, maritime enterprise resource planning and vessels operations. Such skills are becoming increasingly essential for the whole crew, from the master to engineers and workers. The crew is also interested in training (and the corresponding certification) for their ongoing career development.



To materialise this concept, OTESAT-Maritel, in co-operation with ECDL Cyprus, have developed specialised software as part of OTESAT-Maritel's S@tGate platform, offered on board the vessel, to provide training and certification on board, specially designed for satellite communications.

S@tGate offers something more than the numerous functionalities that are nowadays typically featured in all competitive propositions: first, the accreditation that it emerged from practical maritime ICT needs, to a certain extent, it is designed in the field by both mariners and maritime IT experts, and second, the flexibility that it could be specially tailored around any particular maritime enterprise networking requests. S@tGate provides, in essence, the means to take advantage of the economies of scale in data demand that emanate from both business and crew needs. S@tGate works in the background of the customer's satellite connectivity by optimising the broadband link and controlling access to the internet, making it ideal for maritime satellite high-delay environments. In standalone mode, it serves as an internet café, where crew can surf on the internet via pre-paid cards, but is designed as a service modular platform, in which a suite of services could, on customer option, be integrated through Virtual Machines (VMs), such as e-mail, calling, and obviously, ECDL training. Platform administration and subscriptions management is particularly easy-to-use via a web interface that can be remotely accessed by the enterprise personnel.

Participants are eligible to complete the training and the examination on board, in the context of other crew welfare services, by accessing the S@tGate platform. The prospective participants are the crew members of more than 15 shipping companies that already use the SatGate platform. The profile of the participants ranges from workers and crew, to senior staff including Chief Officers, Engineers and Masters of the vessel. The complete training material offers the ECDL Base modules and includes video lessons, preparation tests, and examination.

## **IMPACT**

In an effort to identify the obstacles for European young people entering into the maritime profession, and to provide the European Commission with recommendations on promoting employment in the maritime sector, while maintaining the competitiveness of the EU fleet, the EU's Maritime Transport Strategy 2018 aims, among others, at improving the training of seafarers. In this context, the EU has adopted the 'Maritime Labor Convention', which indicates that "...Member States are required to have policies towards education and on-going training of seafarers", and the International Maritime Organisation's 'Convention on Standards of Training, Certification, and Watch Keeping for Seafarers', which indicates that "...the training methodology is updated to follow technology development including web-based training". With the ECDL-based modules, crew can take advantage of their free time on board and get trained for taking ECDL examination and achieving certification on board. The ECDL certification is being issued and posted by airmail worldwide.

With the ECDL training, the participants can expand their digital vocabulary everywhere at sea, without the need to be in their home country, and can learn technical terms, which are very important in today's digital environment.

## QUOTES

*“For crew members who desire to continue their professional and personal qualification evolution, e-training is certainly the most suitable solution in terms of both time and costs”*

Product Development Manger of OTESAT-Maritel, Mr Nikos Papaspanos.

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*“The advantages of ECDL e-learning include the flexibility on board, the affordable costs and the capability of mobility, three factors that render the way of computer learning ideal for people that travel for a long time at sea. Under this concept, we are glad to cooperate with ECDL Cyprus for offering these ECDL opportunities on-board to this market sector.”*

*“ECDL on-board helped me to exploit my free time and be able to develop my computer science qualifications. Now, after 4 months travelling at sea, I have managed not only to earn an ECDL certification recognised internationally, but also in parallel, to be able to use the Master’s personal PC and the installed applications needed for the ongoing daily communication with my shipping company at shore side”*

Master of a tanker

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## ICDL FOR INTERNAL AND REGIONAL STAFF CAPACITY BUILDING — INFORMATION & COMMUNICATIONS TECHNOLOGY OFFICE (ICTO), PHILIPPINES

### INTRODUCTION

ICT Office is the leading implementing agency of the government for all ICT- related efforts in the Philippines. It is also the administration of the E-Government Fund, and projects such as 'Internet for All' and 'Cyber-security'.

Its strategic functions include: capacity building; provision of training courses in ICT related fields to enhance competitiveness of human resources; promotion of ICT human resources through the development of national ICT competency standards; and issuing proficiency certification, among others.

On 4 March 2015, the Department of Science and Technology (DOST)-ICT Office officially launched the ICDL program in The Philippines. ICT Office became the first government institution to be accredited as a test centre for ICDL modules.

As the government's lead agency in the promotion of ICT as a driver for economic growth and development, the ICT Office puts a premium on enhancing the capacity of the entire population. Thus, as an Accredited Test Centre (ATC), the ICT Office ensures that the ICT competencies of civil servants are continuously enhanced. Starting with themselves, they adopted and practiced 'Walk the Talk'. ICT Office is aiming to be the first Philippine Government certified digital workplace.

In addition, ICTO aims to:

1. Enhance the productivity and performance of staff;
2. Have a globally competitive government workforce in Philippines;
3. Set ICDL as the entry requirement for government workers (meaning it will become a 'must' to get certified with the basic productivity tools for government workforce).

### PROJECT DESCRIPTION

As early as February 2015, ICT Office has started with the profiling of its employees (starting with the senior managers) to assess level of capacities. This falls in line with their vision of having, not only ICDL certified personnel, but also becoming a certified workplace.

ICT Office started with the Central Office personnel, based in Manila, where unit by unit, the personnel took diagnostic tests starting in November 2015.

Based on the test results, ICT Office provided supplementary training programs to enhance the knowledge and skills of the personnel on using computer applications. For those who were ready to take the tests, ICT Office facilitated the provision of certification tests.

ICT Office is planning to certify 200 staff in the head office in Manila only. So far, the highest score is 97%.

- > 180 Staff underwent pre-training assessment
- > 79 received training on Word Processing, 100 on Spreadsheets and 36 on Presentation
- > 49 staff completed the Word Processing exam, 35 passed. 13 took Spreadsheets and 13 passed.
- > Training and tests are still ongoing for the rest of the staff. Some more assessment tests and training is planned for other modules as well.

ICDL was delivered through one of the components of the 'Organizational Strengthening Program' (OSP) of ICT Office.

The Internal and Regional Staff Capacity Building project, which falls under the Competency Standards Development and Certification Management, aims to improve knowledge and skills in using computer programs to enhance productivity and efficiency in the workplace. The Program also aims to serve as model to other government agencies and workforce.

The OSP Management Team made use of the training facilities/laboratories of ICT Office. Instructors were ICDL certified staff of ICT Office (from previous years' certification initiatives, as well as new ones). The activities were funded by the OSP of ICT Office.

Some of the challenges faced included: internet connection, which can lead to re-scheduling of exams and availability of resources; and availability and busy schedule of staff for training and the conduct of certification exam. The budgetary allocation and approval process is also quite long and complicated.

ICT Office has many digital literacy initiatives and it works in coordination with other units on these initiatives. The ICDL project objectives and activities are in line with the ICT Office vision and mission for digital literacy.

## IMPACT

The Internal Staff Capacity project has just started, and measuring the impact is part of the ICT Office plan.

Evidence of that includes:

- > The ICTO Director for Admin wants to launch the Organizational Strengthening program, and is planning on providing recognition of the ICDL graduates. This is planned to happen in June 2016, during the ICT Month Celebration.
- > The ICT Office wants to conduct a study on the performance of the staff (in terms of productivity and efficiency) before and after ICDL interventions (training and tests). This research study is still being designed/developed.

Some successes are already noted:

- > High Pass Rates – Through the use of assessments and supplementary training activities, ICT Office got higher passing scores among staff.
- > More Productive and Efficient Workforce – Through the training and coaching activities, the staff have become more productive and efficient in their workplace. The incidence however is anecdotal and the level of change may not yet be significant. This is why this will be followed up by a study.
- > Boosted Confidence and Performance of Staff – The staff interviewed have shared that some felt an increase in confidence to do their jobs, in communicating with people and in socialising. These were captured in their testimonials.

The significant improvement among the graduates of ICDL is apparent, that is, the level of confidence and professionalism – there was increased productivity but more importantly, the quality of their work increased.

DOST staff are clearly becoming role models for their peers. Also, the 'walk the talk' concept, and the fact that they are aiming to be the first Philippine Government certified digital workplace, serves as a model for the whole of government.

ICT Office is now pursuing discussions with other government agencies (CHED, TESDA, CSC and possibly DepEd) to replicate the ICDL project model and to secure a joint memorandum to facilitate the promotion and adoption of ICT standards that are based on ICDL.

## QUOTES

Ms Marie Stephanie Llamanzares, Training Specialist & ICDL invigilator, from the Department of Science & Technology - Information & Communication Technology Office (DOST - ICTO) shared her experience and benefits she had from ICDL.

After Marie was certified as an ICDL Trainer, “my career took a leap. It’s like when passed with flying colours, you become popular. I often get requested to become a resource speaker... I was sent to travel to different areas in the Philippines to share my expertise.”

Marie believes that ICDL is a good baseline for all government employees and it is good for the employees to be ICDL certified on the office productivity tools.

*“When you enter the Government workforce, you must be certified in the basic skills”*

*“I recommend that everyone take the exam for career growth and personal growth. Because those were what I have benefited from with ICDL”*

Ms Yvette Cabrera, Senior Competency Standards Specialist, from DOST - ICTO shared her experience with ICDL in Philippines, “...recommending ICDL and pursuing the adoption of (ICDL) standards in the government. All computer users should become ICDL certified and ICDL should be included in the entry-level exams for all government employees, for a globally-competitive government workforce in The Philippines.”

## ECDL PROFILES FOR WORKPLACES — ECDL PROFILE FIN

### INTRODUCTION

Aiming at a better promotion of ECDL for the private sector in Romania, ECDL Romania is developing projects to create specific ECDL Profiles for this field.

The financial sector is fully influenced by the technological changes, with jobs being redesigned according to the online applications used and the digital skills needed in dealing with them successfully.



ECDL Romania and the Romanian Banking Institute defined an ECDL Profile with two levels of difficulty for employees in the finance and banking sector, further launching a national campaign in which the ECDL Profile is recommended by the National Bank of Romania and the Romanian Bank Association, the two organisations that founded the Romanian Banking Institute.

The campaign started in November 2015, aiming to certify to an international standard, as many employees as possible in the financial and banking sectors in Romania, including commercial bank employees.

The ECDL Accredited Test Centres in Romanian added the 'ECDL FIN' Standard and Professional certificates to their portfolios.

### PROJECT DESCRIPTION

The Romanian Banking Institute - IBR, part of the National Bank of Romania, has been an ECDL Test Centre since 2002, the year that ECDL was officially launched in Romania.

In 2015, ECDL Romania started a discussion with IBR about developing an ECDL Profile adapted to financial employees' and employers' needs.

The IT department of IBR, together with IT departments of the National Bank of Romania and the Romanian Bank Association selected, from the modules provided by ECDL Romania, the ones that could respond to the skills needs for jobs in the financial domain.

Following their analysis, two 'ECDL FIN' alternatives were created.

The 'ECDL FIN' Profile was developed with two options, by grouping specific ECDL modules, matched with individual working needs from the financial and banking area:

1. 'ECDL FIN' Standard Profile: Online Essentials, Word processing, Spreadsheets and Presentation.
2. 'ECDL FIN' Professional Profile: Word processing, Advanced Spreadsheets, Presentation and IT Security.

Completion of these modules will enable candidates to master the more advanced functions of spreadsheet applications, enabling them to produce more sophisticated reports, and to perform complex mathematical and statistical calculations, thus saving time and improving productivity in the completion of tasks.

The 'ECDL FIN' profile was launched nationally through the network of Accredited Test Centres, and ECDL Romania began an ongoing campaign to promote the Profile throughout Romanian commercial banks and other financial institutions.

## IMPACT

Global technology's evolution towards information, data and the digitisation of documents has also affected the financial sector.

These trends cause a permanent need for professional development and improvement.

In the current context, the 'ECDL FIN Certificate' is an effective, internationally recognised profile for training and certification of specific digital skills in the financial field.

'ECDL FIN' is recommended by the Romanian Banking Institute, under the authority of the Romanian Banking Association and the National Bank of Romania, and is certified by ECDL Romania.

The 'ECDL FIN' Standard and 'ECDL FIN' Professional certificates can be accessed through Accredited Test Centres in Romania.

At the end of the 'ECDL FIN' training course, held by the Romanian Banking Institute (RBI), the participants receive a certificate issued by RBI (under the authority of National Bank of Romania and Romanian Banking Association), with 32 grantable credits for continuing professional development (CPD).

Banca Comercială Română (BCR) is the first bank in Romania that recommends that its employees gain 'ECDL FIN' certificates. Alpha Bank is the second bank that has agreed to promote 'ECDL FIN' to its employees.

Alpha Bank employees will also benefit from tax-deductions for gaining 'ECDL FIN' Standard, Professional, or ECDL Profile certificates.

To get this opportunity, they have to present a valid identity card or a certificate as Alpha Bank employees at the ECDL Accredited Test Centre.

The offer is valid only for the employees of Alpha Bank during the period from 2 March 2016 to 22 March 2017.

BRD – Groupe Société Générale is the third commercial bank that agreed to introduce the 'ECDL FIN' Profile through its internal communication channels, promoting the profile for its employees and offering a certain ECDL benefit for them and also for their kids, in cooperation with ECDL Romania.

Accordingly, BRD employees will benefit from tax-deductions for gaining 'ECDL FIN' Standard, Professional or ECDL Profile certificates.

To get this opportunity, they will present a valid identity card or a certificate as BRD employees at the Accredited Test Center. The offer is valid only for the employees of BRD for one year, starting 27 April 2016.

In addition, the BRD employees' children will benefit from tax-deductions for issuing ECDL Profil Start Bac, ECDL Profil Bac or ECDL Profile certificates, in the same period.

## BUILDING INSTITUTIONAL CAPACITY FROM THE HEART OF AFRICA

### INTRODUCTION

Last year, ICDL Africa established its head office in Rwanda. The decision to choose Rwanda was, in particular, influenced by the ease of doing business and the Government's commitment to making ICT a central part of the economy, by building the digital skills of the workforce.

ICDL Africa committed to the future of the ICDL programme across the continent by opening its office in Kigali and hiring three Rwandan staff to service all of the direct markets in sub-Saharan Africa. The office, alongside the local staff and the existing ICDL Africa team, serves to implement the Memorandum of Understanding (MoU) with the Rwandan Ministry of Youth and ICT (MYICT) to certify 85,000 public sector staff over the next 5 years.

In order to successfully implement the MoU and deliver digital skills at an international standard to the Rwandan workforce, it was first necessary to build the institutional capacity of key organisations across the country.



### PROJECT DESCRIPTION

The project so far can be divided into three parts: increasing institutional capacity, providing training, and pilot implementation. When the MoU was first signed, ICDL Africa had three Accredited Test Centres (ATC) in the country. The first step was to identify key institutions across the education and workforce sectors to become ATCs. The potential ATCs had to have the infrastructural and operational capacity to take part in the MYICT project easily. Seven additional institutions became ATCs, with the most significant being the Business Development Fund (BDF), operating at 30 locations. The BDF was established to support entrepreneurs across Rwanda by creating a structure which supports the various challenges they may face in setting up and running a small or medium business. From financial systems to business advisory, the BDF has a team of staff to assist Rwandans in achieving their entrepreneurial goals. The BDF has recognised that ICT is an essential element in the growth of both existing businesses and start-up businesses. With that in mind, they have set up 30 fully equipped locations across Rwanda to offer ICT training and capacity building to SMEs, organisations and communities. These 30 locations have also become ICDL ATCs, so that all BDF clients have access to international digital skills certification.

ICDL Foundation made a renewed commitment to the training standards in the ICDL Programme with the introduction of the new 'Train the Trainer' (TTT) workshop last year. The workshop, which was updated based on input of both the Irish and Singapore markets, was launched for the first time worldwide in Rwanda in September 2015. To date, three TTT workshops have taken place, with over 50 people having taken part so far. Each participant is required to have passed the seven modules covered in the workshop before attending. The aim of the workshop is to train experienced trainers on how to train candidates for the ICDL programme.

By increasing the number of ATCs from 3 to 40 and by facilitating the training of over 50 trainers, the project was then ready to begin the pilot phase. The first group to take part were personnel from the Ministry of Defence (MINADEF). In April this year, nearly 100 staff started training and testing across three locations in Kigali, including the Ministry itself. This first implementation will be used as a guide for when the project

is scaled up, across the country throughout the remainder of 2016.

The MoU has served as the basis to build the capacity of the programme in Rwanda. The project has received funding from the MYICT and has the full support of the Rwandan Government. There have been challenges, in particular in choosing ATCs that have the operational and technical capacity to deliver the programmes to the standard required by the participating organisations. Also in making sure that participants in the TTT workshops were ICDL certified before taking part and finally, the scheduling of the pilot project had to fit in with the complexities of the MINADEF operations.



## IMPACT

It is critical that, for the MoU to succeed, the time was needed to build the capacity of the relevant institutions across Rwanda. The time spent in doing this over the last year, will have a lasting impact on the future of the programme. Additionally, ICDL Africa has participated in multiple forums and events in Rwanda, publicising the programme and the project, in order to raise awareness among key stakeholders in the ICT and education sector. ICDL Africa is a key partner in the development of the National Digital Talent Policy in conjunction with MYICT. Setting ICDL as the standard in digital skills has become a talking point for the Rwandan Government, no more recently than when MYICT participated in the Connected Kenya conference in Mombasa, citing the success of ICDL in Kenya and the desire to achieve the same success in Rwanda. There has been a lot of work done over the last year but there is a lot more to do. Having strong institutions, which are capable of operating the programme according to the ICDL Foundation Quality Assurance Standards is critical to the project and bodes well for the future of ICDL from the 'Heart of Africa'.

## QUOTES

*"After taking this TTT, I have discovered that there were some things I used to teach, which are not very necessary to the students; but after taking the TTT I have learned a lot, such as the right methods and techniques of how to deliver ICDL modules. Consequently, I did not know that you can teach ICDL modules in a shorter period of time. I have adjusted the training time for ICDL modules and students enjoy the training now, since I have participated in the workshop. Being ICDL certified before the workshop has allowed me to better understand the various levels of each module and this is very important as I prepare training plans and testing schedule for my students"*

Nu-Vision High School, TTT Participant

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*'It's been a good thing to train trainers, which wasn't the case before. We appreciated the training and our training experience has changed much. We appreciate the TTT initiative.'*

Patrick Musonera, TTT Participant

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*'It's important that ICDL Africa takes a rounded approach to the delivery of the ICDL programme. Building institutional capacity, providing the TTT workshop and running a pilot has shown the Rwandan Government and people that we are committed to the future of digital skills in Rwanda, but also the rest of Africa. Our work on the National Digital Talent Policy is an extension of that. ICDL will have a strong foundation in Africa as the MYICT project grows in the months and years ahead.'*

Séamus McGinley, General Manager - ICDL Africa.

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## VIETNAM NATIONAL QUALIFICATION FRAMEWORK MAPPING

### INTRODUCTION

The process of mapping the ICDL syllabus to the National ICT Framework of Vietnam started in May 2015, with the official endorsement issued in December 2015. The National ICT Framework, also known as Circular No.3 (Circular 03/2014/BTTTT), issued by the Ministry of Information and Telecommunication, regulates the standards of ICT skills of the country. It encourages the workforce to achieve a minimum standard of ICT skills to ensure efficiency for the economy.

### PROJECT DESCRIPTION

Aligned with the government's aim to achieve an annual national economic growth rate of 6.5%- to 7% percent during the period from 2016 to 2020, the National ICT Framework stated in Circular No, .03 provides a guideline for the digital competence of the workforce. Mapping to the National ICT Framework implies that the usage of ICDL tests is a solution that would certify candidates to be digitally competent for the workforce.

Each year, approximately 200, 000 students from Vietnam graduate from universities to join the workforce. Recognising the need to equip the graduates with the relevant digital skills when they join the workforce, a strategy of approaching the universities is employed. This is in line with the Government's decision to make Vietnam a country that is strong in Information and Communication Technologies in 2010.

### IMPACT

Since the endorsement by the Ministry of ICT, ICDL Vietnam has successfully approached the top universities in Vietnam to set ICDL as either an entrance or an exit requirements for their students. Such renowned universities include Telecommunications University, Hanoi University of Business and Technology, Hanoi University of Industry and Thai Nguyen University. Because of partnerships with these universities, more than 100,000 students in Vietnam will obtain the opportunity to certify their digital literacy skills and gain an advantage in their career.

The ICDL team in Vietnam is also working closely with the Ministry of Information and Communications to offer ICDL testing and training to civil servants for the ministries in Vietnam.

### QUOTES

*"Our teaching curriculum will follow the ICDL Syllabus closely. As our students learn and will be tested with ICDL standard, they may successfully receive ICDL certificate. With the certificate in their assets, our students' abilities will be widely recognised by international and national organisations and companies"*

Mr Kieu Thanh Chung, Vice Head of Information and Technology Faculty, Hanoi Vocational College of High Technology (HHT)

*"We need to apply a full-fledged assessment standard that has sufficient quality assurance criteria to effectively and precisely certify candidates' proficiency on ICT, and ICDL would be an interesting solution for Vietnam"*

Professor. Dr. Tran Cong Phong, Director General of the Institute, Vietnam National Institute of Educational Science (VNIES)

## DMH LAW FIRM TRAINING

### INTRODUCTION

DMH Law Firm started ICT skills training on 1 June 2015 and completed it on 18 September 2015. The main purpose of the training was to equip secretaries with computer skills, so as to be able to efficiently and effectively discharge their duties in the now computerised workplace environment.

### PROJECT DESCRIPTION

Since these secretaries were required to be at work during the day, training had to be done at between 5pm and 7pm, daily, from Monday to Thursday.



From the training side, Mr David Saunyama was in charge, and from the customer side, Mrs Mufarinya, the HR Officer did the coordination.

The ICDL training enabled the secretaries to be proficient in Microsoft Office, which is used by the secretaries as they perform their daily duties.

Testing was carried out using the Kplace automated testing system. The challenge was the different age-groups, with the older generation being slower.

The project fees were funded by the employer, DMH Law Firm. This is in line with the Government Computer Literacy drive in the workplace.

### IMPACT

The project was a success, in that the organisation is now not dependant on a single individual to perform computer related tasks, especially with Microsoft Office. The knowledge and the usage of the communications module gained through ICDL Online Essentials has improved.

Communications within the offices, and outside the organisation when dealing with clients, has been speeded up.

The mail-merge facility has improved efficiency and consistency in writing standard letters or emails to clients.

This has raised awareness that the computer is no longer an option, but the primary tool to be compatible with the new business and social environment.

Candidates were more knowledgeable after the course, as now they could tell the difference between system software and application software, as well as their purposes.

The main lesson learnt was about how to be able to address those that have an idea of what a computer is and what it does, as well as those that are totally blank.

The client is now happy that they no longer have to depend on a single individual, and work is now flowing smoothly between the different sections. They are now also able to do first-level Windows 7 troubleshooting, instead of being dependant on an ICT Professional. This is having a positive effect on productivity.

**QUOTES**

*"I am extremely happy that I do not have to use the typewriter anymore, but instead, the computer! I am comfortable with using the mail-merge function in Microsoft Word, the slide presentation facility in PowerPoint and also IT security function of protecting my documents using password control."*

Linda Watadza

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*"I am impressed with the database module, which I now use to create an Access database for our clients. I am also able to generate reports with ease and produce standard letters to the clients using both the database module and the mail merge function in the word processing module."*

Rudo Zisengwe

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*"I am impressed with the spreadsheets module, as I deal with a lot of calculations. The spreadsheet module makes my work much easier with the use of in-built formulae."*

Audrey Kurumba

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# **ECDL / ICDL IN EDUCATION**

## MEDELLIN: CITY OF INNOVATION HAS CERTIFIED TEACHERS TO TAKE UP DIGITAL CHALLENGES

### INTRODUCTION

*When did the project start and how long did it take to complete?*

**Starting date:** 21 July 2014

**End date:** 30 October 2015

*What were the objectives?*

- > Identify the teachers' training needs through the standardised ICDL diagnostic tests in eight modules and to later implement a training cycle to certify them.
- > Certify official schoolteachers in three ICDL modules in order to deliver the developing strategy of the Municipality Technological Plan.
- > Train local teachers in digital competences with educational objectives so that they are able to positively impact the students in Medellin city.

### PROJECT DESCRIPTION

*How was the project carried out?*

Having gained an award in 2013 for being the most innovative city in the world, the city of Medellin realised its need to count on digitally skilled people who are able to bring changes to local communities. Within this framework, the official school teachers understood that they are responsible for teaching their students by using ICT more often.

Within this socio-educational context, the city of Medellin's mayor's office took the initiative to prepare official school teachers for the ICDL certification, to strengthen the usage of ICT.

This project, led by the mayor's office, local education authorities and the digital campus El Vivero del Software, had two phases:

- > Phase 1: To give the 700 teachers a diagnostic evaluation based on the eight ICDL modules
- > Phase 2: To certify 400 teachers in three ICDL modules

By registering on the web, the teachers could confirm their participation and be part of the project. The shortlisted teachers went to well-equipped rooms at a facility called El Vivero del Software. After taking the diagnostic tests, teachers were allowed to check their results and see the digital competences that they had to reinforce by starting a self-study process. Different principal official schools shortlisted 400 teachers to be certified in three ICDL modules.

*Who was involved?*

- > The mayor's office of the city of Medellin
- > Medellin city local education authorities
- > El Vivero del Software (Medellin city education programme to strengthen teachers' technological skills)

## IMPACT

Describe briefly the customer's requirements – what need did ECDL / ICDL solve?

The office of the mayor of Medellin believes that the ICDL certification is necessary as a guarantee of their teachers' acquisition of digital competences, a key point for them to achieve the desired high quality levels, innovation and appropriation, as part of the ICT strengthening strategy.

Medellin local authorities highlighted both the diagnostic tests results and the certification tests results as a chance to look at their teachers' future educational roles within the next two years, in which they expect they will raise the number of internationally certified teachers through ICDL.

### *Number & profile of candidates*

Teachers from official schools in Medellin city

- > 700 hundred teachers took the diagnostic tests.
- > 400 hundred teachers were awarded the certification.

### *How was the project funded?*

This project was totally funded by Medellin city mayor's office.

### *Does the project fall in line with any government digital literacy initiative?*

The strategy the local city followed was according to a local development plan.

The teachers' certification process that was carried out by ICDL, is an initiative to strengthen teachers' competencies, and an investment in line with the local city development plan.

### *Was the project a success?*

Due to the excellent results at the end of project in both the diagnostic tests and the teachers' competence certification tests, the city mayor's office, together with El Vivero del Software is now working on new stages to keep running the project and enhance it for more local teachers to participate in it.

### *How has this project impacted on society? Has it raised awareness about the importance of ICT skills?*

This project has impacted positively on the teachers who took part if it, by giving them an extra teaching qualification in the field of ICT. Teachers were also aware of the importance of using ICT in the classroom. Due to this, Medellin city local educational authorities are going to start new initiatives and projects, which will allow teachers to develop strategies in which they can share their new knowledge when using technology for education purposes.

### *Are there any lessons learnt that could be used in future projects?*

Working with a city local authority whose commitment to innovation processes and having a close observation of the role of technology and digital competences for economic and social community development, became the most significant experiences during this process. From this point of view, it is important to understand the role of ICDL Colombia in presenting the proposal to the people in charge of making the decisions to face the challenges that new pedagogy brings to teachers.

**QUOTES**

*“Upgrading our knowledge in ICDL international digital competences is a non-stop challenge. Within this project, we have to highlight the progress: Medellin City has 11,000 teachers; 700 teachers took the diagnostic tests, and 400 teachers managed to get certified. The local education authorities encouraged the rest of the teachers to get involved in this qualification process to be able to get an international ICT certification.”*

Melissa Álvarez Licon, Assistant secretary for the education service at the local authorities in Medellin mayor’s office

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*“I want to encourage the school principals, teachers and the general community to upgrade their ICT competences and knowledge to be able to bring changes and progress for a better country in the world”*

Juan Zapata Jaramillo, Principal at Mariscal Robledo School

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## ECDL POLAND IN HUMAN CAPITAL OPERATIONAL PROGRAMME

### INTRODUCTION

On September 2007, the European Commission took the decision to implement the Human Capital Operational Programme. It is one of the programmes devised to implement the National Strategic Reference Framework (NSRF) 2007-2013, and it covers the entire intervention of the European Social Fund (ESF) in Poland. The main objectives of the Programme include increasing the employment rate and enhancing social cohesion.

The Human Capital Operational Programme was 85% financed by EU funds through the European Social Fund, and 15% by the national budget. The total cost of the implementation of the Programme amounts to €11.5 billion, over €9.7 billion of which was provided by the European Social Fund with the remaining part from domestic sources.

One of the Programme priorities (No. 9) was devoted to development of education and competences, and ICT competences in particular.

Our project, "ECDL Poland in the Human Capital Operational Programme" concerned ECDL certification of participants in ICT training. The first subprojects began and the first candidates passed their tests in 2009, the last ones in December 2015. Our objectives were to certify as many participants as possible, having in mind that some new 'certificates' (with a 100% pass rate) were created in Poland just to attract EU funds.

### PROJECT DESCRIPTION

Starting in 2012, ECDL Poland and our 16 regional managers contacted possible beneficiaries of EU funds, explained the ECDL concept to them, and encouraged them to create their subprojects, culminating in ECDL certification. We have signed 830 such agreements. Some of beneficiaries, where the volume of tests was substantial, opened their own test centres.

The beneficiaries took care of the recruitment of candidates for ICT training, as well as for the ECDL certification. The tests were taken in their own test centres, in other centres indicated by us or in mobile test centres.

The total number of tests taken in the scope of our Project is 685,819. The number of tests in particular years is shown in Fig. 1. The maximum we reached in 2014 was 221,891 tests taken. The age structure of candidates is shown in Fig. 2. Young people under 18 years represented only 2%, while those aged 50+ represented 34%. The gender structure of our candidates is shown in Fig. 3. 61% were women (in the group of 50+ they were even 68.5%). In the scope of the project, we issued 138,638 certificates. The most popular was ECDL Base (51%), then ECDL Standard (24%), followed by e-Citizen (11%) and ECDL Advanced (8%). The rest (6%) were single ECDL module certificates (in particular ECDL CAD 2D) as well as endorsed programmes (e-teacher, e-clerk, GIS, e-guardian).

The biggest challenge was to convince the beneficiaries of EU funds (ICT training companies) to involve ECDL certificates in their projects instead of so-called, 'Mickey Mouse' certificates, which can have a 100% pass rate (in some cases a very high pass rate was required).

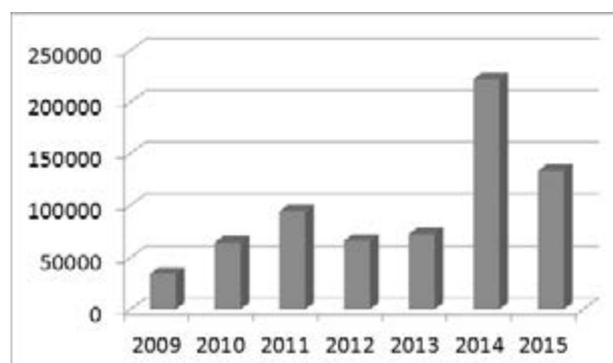


Fig. 1 Number of ECDL tests taken

**IMPACT**

This project represented 84.6% of ECDL Poland’s business during the 7 year period from 2009 to 2015. In 2014 it even represented 94.4% of business.

Thanks to this project, ECDL Poland took the third place in the world for number of ECDL registrations in 2014 (49,591) and in the first and second quarters of 2015.

Our big success is that 81% of all ICT certification in the scope of the Human Capital Operational Programme was ECDL certification, and for many people ECDL became a de facto standard for ICT competence certification.

As a result, we were invited to cooperate in the Polish Qualification Framework project. In the scope of this project, all ECDL qualifications were described and all procedures of this system were tested on ECDL qualifications.

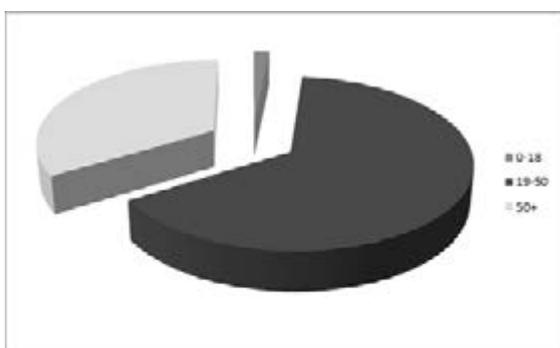


Fig. 2 The age structure of candidates

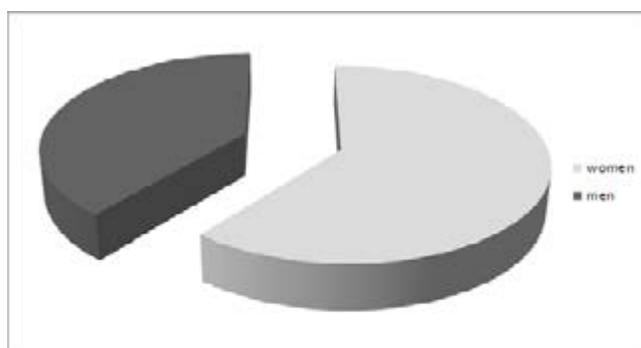


Fig. 3 The gender structure of candidates

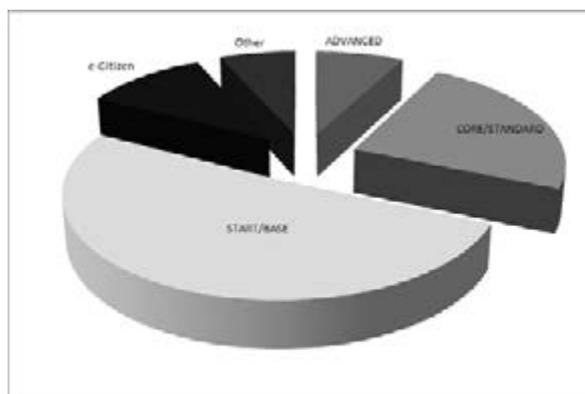


Fig. 4 The structure of certificates issued

## HIGH SCHOOL STUDENTS LEARN 3D PRINTING

### INTRODUCTION

ECDL Romania, as a certification authority for digital competences in Romania, actively engages, together with the national educational authorities, teachers and parents, in guiding young people toward acquiring digital skills, and provides useful tools for real challenges arising from technological transformations.

Education plays a fundamental role in creating and developing a knowledge society by providing the necessary skills for this century. Learning new technologies becomes a priority in a changing society and young people getting real IT skills is mandatory for them to be able to face the challenges of the virtual environment.



ECDL Romania believes that 3D modelling and further, 3D printing, will become skills that are as prevalent as web design, for instance. This is why, in the 2014-2015 school year, ECDL Romania launched the 'pro bono' project, 'High School Students Learn 3D Printing', supporting two groups of students from a technical and an informatics high school in Bucharest to successfully participate in a 3D Printing pilot training. The course proved to be accessible, attractive and has been developed through strategies that enabled learning, regardless of the grade level of students and school profile. At the end of the pilot, students were able to print objects designed by themselves.

In 2016, a new group of high school students from the National College of Architecture in Bucharest was included in the project, which continues.

### PROJECT DESCRIPTION

The next industrial revolution is all about personal fabrication. 3D printing is ready to unlock the potential in every person to create, innovate and fabricate. Recognising the profound implications of 3D printing for the future of design and manufacturing, ECDL Romania has designed this pilot project in order to develop a 3D Printing Endorsed Module and to prepare students for current and emerging careers in those fields. It is also important that 3D Printing be included in the national education curricula. Students will begin their careers equipped with practical 3D printing experience and a critical eye for the technology's advantages and limitations. From there, the possibilities are theirs to explore.

In school year 2014-2015, ECDL Romania launched the 'pro bono' pilot project, 'High School Students learn 3D Printing' in Bucharest, which supported the training of two groups of high school students, who had completed the FDM 3D Printing pilot training.

On the first phase of the project, twelve 12th grade students from Grivita Mechanical Technical College Bucharest have participated in an 18 hour-long training dedicated to 3D modelling and printing using FDM technology. Between 19 January 2015 and 23 February 2015, the students met twice a week for two hours with two 3D Printing specialists, managing to print their own 3D design objects. The college had already installed AutoCAD 2005 for 3D modelling in the informatics laboratory. ECDL Romania provided two 3D printers.

On 23 February 2015, a final conference was held, along with Minister of Education, Mr Sorin Mihai Cîmpeanu, with a 3D printing demonstrations session and a debate on the importance of new technologies in the education of future generations. High school students from other Bucharest colleges participated in this conference and tested FDM 3D printing technologies.

Given the positive feedback received after the first phase of the project, it was decided to conduct the second phase, a faithful replica of the first stage, aiming this time at a theoretical profile high school. So, between 6 May 2015 and 3 June 2015 a training course for thirteen 11th grade students from National College of Informatics Tudor Vianu Bucharest was held, thus testing the two types of educational profiles: technical and theoretical. The final event took place on 12 June 2015, having as speaker guests, representatives of the Ministry of Education and the School Inspectorate of Bucharest. The message of the conference was that ECDL Romania is involved in innovative programs for high school students and promotes the introduction of the new technologies in schools.

Between 18 April 2016 and 5 May 2016, ECDL Romania conducted a 3rd 'pro bono' training at the Technical College of Architecture and Public Works 'I.N.Socolescu' in Bucharest, for twelve students from different grades (9th to 12th).

The project is fully financed by ECDL Romania.

## IMPACT

The 3D Printing course graduates were at first congratulated personally by the Minister of Education, Mr Mihai-Sorin Cîmpeanu. The Minister of Education expressed his support for young people learning, assimilating new technologies and acquiring new IT skills.

ECDL Romania's representatives have expressed an interest to replicate the 3D Printing training course in other high schools, offering other students the opportunity to learn and work with innovative tools.

All three phases of the course have generated great interest among the participants, who were delighted to discover, in their high school, technologies that they had never accessed before. The program was developed in such a way that it allowed learning regardless of the students' education and type of college. At the end of course, students were able to print 3-dimensional objects designed by themselves.

This initiative can represent the basis of a national project and of an ECDL Endorsed Module that could be the basis for the official curricula that the Ministry of Education could adopt.

ECDL Romania is currently conducting, along with the Ministry of Education, a national study on measuring the students interest in such a project. The results of the study will be obtained by the middle of 2016.

The projects had impact on the local media as well:

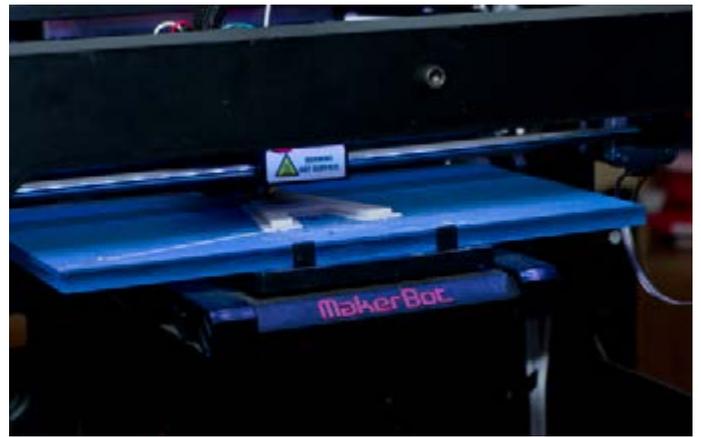
- > <http://www.digi24.ro/Stiri/Digi24/Actualitate/Educatie/Tehnologie+imprimare+3D+curs+colegiu+Bucuresti>
- > <http://www.hotnews.ro/stiri-esential-19460891-liceeni-colegiu-tehnic-din-bucuresti-primii-absolventi-unui-curs-3d-printing-scoala.htm>
- > <http://www.cariereonline.ro/articol/primii-liceeni-absolventi-3d-printing>
- > <http://www.replicaonline.ro/liceenii-invata-3d-printing-210907/>
- > [http://adevarul.ro/educatie/scoala/o-grupa-pilot-elevi-liceu-tehnic-bucuresti-absolvit-curs-3d-printing1\\_54eb022c448e03c0fde5f0dc/index.html](http://adevarul.ro/educatie/scoala/o-grupa-pilot-elevi-liceu-tehnic-bucuresti-absolvit-curs-3d-printing1_54eb022c448e03c0fde5f0dc/index.html)
- > <http://pcnews.ro/2015/02/23/imprimare-3d-la-liceu/>
- > <http://www.stiriong.ro/responsabilitate-sociala/liceenii-invata-3d-printing>

## QUOTES

*“Not only for high school graduates, but also for university graduates, as they become employees, how they can demonstrate that they have mastered the knowledge of new technologies is a key criterion for employment. So, keep on going on this road. “*

Mr. Mihai-Sorin Cîmpeanu, the Minister of Education in Romania in 2015

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## CS4A SCHOOL CURRICULUM GRADE R-9

### INTRODUCTION

Computer Skills for Africa (CS4A) is the trading name for Integrated Educational Technology Support (IETS), which was registered in 1999. The aim of the CS4A School Curriculum is to provide all the preparatory work for computing teachers in any school, so they can deliver lessons that make the learners computer literate according to international standards. The Curriculum is still being improved upon, and there is a new version every year.

We want to address the imbalance between, on the one hand, people who do not have access to basic computer literacy and can never participate in the world economy, while on the other hand, people who make millions running companies that produce stuff that is potentially harmful to our health and our environment.

### PROJECT DESCRIPTION

CS4A is a private training provider with a special affinity to schools, largely due to the fact that Greta Bosiers (owner and founder) is a qualified teacher. Having developed worksheets during her computer teaching career in high schools, it was a natural extension to create activities for primary school children as well. The objective was to prepare learners from as young an age as possible to utilise the office environment while doing meaningful and fun activities, not just playing games on computers.

Many computing teachers contributed work, and it became clear that the content varied, but often the same skills were practiced over and over again.

Our company also offers ICDL and we made it our goal to include all the ICDL skills in our school curriculum so that as many learners as possible could achieve ICDL certification.

In 2014-2015, we worked closely with the ICDL National Operator, as well as with Computers for Kids, aligning curricula. Grade 7 learners who have been on the CS4A curriculum are equipped to pass e-Learner Gold. In the pilot project, 6 learners passed beautifully!

33 schools (an estimated 25,000 learners from Grade R to 9) are using the CS4A School Curriculum. The pass mark for a CS4A certificate is 75% and we encourage all of them to take e-Learner exams as well (70% pass mark).

In 2016, we are perfecting and adjusting the curriculum for high school.

Grade 8 learners who have been on the CS4A curriculum, will be equipped to pass ICDL Online Essentials and Computer Essentials. Grade 9's take ICDL Word Processing, Spreadsheets and Presentations.

The challenge was to publicise this as widely as possible and get schools to use it, at a price they can afford and that also allows us to stay in business. There is no external funding, so we have to run the business in a sustainable way, and generate income through sales. This has proven to be slow and cumbersome in the present economic climate.

The training is done within the school timetable, using school resources and the CS4A curriculum. Testing is done online using standard rules for testing on e-learner.

It is our plan to use online ICDL testing software (e.g. NEO) at the schools that have completed Grade 8 and/or Grade 9. A roving examiner might need to be sent to the school.

A hurdle is the ICDL rule that testing can only take place at registered testing centres.

This is a hurdle because that is a costly affair for these schools. They may not see the need, and the learners may thus never get the chance to prove their skills. Suggestions to solve this are welcome.

In addition to skills from the ICDL syllabus, the CS4A school curriculum offers content in line with CAPS (Curriculum Assessment Policy Statements), the current policy prescribed by the South African Department of Education. It falls in line with the government's white paper and action plan to 2019: <http://www.education.gov.za/LinkClick.aspx?fileticket=Keu0%2fBkee%2bM%3d&tabid=191&mid=484>, <http://www.education.gov.za/LinkClick.aspx?fileticket=sp%2bEZ0mt13s%3d&tabid=451&mid=1172>

## IMPACT

Return on Investment will only really happen if we sell to more than 50 schools. However, the number of schools has increased dramatically over the last 5 years, so I believe it will happen.

We implemented the Single Site Licence Agreement that allows a school to use our curriculum on their premises for as many learners as they like for a set period of time. We revise and thus update the curriculum continuously, bringing out a new version every year.

The impact in the short term is that about 25,000 learners are better computer users.

Through our skills policy, we know that these learners are capable of passing ICDL exams. The long term goal is that they pass ICDL exams and get certified, either at school level or in tertiary institutions.

Schools are often donated second hand computers, or the Department provides new equipment. Too often, some teacher is then expected to magically make the learners computer literate. You cannot do this without a structured curriculum!

Teachers appreciate our work! <http://www.cs4a.co.za/tag/testimonials/>

The impact on the national operator is an increased number of sales, as well as publicity for the ICDL concept. We foresee that we will have to co-opt ICDL centres that are near to our schools to help with the testing situation and so increase the actual ICDL certification impact that our school curriculum has on individual learners and ICDL Foundation.

## QUOTES

*"At the beginning of 2012, I introduced my grade 2 class to Primary Computer Skills for Africa. As they were new to the programme and not sure of what to expect, I started with the grade 1 activities. This worked very well and I have been able to complete two or three activities per lesson. The learners are now ready to progress to the grade 2 activities. The grade 1 class spent the first 2 terms learning basic computer skills and terminology before starting the Primary Computer Skills for Africa programme.*

*"Our learners have a wide range of computer skills, ranging from fairly advanced to very limited. Despite this, I have found this programme to be beneficial to all my learners. The activities are short, simple and cover a wide range of basic and necessary skills that the learners will require when working on all programmes.*

*“The learners enjoy their computer lessons and are having fun, learning and practicing valuable computer skills at the same time. The lessons are set out clearly, which makes it easy for busy educators to follow. I have enjoyed using Primary Computer Skills for Africa and look forward to completing all the activities with the learners.”*

Claire Holliday, Educator, Uelzen Primary School, KwaZulu Natal

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**Blessing Khumalo, from Uelzen Primary:**

*How do you feel about the CS4A curriculum?*

*It's definitely one of the better ones, I've seen. Easy to use, and most of my learners seem to grasp what the program is trying to teach.*

*What do you enjoy most about using the CS4A curriculum?*

*It makes it easier to illustrate the concept you trying to get across to the learners.*

*What do the learners enjoy most about using the CS4A curriculum?*

*My foundation phase really enjoys the pictures and mazes and my senior phase are pretty competent with a computer, so they rush through the exercises just to play games.*

**Lester Hoffman from Gardenia Primary:**

*How do you feel about the CS4A curriculum?*

*I am very happy about it, in fact I find it useful in helping to plan lessons, plan ahead for the year, and provide quality training to the learners at Gardenia Primary School.*

*What do you enjoy most about using the CS4A curriculum?*

*I enjoy the flexibility of the material, in that if something is not 100% suitable for the kids in a class, the Microsoft Word documents can be adapted to suit the needs of the class: but even this is very minimal and rare. It is often the case that some classes will complete the exercise in the given time, while other classes in the same grade may take longer: this is where some adaptation is required.*

*What do the learners enjoy most about using the CS4A curriculum?*

*The learners enjoy the fact that they can help themselves, they already know that their files are located in order, varying from unit 1 to the last unit in their respective grades.*

**Steven Van Aswegen from Drakensberg Primary:**

*How do you feel about the CS4A curriculum?*

*Very good curriculum and easy to work.*

*What do you enjoy most about the using the CS4A curriculum?*

*Everyone understands it.*

*What do the learners enjoy most about using the CS4A curriculum?*

*Easy to use.*

**This is what MS Zulu from Qophumlando Senior Primary School in Osizweni thought of our curriculum:**

*“This is to certify and confirm the vast knowledge and skills that are presented and displayed in the programme from Computer Skills for Africa.*

*“The programme is a must have for all primary schools who wish to embark on teaching computer skills to learners. It’s got all, I mean all and it is developed in such a way that the skills learners learn are all included in their activities. We salute all the people who were involved in developing this curriculum; they had interests of our learners at heart.*

*“It’s got the skills, yet is not so expensive, it’s affordable! Learners enjoy the activities and the facilitator’s task is made easy.”*

M.S. Zulu (facilitator), Osizweni, Kwa-Zulu Natal

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**Llewellyn Gray from Huttenpark Primary:**

*How do you feel about the CS4A curriculum?*

*It is a great tool when starting a computer programme in your school or when you have various teachers in the different grades. It keeps everyone on the same track.*

*What do you enjoy most about using the CS4A curriculum?*

*It brings a fresh perspective on the computer programme in the school. New ideas and how the computer class can be used to enrich the learners that use it.*

**Phumelele Khuzwayo from Okhalweni Primary:**

*How do you feel about the CS4A curriculum?*

*It is the easiest way to teach a child because the child does the activity on their own.*

*What do you enjoy most about the using the CS4A curriculum?*

*I enjoy the curriculum because I only check when the learners are doing their activities, they open the activities and do everything. I only help them a little bit.*

*What do the learners enjoy most about using the CS4A curriculum?*

*They enjoy it because they do everything themselves.*

**Bobby Abrahamse from Dundee High School:**

*Your comments about the High School Curriculum?*

*The High School Curriculum was well presented. The lessons were broken up into sections that allowed you to focus on specific skills without “overloading” the students. It was also fun for the learners.*

*What did you enjoy most about using the High School Curriculum?*

*The fact that it allowed the learners to practically use the skills that they have learned.*

*Computer literacy covers a broad range of users. Whilst the High School Curriculum is specifically aimed at High School learners, who do you think will benefit from using the High School Curriculum?*

*Any person that has some basic knowledge of computers will benefit from this curriculum.*

*The High School Curriculum is under continual development. What would you change/add to the High School Curriculum?*

*It has been about two years since I have used the curriculum. I would have allowed more projects and even some group work for the learners.*

*Do you think that using the High School Curriculum will improve computer literacy? Why?*

*Definitely. Although a lot kids are "self taught" on computers, the curriculum teaches them that bit extra, as well as the correct way to perform action/tasks.*

*Would you recommend the High School Curriculum?*

*I would certainly recommend this curriculum to any educational institution, not only high schools but even FET colleges can benefit from this.*

## DEVELOPMENT OF DIGITAL LITERACY AND ICT SKILLS FOR 21ST CENTURY CHIANG MAI UNIVERSITY'S STUDENTS

### INTRODUCTION

Chiang Mai University, or CMU, is the first provincial university outside Bangkok in Thailand. It is a comprehensive university, providing a broad range of academic programs to more than 40,000 students, with 2,000 faculty members. CMU is recognised as one of the top three ranking universities in Thailand, in terms of academic quality. CMU is aiming to be one of the top 50 among Asian universities in the next 5 to 10 years.

One of Chiang Mai University's challenging projects is called, 'CMU Digital University'. The CMU Digital University project is considered an example of how a local university in Thailand can create an innovative learning environment transformed by technology. The CMU Digital University comprises seven technological development projects, with one focusing on ICT skills development.



The 'Development of Digital Literacy and ICT Skills for the 21st Century Chiang Mai University Students' project began in 2015. The goal of this project is to improve Chiang Mai University students' digital literacy and train them in ICT skills necessary for their future world of work. Under this project, Chiang Mai University has partnered with the leading international standard in end user IT certification, ICDL. The collaboration has enabled the delivery of the International Computer Driving Licence programme, which is helping CMU students prepare for their future work in the professional world.

### PROJECT DESCRIPTION

The project aims to provide CMU students with digital literacy and ICT skills so that they can be ready for future career in the digital world. First, the projects started with a clear vision for the development of digital and ICT literacy for CMU students. Then, the strategic planning and action plans to support and make this project a success, were designed. This included:

- > Three faculties (Colleges), including the Faculty of Engineering, the Faculty of Associated Medical Sciences, and the Faculty of Business Administration, were selected for the pilot project. The reasons for selecting these three faculties were leader's involvement, students' motivation and awareness about the importance of ICT skills.
- > A Memorandum of Understanding (MOU) was signed between ICDL Thailand and CMU in order to establish a formal partnership to help students in equipping themselves with ICT skills and competencies.
- > A train the trainer approach was used. This was to provide practical training for CMU staff and personnel so that they can become proficient trainers in ICDL for CMU students. Thirty staff from across all the faculties were selected (by their colleges) and trained by ICDL certified trainers. They were trained in digital literacy as well as ICT skills. Then, they were required to take ICDL tests in order to be qualified as CMU trainers. All of the selected staff passed the tests and became CMU trainers. After that, the CMU certified trainers were asked to train the CMU students within this project.

In total, two-hundred and twenty CMU students from three pilot faculties were trained under this project. ICDL helps fulfil CMU students' needs in equipping them with digital literacy and ICT skills essential for their future world of work.

Chiang Mai University provided facilities to support ICDL training and testing. The ICDL training and testing was carried out mainly at the Information Technology Service Center, Chiang Mai University, one of the first ICDL Accredited Test Centres in Chiang Mai. This newly-certified Accredited Test Centre has 50 high-end personal computers with high-speed connection to the internet.

The two challenges involved were a) a lack of awareness about the importance of ICT skills among some of the students and b) low funding for scaling up the project to a larger scale.

The 'Development of Digital Literacy and ICT Skills for 21st Century Chiang Mai University Students' fell in line with the Thai Government's 'Digital Economy' policy on promoting digital literacy to all Thai people, especially for 21st century learners.

## IMPACT

For the short term impact, thirty CMU staff became CMU certified trainers who can help improve digital literacy and ICT skills for our 40,000 CMU students in the near future. In addition, more than 200 CMU students under this project have already been equipped with digital literacy and ICT skills. This will definitely help them excel in their university work!

In the long term, ICDL certificates earned by CMU students who were trained and passed the tests will be beneficial to their future careers. This is because more and more leading organisations in Thailand (both private and public), such as the Federation of Thai Industries etc., have expressed their desire to recruit graduates who obtain ICT skills certificates from international standard certification bodies such as ICDL Thailand.

Regarding the impact of this project on Thai society, this project has helped to raise awareness regarding the importance of ICT skills. As mentioned above, this project is a part of CMU's Digital University project, which is considered one of the most important of the University's strategies. Hence, this project has been promoted to a broader society throughout the country. Therefore, this project has enhanced the importance of digital literacy and ICT skills among university students, not only at CMU, but throughout the nation. In the future, it is expected that 9,000 CMU students each year will be able to be trained and take digital literacy and ICT skills tests.

Regarding lessons learned from this project, first of all, CMU learnt that the train the trainer approach can build a pool of competent trainers to help train CMU students in a short period of time and thus make it a viable approach to scale-up ICT skill-equipped CMU students. Secondly, since this project was totally funded by Chiang Mai University, CMU learnt that relative lack of funding to support the project can hinder the development of students' digital literacy and ICT skills. Last but not least, based on our project implementation, we found that key enablers for project success are leadership support and technological readiness. Leaders must provide the vision, strategy and resources to help a project's implementation. Technological readiness is crucial: without technological readiness, it is impossible for students and staff to utilise the training and be officially certified in regard to their ICT skills.



## QUOTES

*“One of Chiang Mai University’s strategies is to equip all of our students with 21st Century Skills. These include Digital Literacy, and ICT Skills.”*

Associate Professor Niwes Nantachit, M.D., CMU President

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## SEKE TEACHERS COLLEGE — ICT IN EDUCATION PILOT

### INTRODUCTION

Seke is a Government National Primary Training College situated in the town of Chitungwiza, about 26 kilometres south-east of the capital city, Harare. The college opened its doors to student teachers for the Certificate in Education in January 1981. This was partly a response to the Government's policy of ensuring education for all Zimbabweans by the year 2000.

The Computer Society of Zimbabwe was approached by ECDL Foundation to run pilots for the ICT in Education module.

This was a welcome idea, as there is a great need in Zimbabwe for equipping teachers with IT skills. Teachers are required to have an IT qualification if they are to succeed in their teaching career.

Seke Teachers' College was one of the institutions that accepted the challenge of running the pilot, with limited resources and limited time. The pilot project started in January 2016 and was completed in March 2016.

### PROJECT DESCRIPTION

The candidates went through the module using the syllabus and the Moodle Platforms, which had been used for another pilot in Dublin. Though the resources needed to be adapted for the local Zimbabwean context and also delivered through a Moodle, they could be used for the time being to service the pilot requirements.

The candidates were very excited about the introduction of this module and were willing to put in the extra time to be able to go through the module and complete it before the end of the first term (March 2016). After the completion of the training, the candidates agreed that four of the candidates who were feeling very confident should be the first to take the exam. They raised money to facilitate the exams for these 4 candidates.

The candidates were nervous at first to be the guinea pigs, but after some encouragement from their trainer, Mrs Ropafadzo Mutasa, and the ICDL team, they were comfortable to sit the exam. They took the exam and received very good results a few days later. They had all passed the exam!

After the success of the first exams, the second group put their money together to pay for the exam and the candidate registration. The one challenge they had during the exam was to do with some plug-ins, which had not been sorted before the exam and therefore affected the execution of a few of the questions. The rest of the exam was ok and aligned with what the candidates had gone through during their training.

This module is a solution for teacher training institutions, as the trainee teachers have a dual role to play: learning through ICTs and also learning how to teach through them.

### IMPACT

Seke Teachers College has decided that, from May 2016, they will introduce this module to their first-year learners, as they have realised the value of it. A total of 50 candidates managed to go through the training, although only 34 candidates were able to take the exam at the end of the pilot. The rest could not take the exam due to time constraints as well as other commitments.



This module has really revolutionised the teacher training colleges that have come into contact with the syllabus. The colleges are eager to take up the module and introduce it to all the teacher trainees at their institutions.

One teacher training college (Mutare Teacher Training College) has already decided that 600 of its final year students should go through the module and take the exams so that they leave the college with the IT qualification in 2016. As soon as the module is fully available, they would like all their 1,800 candidates to go through the module!

Another college (Morgan Zintech) has also expressed great interest after seeing a copy of the syllabus, as well as some write-up on the module from Seke Teachers' College. Morgan Zintec was not pleased that they had not been included in the pilot phase of the module. As soon as they are allowed, they would like to introduce the module to all their learners.

This module needs to be introduced to the Ministry of Education so that all teacher training institutions can be able to introduce the module into their curriculum. The module is basic enough and covers a wide range of ICT aspects that all teachers, regardless of the subjects they teach, should be aware of.

The plan is that the feedback from the pilot centres will cause the Ministry of Education to take a closer look at the module and allow it to be introduced at all institutions.

## QUOTES

*"This module is exactly what we need our teachers to go through as an IT qualification before they leave the college. It should have been introduced ages ago!"*

Mr J.N. Muwandi, Principal, Mutare Teachers College

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*"This module is exactly what we need. It will improve the skills of our learners."*

Mrs Ropafadzo Mutasa, Trainer, Seke Teachers College

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*"The module is very good and the exams cover even the practical aspects."*

Tsitsi Moyo, Candidate, Seke Teachers College

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A large white circle is positioned on the left side of a grey background, partially overlapping the edge of the page. The word "MARKETING" is written in a bold, dark brown, sans-serif font across the middle of the white circle.

**MARKETING**

## SETTING UP ICDL AMERICAS REGIONAL OFFICE — PROMOTING ICDL FROM A GROWING INTERNATIONAL IT & EDUCATION HUB

### INTRODUCTION

As part of the development strategy for the Latin America and the Caribbean region, the need for a regional office was identified in 2014. The goals were to have local presence, an operations hub and the right environment to continue growing alliances with both the academic and workforce development sectors.

The market research stage started at the end of 2014, analysing the potential of different countries in the region, considering factors such as location, facilities, ease of doing business and presence of regional networks. The office in Panama City was set up by the end of 2015.

### PROJECT DESCRIPTION

The market research stage was done by the ICDL Latinoamerica Development Executive, in conjunction with ECDL Foundation, and included legal, financial and market development aspects. Of the shortlisted countries, Panama was selected due to the existence of a regional IT & education hub, the City of Knowledge, which aims to create an international community with the objectives of business, academic, scientific, and humanistic collaboration; together with some key advantages of the country: an ideal location, advanced infrastructure, a stable economy and a recognised high level of financial, commercial and juridical security which made it convenient to set up a new company.

The City of Knowledge's mission is to be an international platform for knowledge management to promote sustainable development. This objective matches perfectly those of ECDL Foundation and its regional subsidiaries. In the City of Knowledge's campus, institutions such as government departments, UN organisations, the Organisation of American States, the World Bank, OEI, ILO and many other local and international organisations set up their national or regional offices.

There is a strict formal procedure for an organisation to be accepted by the City of Knowledge Foundation, which we began in March 2015. Steps included a thorough application presentation, including international experience, objectives, activities to be developed, opportunities for national and international collaboration and a two-phase approval by their Executive Committee. After a lot of preparation, acceptance was granted in July of the same year and ECDL Foundation CEO, Damien O'Sullivan, visited for the agreement signature.

The challenges involved were those of starting to work on a completely new market. Apart from the planning done in terms of setting up the regional entity and office, market research was initiated during the first visit in February 2015. Key government institutions were identified and approached, including the Ministry of Education's departments for teacher training and curricula, the Ministry of Labour, the national workforce development institute INADEH, the National Authority for Innovation, managing the Panama Digital Agenda, the Ministry of Science, Technology and Innovation and some universities. Although digital literacy was not present on current government policies, the first conversations showed that digital skills might be relevant for some strategies, in terms of workforce development, internationalisation and competitiveness.

At the same time, a local Accreditation Consultant was appointed to support us on these first approaches. After the search process, IT and Education company, Edupan, was selected. They had already spoken with ICDL Colombia in relation to introducing ICDL in Panama and had the right profile, having worked with the Ministry of Education and other institutions in ICT and training projects.

Once the agreement with the City of Knowledge to establish our regional office there was confirmed, the next step was organising everything for the office set up and starting the recruitment process to find a Programme

Operations Coordinator. Several recruitment agencies were analysed until the right one was selected and interviews were carried out in October 2015. Being a challenging and demanding role, involving admin, technical and operations support for the whole region, the process demanded several rounds to find the right candidate. After selection in November, a decision was made to have the starting date for the first week of January and the induction process was scheduled.

## **CAMPAIGN DELIVERY**

From a marketing perspective, we worked on launching the new brand for the regional initiative: ICDL Americas. As market coverage was expanded to include the English speaking Caribbean, the previous brand, ICDL Latinoamerica, had to be changed to show this continental approach. Apart from including the whole region, the 'Americas' brand had the advantage of being bilingual, the terms is understood and used both in English and Spanish. This was one of the new challenges for the local entity: it became a bilingual one, which meant all promotional and operational material had to be adapted.

The new bilingual ICDL Americas website was launched in June 2015, to coincide with attendance at the 'Virtual Educa' congress in Mexico, one of the major international events in education, innovation and information and communication technology in Latin America, the Caribbean and Europe. ICDL Americas was invited to the seminar, 'Education, evaluation and teacher certification', organised by the Inter-American Teacher Education Network (RIED) and had a booth to promote the programme among regional decision-makers and local educational institutions.

As part of the promotional efforts, ICDL Americas also attended the Fifth Ministerial Conference on the Information Society in Latin America and the Caribbean, organised by ECLAC and the Government of the United Mexican States, where the regional Digital Agenda (eLAC2018) was approved.

## **IMPACT**

ICDL Americas finally launched its regional office for Latin America and the Caribbean on 8 March at the City of Knowledge Conference Centre. Alma Tejada, Manager of Business Development at the City of Knowledge, welcomed ICDL Americas as a new member of the network of organisations working on the campus. Romina González, ICDL Americas Development Manager, spoke on the subject of digital skills for education and workplaces in the information and knowledge society, highlighting the importance of digital skills for productivity, employment and innovation. Public and private sector organisations assisted, and the event featured in media coverage from two major newspapers and the City of Knowledge communications department. The event gave us the opportunity to engage with new organisations and continue conversations with some we were already in discussions with, including a first pilot with main national university, Universidad de Panamá and a proposal for public servants and workforce development for INADEH.

Ongoing market development work is accompanied by a new impulse on the promotional efforts from the website and social media. Both of them are currently developed in Spanish and English, including ECDL Foundation papers and blogs which are localised on a monthly basis.

Last year, ICDL Americas conducted a series of surveys at the Book Fair of León in the León Poliforum, with the objective of starting to analyse the level of digital skills in Mexico in three different groups of the population: students, workers and teachers. A regional research project is expected to be developed during 2016 with support from regional university networks, considering the lack of these type of statistics and the importance of showing the need for digital skills with hard facts.

## A COUNTRY READY TO BRING CHANGES: DIGITAL SKILLS CERTIFICATION TO PROMOTE TELEWORKING BY THE COLOMBIAN GOVERNMENT

### INTRODUCTION

*When did the project start and how long did it take to complete?*

This project has been running since 2014.

*What were the objectives?*

- > Support teleworking adoption projects identified as priorities by the Ministry of ICT.
- > Promote the development of the ICDL certification scheme on digital competences as a key point for starting teleworking models in the country.
- > Link the ICDL certification profile to various public and private initiatives as a tool to drive the adoption of teleworking models effectively and productively.

### CAMPAIGN DELIVERY

*How was the project carried out?*

Globally known as home-office or remote-working, teleworking is a type of work scheme that is already regulated by the Colombian government. Due to its great role in developing skills for teleworking and the high confidence and interest it raised among the population, the Colombian Ministry of ICT called on ICDL Colombia to join them as a one of their collaborators, providing the necessary funding for the project. In this context, in 2014, we developed a new approach in order to train new groups so that they meet both the country's needs and their individuals' interests. To manage this, ICDL Colombia designed a new profile including three modules, which will enable the learners to telework: IT Security, Online Collaboration and Computer Essentials.

Strategic alliances with Accredited Test Centres (ATCs) made the successful completion of various projects possible, including training and certification processes in the profile. One of the first processes included public servants from the Ministry of ICT. The project was also started in prisons across the country, giving the opportunity of retraining and being certified in the ICDL Teleworking Profile, to more than 240 prisoners.

On a third project, the Ministry of ICT trained and certified 10 unemployed women from San Andres Island in teleworking, so that they could upgrade their labour profile. One of these women was able to find a job with one of the private companies supporting this initiative. In addition to working jointly with the national government, the ICDL certification has made good progress in the private sector resulting in ICDL Colombia becoming a member of several associations in the field of ICT. Furthermore, ICDL Colombia was invited to talk, present and promote the importance of having certified teleworkers in different events.

The promotion and implementation of this ICDL Teleworking Profile is ongoing, as other projects are being developed at the moment. This impact on the social, public and private aspects of society, will allow ICDL Colombia to maintain its relevance as the expert in digital competences in the country, developing tailor-made professional certification profiles to take up the challenges of the global economy.

*Who was involved?*

- > The Ministry of ICT
- > The Ministry of Labor
- > The University of Pamplona

*Describe briefly the customer's requirements – what need did ICDL solve?*

In the last decades, teleworking has changed the way people are hired. Due to this, the whole national economic ecosystem needs support for this new model of work to be implemented. From this perspective, the certification of digital competences for teleworking has an impact on several social spheres. From the national government point of view, teleworking makes public policy advance, in terms of productivity, by using technology in the organisations.

At the same time, ensuring workers are certified means professional teams are aligned to international competitiveness standards. As regards the certified workers, this means personal and professional growth is backed up by an international certification, which supports their knowledge and skills.

*How is ICDL training and testing carried out (facilities, procedures, etc.) through the project?*

ICDL Colombia has jointly worked with both the Ministries of ICT and Ministry of Labor, and used its experience to lead processes to enhance the teleworkers' capacities in the country.

The certification process was possible through partnerships to set up ATCs at different settings at different cities, including Ministry of ICT offices and prisons around the country. Support from the Puntos Vive Digital (telecentres located in public and private offices, which are well equipped with desktops, internet access and a permanent monitor willing to assist the learners) was key. It is important to highlight that the Puntos Vive Digital programme won international award for its contribution to increasing connectivity in all regions of the country.

*Number & profile of candidates*

With more than 200 people certified already, ICDL Colombia, together with the national government and other actors, expects to reach up to 5,000 people with the ICDL Teleworking Profile in the next three years.

*What were the challenges involved?*

Including a certification profile on digital competences for teleworking is a must for the organisations promoting it; however, it is necessary to show relevant benefits for the participants. For public workers, the certification was taken into account on their assessment as teleworkers. On the social projects carried out at prisons, the candidates were granted a reduction on the time of their sentence, as a reward for their interest in transforming their own lives.

*Does the project/contract fall in line with any government digital literacy initiative?*

In 2008, teleworking became part of a national government policy (Law 1221/2008), which set a goal of achieving 120,000 teleworkers by 2018 at a national level. In line with this number, ICDL Colombia expects to be a great ally in accomplishing the teleworkers' training and certification profile on digital competences for teleworking.

*Target audience of promotional campaign (category: Marketing & PR)*

The teleworking initiative has been widely promoted by the government to reach public and private institutions, and the teleworkers within them. The national marketing plan includes a specialised website and an alliance with a television channel in order to position this work scheme. ICDL Colombia has made content contributions, and worked on promotion strategies focused on our target groups so far: public servants, private companies, unemployed women and prisoners.

Also, ICDL Colombia has created a social media plan for the +Teleworking Profile (@MásTeletrabajo: Facebook +3.000 fans; Twitter: +2.000 followers), where we generate a community around the importance of digital skills certifications for teleworking.

## IMPACT

*Was the project a success?*

Developing a certification profile with a national government initiative contributed to the success of this project and granted it a positive projection for the years to come. The teleworking proposal began in 2014 and it has become a key point for the national government to promote teleworking to generate job opportunities for all the country's population.

*How has this project impacted on society? Has it raised awareness about the importance of ICT skills?*

The high rates of unemployment and the lack of opportunities for specific profiles is one of the biggest socio-economic problems in this country. Nevertheless, the certification processes carried out by ICDL Colombia promote the benefits of having certified people, and have opened work opportunities for them.

The Ministry of ICT and the Ministry of Labor have promoted teleworking as a necessary certification profile and they have also highlighted the great impact this certification profile has for institutions with efficient teleworkers.

## QUOTES

*"One of the most important goals of this government has been seeking technology to become the best tool to give new life opportunities for people; graduating them with the international ICDL certification validates these people's skills with the best certification there is in the world today, as experts in the use of technology in order to focus on telework"*

María Carolina Hoyos Turbay, Vice Minister of ICTs, Colombia. Quote from a ceremony at the prison's project

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## ICDL VIDEO BOOKS

### INTRODUCTION & TARGET AUDIENCE

QR codes are a quick method for smartphone systems users to access content, and, contrary to near field communications (NFC), QR codes lack any electronic component and require no special hardware technology. This application allows the user to take a photograph of the code and convert it to meaningful data in order to analyse the encoded content of that code. Being easy to use and economically feasible, this technology is used and well well-received by many users. At the same time, educational films are one of the most effective and common media, that which significantly facilitates the educational process. Because of the vast use of QR codes by users, ICDL Iran Foundation designed a programme in 2015 to provide its users and other members of the society with educational films.



### CAMPAIGN DELIVERY

In early 2015 and, during Phase 1 of the project, ICDL Iran Foundation used educational films uploaded on the Aparat website (an Iranian website with content and performance that is similar to YouTube). By employing the capabilities of QR code applications, a two dimensional matrix was printed on the first page of each chapter of books, which contained an encrypted link of to the related educational film; this provides users with easy access to these films. By installing a barcode reader application on their smartphones, users can easily access related educational films for each chapter by scanning a code printed on the first page of each chapter and completing their learning process.

will be logged into aparat site. By clicking on the URL, you can watch educational film.



During Phase 1 of the project, 200 copies of books on Microsoft Office 2007 were labelled with QR codes and distributed among users; because of the significant positive feedback on Phase 1, it was decided to use this system for other books. As statistics indicated, about 200 readers used these films.

ICDL Iran Foundation formed a team and started producing educational films consistent with the contents of the published books and is willing to print a barcode 2D matrix in next edition of other books, which will be published in mid-2016. According to estimations, about 18,000 copies will be equipped with this technology. It is notable that candidates should pay no more expenses for this service, and the prices of books have not changed.

### IMPACT

- > Considering vast application of smart phones and tablets, using QR code technology would be rather quick and easy;
- > Considering that Aparat is one of the most popular websites in Iran and has a significant number of visitors, this approach results in a better introduction of ICDL Iran Foundation;
- > Considering the credibility of the ICDL Iran and trust of the users, the application is received positively;

## QUOTES

### *Users' Comments:*

1. Learning has become much more easier and quicker;
2. Films are accessible at any time;
3. If we miss one class, educational films are helpful for learning;
4. When we have no time to attend classes, combining books (printed material) with educational films help us make up for the exams;
5. It saves time;
6. It helps us understand deeply.

## CLICK SAFELY! YOU CAN WITH ECDL. PROTECT YOURSELF WITH IT SECURITY

### INTRODUCTION & TARGET AUDIENCE

The 'Click safely! You can with ECDL. – Protect yourself with IT Security' initiative aims to provide all high school students with the competences necessary to surf and use the web in a safe and aware way.

The project 'io clicco sicuro! Con ECDL puoi. – Proteggiti con IT Security' gives the opportunity, for free, both to take an IT Security module exam and to prepare for it through the e-learning platform at micertificoecdل.it. Our targets are students from ages 14 to 19.

The project is perfectly aligned to AICA's mission, which consists of building up a digital society in Italy and promoting certified e-competence skills.

Thanks to the historical relationship between AICA and the Ministry of Education (MIUR), our proposal was fully accepted, giving us the opportunity to meet three main objectives:

- > Students able to manage the threats and opportunities of internet
- > Revive ECDL in schools, both for students and teachers
- > Enlarge ECDL's potential market.

In Italy, the recommended ECDL certification for schools is ECDL Full Standard, which comprises 7 modules, including IT Security.

The project's goals are:

- > Raising students', parents' and teachers' awareness of the safe use of new technology and mobile devices;
- > Increasing knowledge about the importance of ECDL IT-Security certification, especially among students aged between 14 and 19 years;
- > Stimulating students to start the ECDL Full Standard certification path;
- > Underlining the high value of digital knowledge and ability through the ECDL experience;
- > An opportunity for ECDL Accredited Test Centres to increase market share and business volumes.

### CAMPAIGN DELIVERY

The project started during the 2015/16 school year and it has been developed by a solid collaboration between AICA and the Ministry of Education. Six months were needed for project design and development; the official launch took place in March 2016.

The whole cycle of the 'Io clicco sicuro' lasts 5 years (the duration of Italian high school cycle).

This means the student has five (5) years' time to activate the offer. After subscription, they have twelve months to use the e-learning platform and take the IT Security exam.

All high school students receive a card named ioStudio (see figure 1) from the Ministry of Education (MIUR); they then subscribe to our offer after registering their own student card on the dedicated website, and afterwards they automatically obtain key access to the e-learning platform where they can study IT Security contents. When ready to take the final exam, students can contact any ECDL Accredited Test Centre.

If the student succeeds, they will receive an online declaration that the exam has been passed; if they are interested to continue in completing the full ECDL certification path, they just have to buy a SkillsCard, where the IT Security exam will be automatically registered.

## IMPACT

**Geographical impact:** whole of Italy

**Numerical impact:** about 3,000,000 high school students

### Communication channels:

The first step was to create an image that identifies the project. AICA and the Ministry of Education have both joined together to create the images and to disseminate the project.

We also created dedicated pages on our website , both to give information on the project, and to allow students to register. Visual web site pages and content have been shared between AICA and MIUR.

The dissemination of the 'lo clicco Sicuro' initiative started with a press release, dedicated communications to all high schools (both Accredited Test Centres or others), and direct mailshots to the AICA database of some 30,000 contacts.

Thanks to social media's great impact in our society we planned a social media campaign targeted to students, teachers and also families.

Together with the Ministry of Education, we simultaneously post graphics, hints, suggestions, and videos on Facebook in order to disseminate the project widely.

We also created four videos describing the main points of the project:

- > Why is it so important to surf safely?
- > How to apply for the offer.
- > How to use the e-learning platform, [www.micertificoecd.it](http://www.micertificoecd.it).
- > Why should students go on to the full ECDL certification process?

We promote this initiative continuously in all our events, trade exhibitions, meetings, etc. Also, during the last edition of Didamatica (the 3 day AICA convention dedicated to schools), we presented 'lo clicco Sicuro', together with the Ministry of Education (MIUR).

## SWISS ECDL STUDY: POOR BASIC DIGITAL SKILLS AND OVERESTIMATION USED AS MARKETING TOOL

### INTRODUCTION

In 2015, ECDL Switzerland conducted a survey measuring the self-assessed and actual PC skills of the Swiss population from 15 to 64 years old. The aim of the representative survey was to raise employers' and public awareness of the lack of PC skills in the Swiss population. The study results, especially people's overestimation of their skills, were then used as a sales argument to promote ECDL training and certification. Furthermore, we are now able to prove the value of an assessment test to heads of HR, as self-assessment was shown to be unreliable. Due to the huge difference in assessed and actual test results, the study and the topic of lacking ICT skills got a lot of attention in the media.



### PROJECT DESCRIPTION

The ECDL study is based on a survey conducted by the neutral research institute, meinungsraum.at, from 24 March to 4 May 2015. 2,050 people between 15 and 64 years old in the German- and French-speaking parts of Switzerland answered the survey questions. Participants were selected to be representative according to their sex, age, region and education. In the online survey, participants first rated their own skills in Computer Essentials, Online Essentials, Word Processing and Spreadsheets on a scale of 0 to 10. Out of all the interviewees, 492 people additionally took an in-application Sophia test to assess their basic computer skills in these four areas.

The study results show a clear picture: 78% of the Swiss population overestimated their PC skills. On average participants only managed to score 46% in the practical test. This means the Swiss population lacks sufficient digital skills and is not aware of it. The study took into account various criteria to find out who scored best and worst, as well as who overestimated their skills more or less.

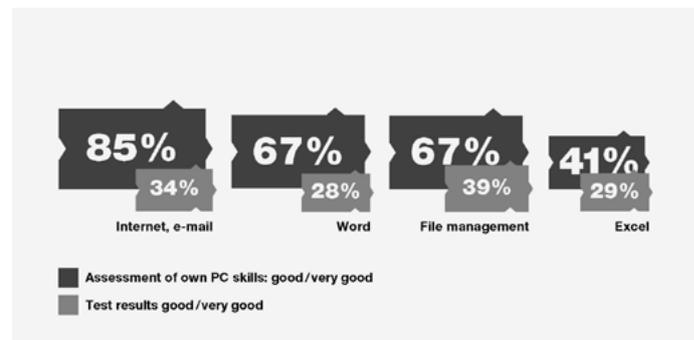
- > Lowest scores were found in the questions concerning spreadsheets (34%), while Online Essentials (51%) got better results.
- > ECDL certificate holders had the best scores (70%), but formed only a small sample.
- > Younger participants (15 – 25 years old) and office workers achieved barely sufficient results (an average score of 60% and 55% respectively).
- > Participants who gained their skills in a structured way, that is, as part of their education, in a course or with courseware got better results than those who were entirely self-taught.
- > People with low scores had the biggest difference between self-assessment and test result.
- > ICT-certificate holders were better in assessing their skills and achieved better scores.

The four messages we promote based on these results are:

1. The Swiss population (across all jobs and ages) lacks basic digital skills.
2. Assessment tests are necessary as self-assessment is not reliable.
3. Formal training leads to better test results.
4. Young people and office workers don't automatically have the necessary digital skills.

## IMPACT

The press release of the study got a lot of attention in the media: 70 articles appeared in all parts of Switzerland in the press, radio and online from mainstream media to trade press. The test used in the study was offered to all journalists and interested people free of charge. This made the study more transparent and gave the general public the opportunity to test their own skills. Based on the media attention, we have been able to use the study results as a sales argument to potential new test centres, especially companies. These can use the study test and compare the company's overall result with the result of the Swiss population. Secondary schools can use the study results as proof that digital natives do not automatically possess sufficient basic digital skills necessary in a work environment. Some schools have successfully used the study presentation to establish ECDL as an optional subject in their school.



The study results were incorporated in all our marketing activities, from our website and social media channels to a presentation at the largest HR fair in Switzerland, to creating new marketing materials. We printed a new flyer for candidates and a separate flyer for companies. A banner shows the most important results of the study. The study results were also included in the ECDL Foundation position paper, 'Perception and Reality – Measuring digital skills in Europe'.

All marketing materials (press release, texts, charts, flyer, banner) are available to our Accredited Test Centres (ATCs) so that they can use the study results as a sales argument to their candidates as well. Many ATCs published the study results on their website or their social media accounts.

## QUOTES

*"I used the presentation to convince our local authorities and the person responsible for the IT. Their decision was unanimous: ECDL must be kept and offered to our pupils, we are on the right path."*

ECDL Centre Master, secondary school

*"The flyer is convincing, the message comes across. I especially like that the reader can take the test himself, it makes the message in the flyer more real."*

ECDL Centre Master, Unemployment segment

## BCS DIGITAL LITERACY MARKETING CAMPAIGN

### INTRODUCTION & TARGET AUDIENCE

There is an unprecedented need for people to have digital skills so they can reach their full potential. As the Chartered Institute for IT, BCS is uniquely placed to set standards in digital competence, and to deliver digital qualifications and content that enable learners of all ages to benefit from digital skills when studying, working, or just in daily life.

This project demonstrates how BCS has promoted ECDL to different audiences within the UK as the cornerstone to meeting the digital skills challenge.

### CONTEXT: FEEDING THE DIGITAL ECONOMY

A recent report published by BIS and the Department of Culture, Media and Sport, 'DIGITAL SKILLS for the UK ECONOMY' (Jan 2016), made a recommendation that:

*“Education and training providers should ensure that they understand how the supply of educational courses, in terms of quality and quantity, can meet the demand for digital skills in the wider economy.”*

There is a huge mismatch between the supply of digitally literate candidates into the job market, and the demand coming from industry. We ran a six-month campaign to educators to promote digital skills and ECDL from October 2015 to March 2016, aimed at key audiences: schools; colleges and higher education establishments; and training providers, deploying different messages which resonated with their concerns.

### OBJECTIVES OF THE MARKETING PROJECT:

- > To be an authoritative voice for educators, leading the way, provoking debate on current and future digital challenges faced by those in education.
- > Stimulating awareness of best practice in digital skills, by highlighting 'hot topics', such as online safety and employability.
- > Build BCS' reputation and presence as the go-to place for digital literacy information and pave the way for future engagement by understanding our communities better.
- > Generate measurable impact through leads, downloads and engagement through social media.
- > Engage, inform and encourage existing customers who deliver ECDL at their centres, and extend our reach to new prospects through advocating digital skills.

## CAMPAIGN DELIVERY

### PROJECT DESCRIPTION

To meet the objectives above, we used a variety of tactics in a phased approach, including:

- > Engagement with the BCS members and contacts at CAS (Computing At School) to draw on their knowledge and contribute to the creation of materials
- > Creating new web pages suitable to different audiences
- > Outreach through targeted social media campaigning
- > Email marketing to highlight relevant content and generate leads

We outline the main activities in this section.

**AUDIENCE: SCHOOLS**

Safer Internet Day (SID2016) was a hook for an intensive month-long social media campaign about online safety and digital literacy aimed at teachers.

The objectives of the social media campaign:

- > To explore key aspects of digital literacy in secondary school education, by promoting the new BCS.org content within the Education Hub (<http://www.bcs.org/category/18332>) and offer our teaching community expert advice, practical and original content.
- > Showcase the benefits of teaching the ECDL qualification, with a new case study video from Wyvern College secondary school.
- > Deploy strong female spokespeople within the space, to create new content which entices girls and female teachers to take more interest in digital literacy and IT.
- > Test the impact of sharing content and commentary across three channels: Twitter, Facebook & LinkedIn, in an intensively managed month long campaign.

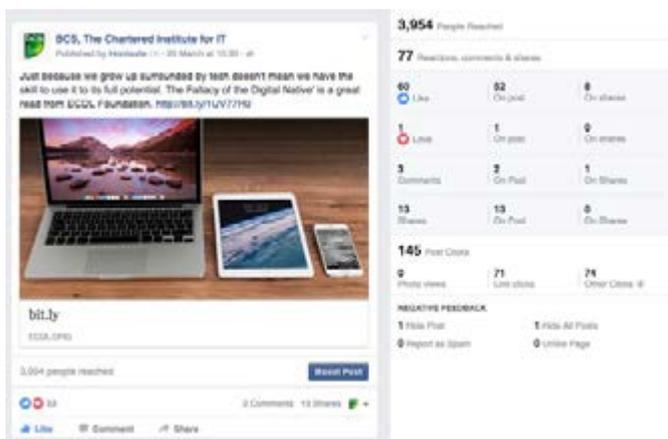


Image 1: ECDL Foundation Facebook post 'Fallacy of the Digital Native' was our highest achieving Facebook post for 3 months when we reposted in March



Image 2: The image above shows an example of our broadcast email to prospects and customers, promoting articles and tips on digital literacy and Online safety

**CASE STUDY: WYVERN COLLEGE**

One of ECDL's strongest advocates is an Assistant Head Teacher, Matt Hunt at Wyvern College, a secondary school for boys in Salisbury. An excerpt from his Blog, featured in the campaign says:

*"...We also teach BCS, The Chartered Institute for IT's, level 2 ECDL Certificate in IT Application Skills. It's really good at improving productivity using everyday tools like Word and spreadsheets and mail merges. I'd be happy if staff did the qualification too. Little boosts in productivity could add up and make a big difference to teachers. We can't stand still."*

Wyvern College has found that teaching ECDL to their students has had a positive impact on the students' achievements across the entire curriculum, and provides them with a firm foundation of digital skills as they move into further education or the workplace.

Head Teacher, Paul German reports that:

*"In the first tranche of students, last year, over 60% achieved a Distinction or Distinction\*, which has had a significant impact on both the students' lives, and the school performance."*

Watch "Why digital skills are so important for all subjects at GCSE": <https://www.youtube.com/watch?v=RYaEOssWGt0&feature=youtu.be>

**AUDIENCE: FURTHER EDUCATION COLLEGES**

In 2015, colleges specifically came under fire in the House of Lords Digital Skills Committee report, which stated digital skills provision was “patchy, unresponsive and not meeting employer needs.”

Objectives of the nurturing campaign to further education Colleges:

To support further education colleges in delivering against this challenge, BCS ran an email ‘nurturing’ campaign to all further education colleges in the UK, linking to the Lords report and presenting messages and advice to engage this audience by offering ECDL as a solution. The series of emails built interest in the topic, as follows:

HTML EMAIL 1 - Digital skills – how are you meeting the challenge?

HTML EMAIL 2 - Can your learners fill the digital shortfall? Linked to ECDL demo

HTML Email 3 - Give your KS4 learners a head start - if you’re among the growing number of colleges supporting KS4 learning this academic year, you need to take a look at ECDL for schools

HTML Email 4 - link to commissioned article - FEs, the powerhouses driving the digital economy?

**AUDIENCE: HIGHER EDUCATION**

Objectives of the UEL video case study: employability.

One of the most important outcomes for students undertaking a degree level course is that they are able to embark on a career of their choice afterwards.

The University of East London (UEL) understand the importance of equipping their students with the right digital literacy skills, supporting them through their studies and preparing them for employment. One of the biggest challenges identified by employers when recruiting graduates is that they do not always possess the essential business application skills.

BCS collaborated with UEL to produce a video, which shows how UEL have embedded digital literacy into a number of their degree programmes which count towards the final degree. UEL has delivered ECDL to all its students and staff for over 10 years, with over 7,000 students undertaking ECDL.

Watch Video case study

Watch “Delivering lifelong learning in digital skills – employability success at UEL” <https://www.youtube.com/embed/OeuOp3ir6ZI?rel=0>

**AUDIENCE: TRAINING PROVIDERS FOR ADULT LEARNERS**

Objectives of charities case studies:

The great charitable work undertaken by Crisis for the Homeless, and Centre-Point, supporting single adults and young people, is remarkable. In conjunction with these well respected charities, BCS has produced two videos on how ECDL has supported some of the most vulnerable people in society, as part of our commitment to “Making IT good for society”.

See Centre Point video: <https://www.youtube.com/watch?v=eBdKeuhKU-k>

## IMPACT

### OUTCOMES & SUCCESSES

BCS has conducted a project to promote ECDL to a wide range of audiences, offering a combination of advice and new content, which resonates within each sector. Our objectives were to raise awareness of the importance of digital literacy within the UK, stimulate engagement with our key audiences, and generate measurable impact through leads.

We have also used the reactions and responses to our social media campaigning to schools, as a benchmark from which to conduct further engagement and create more practical advice and articles, similar to those featured within our BCS.org Digital Learning page.

We believe this project has been an overall success and key outcomes are:

- > From academic year 2014/15 to 2015/16, there has been a twofold increase in student registrations
- > Over 50,000 students achieved the qualification in 2014/15
- > In the 6-month campaign period, website traffic to ECDL pages increased by approx. 26%
- > To date, more than 60% of secondary schools have engaged with ECDL (approximately 2,000 schools)

### ADDITIONAL OUTCOMES:

- > BCS partner programme:  
Following the generation of their video stories, University of East London and Wyvern College were keen to maintain the momentum of engagement with BCS.
- > Social media engagement with schools (one-month):  
During intensive campaigning about online safety and digital literacy in schools, we targeted 29 education influencers who enabled us to reach a combined following of 122,000 Twitter users via their individual accounts. @BCS Tweets generated 1,583 clicks on links to content on our website; we generated 577 new followers and 587 retweets. BCS Facebook received 159 likes.

## QUOTES

### TESTIMONIALS

*"ECDL gave me the confidence and belief that I could find employment because of the skills I had gained."*

Elizabeth Hayes, ECDL learner

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*"Today's employment market demands that job seekers have the basic skills to use IT. 'We're working to meet that demand through our partnership with BCS.'"*

Amethyst, learndirect centre

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*"By embedding ECDL into the degree programme, students experience something completely outside of their subject area and become more rounded and ready for the workplace."*

Stephanie Toman, ECDL Test Centre Manager, Coventry University

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*"Introducing ECDL to the whole year group has been a rewarding experience, producing some fantastic results,"*

Elizabeth Adams. Glenlola Collegiate School

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*“The widespread use of ECDL is a really, really good case, the kind of skills that employers want from graduates. It’s about what you bring to the workplace as a prospective employee to use the tools of the trade, whether it’s banking, finance, whether it’s law, social work and social sciences – where basic digital literacy skills are essential for success.”*

University of East London

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*“We have been so enthused and so uplifted by the ECDL course that we then said, this is not an option, we are going to make it a core subject. We value it that much as a set of skills and think it’s going to help them so much with cross-curricular and post-school, that it’s just a no-brainer for us – they will all do it.”*

Matt Hunt, Assistant Head Teacher, Wyvern College

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