



ECDL
Foundation

BEST PRACTICE AWARDS 2014

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CORPORATE/PRIVATE

CENTRAL ASIA

COURSEWARE AND TRAINING OF TRAINERS – SUSTAINABLE APPROACH TO THE PROMOTION OF ICDL

Introduction

University of Central Asia (UCA) is a single University within three countries: Kazakhstan, Kyrgyz Republic, and Tajikistan. Starting in November 2009, when UCA became the ECDL National Operator for Central Asia, our approach was to integrate the ICDL standard into educational institutions (Higher Education, Primary Vocational Education, and Secondary Education).

The main problems of the education system in Central Asia are:

- Non-systematic and consequential educational policy;
- Ineffective quality assurance system;
- Low quality of staff and material resources;
- Cost effectiveness of education provided by the state.

Our approach was to find a solution that will solve the second and third problems with regards to ICT as a subject.

Project Description

UCA applies a new methodology to prepare adults and youths for ICDL certification. We abandoned the approach of preparing students only for the exam. We had prior experience of preparing adults for IT exams. The result was not good as adults, after about three months, forget the skills without practicing them in everyday life. We believed that we can do better - our task was to develop high quality training modules that would provide essential skills, of a high quality.

Components of high quality ICT education are adjusted curriculum, comprehensive teaching materials, excellent technique, and high motivation of students. We started with the development of learning materials that consist of specific topics and practical 'everyday' exercises. We also have a package for teachers which has exercises for acquiring enhanced results within a class.

“UCA applies a new methodology to prepare adults and youths for ICDL certification”

Specific methods of teaching have been adopted so that we could approach mixed ability classes. We use a trainer and an assistant for each class. While the Trainer teaches topics and shows exercises, the Assistant continuously monitors students. The Assistant helps students to quickly find the right buttons or answer questions, which allows students not to distract each other. This approach increases the effectiveness of the training. We use to use software like NetOpSchool but even these inhibit high quality in the classroom as students continue to distract each other.

Impact

Since 2010, UCA has implemented and achieved:

1. Introduction meetings and preliminary approvals of the ICDL standard with the Ministry of Education and the Ministry of Labour in each country;
2. Workbooks for module 1-7 for MS Office 2003 in Russian, Kyrgyz, Kazakh and Tajik developed;
3. Work files for all modules developed;
4. More than 14,000 books published and distributed in three countries;
5. Instructors' materials (presentations, exercises, pilot test, progress test) developed;
6. 120 testers and instructors trained;
7. 17 test centres in Central Asia (12 TC in Kyrgyz Republic, 3 TC in Kazakhstan and 2 TC in Tajikistan) opened.

Quotes & Images

Case #1

In July 2013, UCA introduced a 'Peer to Peer Education' project as part of the efforts to increase the pass rate of ICDL at its 'Lyceum 61' school. UCA selected three top ICDL students, aged 14, to deliver ICDL training to students in Grades 7 and 8. Of the nine students who took the certification exam, all students passed, with the lowest mark being 83%. This is a significant increase in the ICDL pass rate: in 2012, average pass rate was 56% and in 2013 more than 75%. Given the success of the 'Peer to Peer Education' project, UCA plans to expand this initiative to involve 200 new students in the ICDL programme next year.

"I feel myself confident that I have a good computer skills and I am able to find a common language with other peers. This certificate has already given me a lot of knowledge, I have a job. In addition, it will give me the opportunity to transfer credit at the University. Having a certificate my future employer will be sure that I have a good knowledge."

Adil Faizulin – Trainer for peer groups, Aged 14.

Case #2

UCA trained 30 instructors selected from vocational schools in Kyrgyz Republic; published 1050 books; launched 10 test centres with financial support from GIZ and administered by GOPA. GOPA supported with renovating IT labs of the selected 10 vocational schools and procurement of 15 PC desks for each school.

Case #3

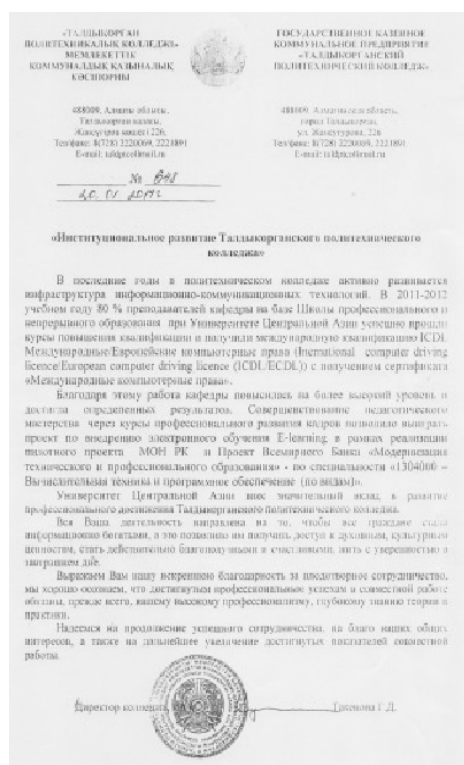
UCA trained 15 instructors of Taldykorgan Polytechnic Lyceum in Kazakhstan. On training completion in 2012, the Lyceum won a World Bank project "the Modernization of technical and vocational education" which amounted to US\$400,000 dollars.



Case #1: Poster for "Peer-to-peer" initiative



Case #2: ICDL book in Russian



Case #3: The letter of appreciation from Taldykorgan Polytechnic Lyceum.

IRAN**ICDL COURSES FOR THE PERSONNEL OF PARSIAN HOTELS CORPORATION****Introduction**

Parsian Hotels Corporation owns and manages 24 five, four, and three star hotels across the country. The corporation was registered under the title of Bonyad Hotels in 1995, Azadi International Hotels in 1999, and finally changed its name to Parsian International Hotels Corporation in 2002. Parsian International Hotels Corporation is the first chain of hotels in Iran to extend properly into significant and large cities such as Tehran, Isfahan, Shiraz, Yazd, Bam, Chaloos, and Ramsar. Due to the current tourism market and the market for political or business travel, and as a result of the high quality standards of the services, Parsian International Hotels Corporation plays a vital role in the hotel industry of Iran. The corporation has recently reached a high position in the Iranian hotel industry thanks to the training of its staff, innovation, creativity and scientific management. Around 2,500 people are employed by the corporation across the country. As part of the employment process, new employees are required to have ICDL Certification. Parsian International Hotels Corporation works under the supervision of Tourism Training, Research and Consultation Company, and ICDL Iran, in its cooperation with these two bodies, presented a project to provide ICDL training for their staff members.

Project Description

Parsian International Hotels Corporation applies for the training courses according to their requirements and needs. ICDL Iran then sends teachers to the hotels in order to hold the classes. Since there are 2,500 employees across 24 hotels around the country, ICDL Iran prepares schedules for all staff and holds the classes in different seasons especially during their slow season. It is expected that more than 2500 employees can complete their courses in more than a year. However, in the first phase of the project, the employees are categorised and prioritised based on their job requirements.

The classes are held in the hotels in a room specifically prepared with the equipment and required facilities. Each hotel has a budget for the training so all personnel can attend the classes to improve their knowledge and skills. The corporation expects to complete the courses in summer 2014. The candidates can sit the tests in the hotels through the test system that ICDL Iran provides directly.

To date many employees have attended the following courses:

ICT:	264
Managing Files and Folders:	280
Word Processing:	1080
Spreadsheets:	390
Presentations:	930
Internet:	448

Impact

The corporation has Protel Software installed on its computer systems. Therefore, ICDL, as the basic digital skills certification, provides a solid foundation for the employees to make the best use of this software. The employees are expected to be able to use the software at the end of the courses.

“

ICDL, as the basic digital skills certification, provides a solid foundation for the employees to make the best use of this software

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Quotes

"Since most of our work requires computers, such as recording guest details, online services, etc., ICDL courses are a requirement for our jobs which directly influences the provision of services to the guests."

Maryam Mokyan, Customer Relations Agent.

"Computers are now vital for recording data especially in warehousing. A great amount of goods are imported and exported in the hotels, so the warehouse staff must be able to use the related software. ICDL courses are very useful for these employees."

Rahim Ghorbani, the Warehouses Executive.

"The 5 star Parsian Azadi Hotel in Tehran has been newly established and joined the hotel chain. The provision of the services and data recording in this hotel is fully computerized through the related software. So, ICDL courses play a significant role in the improvement of the procedures and the services."

Arezoo Arya Panah, the Internal Manager.

"ICDL is the main and basic need for the staff. Those who are going to be employed are required to have ICDL Certificates. Otherwise, they must attend the courses and get their certificates before being able to start working for the corporation. This is an important factor in their job performance."

Amir Abbaspour, the Staff Training Executive.

Images



KENYA**KK TRAINING****Introduction**

KK Training is a branch of KK Security which is one of the major private security companies in the region operating in Kenya, Uganda, Tanzania, Rwanda, Burundi, DRC and Malawi. ICDL is offered under this umbrella to staff members with an aim to improve and enhance computer literacy skills and proficiency.

The programme started in February 2013 and is ongoing with the trainee numbers increasing rapidly. Training is the cornerstone of KK Training, hence quality delivery is imperative. This accessibility has realised the training of 45 members of staff.

The trainees list comprises of staff of all cadres - both administrative staff and security officers. The department intends to eventually train over ten thousand members of staff who are situated in Kenya, Uganda, Tanzania, Rwanda, Burundi, DRC and Malawi.

Given the diverse branches that KK Security has, the departments' long-term objective is to ensure that all the members of staff are trained to be computer proficient.

Project Description

ICDL presented an opportunity for KK Training to explore since there was already a market for the training. The initial target is our 17,000 members of staff across the region. They have a need for computer literacy training that will be fulfilled by their employer by offering the training.

The first test centre is established in Nairobi and the total number of trainees as at March 2014 is 39.

Impact

From the employer's perspective there has been improved efficiency of employees at the work place, delivery of reports, presentation skills, faster generation of expected work outputs and reduced basic IT support requests. There has been an economic gain that has consequently been ploughed back into equipping the computer lab with state of the art training equipment.

Trainees have attested to reduced stress levels due to their increased computer proficiency. They have also improved presentation skills and communication skills. Many of the trainees have acquired skills that have propelled them to higher cadres. Productivity has improved because one is able to produce error free, accurate and reliable reports. The trainees have also attested to being more informed, confident at work, and have recommended the training to their extended family members.

“Improved efficiency of employees at the work place, delivery of reports, presentation skills, faster generation of expected work outputs and reduced basic IT support requests”

Quotes

Below are some quotes that have been selected from evaluation forms that the department uses to evaluate training delivery.

“ICDL has saved my job.”

“It has helped me to blend in with the KK culture of high professionalism.”

“I am more efficient and I now surpass all my targets.”

“My boss is happy with my work.”

Images



ZIMBABWE**ICDL FOR MIDLANDS CHRISTIAN COLLEGE STUDENTS AND STAFF****Introduction**

As an institution, our students are our reason and under the principal's leadership, careful consideration is given and strategies are devised to ensure that students fully benefit from their experiences at Midlands Christian College and that they are given the tools needed to guide them to responsible adulthood. Our vision is to equip pupils with life skills for further education, work and service, through sound teaching and learning techniques, aimed at achieving effectiveness and excellence.

The ICDL Programme is mandatory for students and staff alike in order to equip them with the necessary skills which are useful in day to day life.

“

Our vision is to equip pupils with life skills for further education, work and service, through sound teaching and learning techniques”

Project Description

ICDL is compulsory for all students (568) and staff (70) and they have at least a one hour lesson each week where they are trained by members of staff in the ICDL department. At the end of each term, they are required to sit a pre-assessment and an exam. All students and staff are encouraged to do the four base modules, namely: Computer Essentials, Online Essentials, Word Processing and finally Spreadsheets. Successful candidates are then given the option to continue with any other modules from the standard modules or advanced modules.

Impact

Over the last three to four years, we have had nearly four hundred students who have qualified and completed the 7 modules (under the previous ICDL format) or the four base modules (new ICDL). This has resulted in a lot of improvement in report writing and submission of documents from both staff and the students. The school has also started publishing a weekly e-newsletter for parents, staff and students. Students are now researching all their work on computers with most of the books having been posted on an accessible site. This has saved the school a lot of money in book purchases.

The whole school has become highly computerised. Access to materials online or on different sites has been made easier by ICDL modules such as Online Essentials!

Quote

“Completing ICDL modules for me was a matter of determination to do it in a set time. I would say it was not very hard, maybe because I have been around computers for a while. That still doesn't mean no effort had to be made on my part. I wanted to do this because I believed that there were a lot of other things I didn't know about computers and the course has really helped me in a lot of ways. I would say for me the exams were quite intense and needed to be approached with a level of level headedness.”

Beatrice Mashayabasa – staff member

Images





GOVERNMENT/PUBLIC

AFGHANISTAN

CAPACITY BUILDING FOR FUTURE TEACHERS IN AFGHANISTAN

Introduction

Based on the research done by Jim Miller III(i) in March 2013 there are 8.2 million students in Afghanistan out of a population of 26 million – 40% of these are girls. In 2001, there were only 800,000 students; and, none of these were girls or women. In 2001, there was only one Teacher Training College, today there are more than 83 Teacher Training Colleges (TTC) across Afghanistan.

TTC students will take on teaching posts in governmental schools throughout the country upon their graduation. Shortages of competent teachers, appropriate syllabi, textbooks, and the lack of professional connections will continue to limit progress for many years. The MoE's overall goal is to 'develop the basic capacities of general and Islamic education for male and female teachers in order to improve the quality of teaching and the learning achievements of students'. The MoE is also seeking to attract and train 50,000 grade 12 graduates (45% of whom will be women) (ii).

“The MoE's overall goal is to 'develop the basic capacities of general and Islamic education for male and female teachers in order to improve the quality of teaching and the learning achievements of students'”

Since 2009, University of Central Asia has implemented a short cycle of professional programmes targeting Afghan learners at its facilities in Khorog, Tajikistan and in partnership with a government Teacher Training College in the district of Shughnan in Badakhshan province, Afghanistan. UCA's School of Professional and Continuing Education (SPCE) specialises in formal non-degree education and training programmes for which learners can earn five types of internationally benchmarked credentials. Programmes and courses are developed through on-going market assessments (e.g. interviews with employers), as well as research on current and future labour market and economic trends.

Project Description

Since 2010, SPCE has been directly delivering the ICDL certification programme at the Teacher Training College (TTC) in Shughnan. Students take SPCE courses outside of regular class hours while completing their TTC programmes. Teacher Training Colleges (TTCs) have been established to improve the level of teachers' qualifications - with 'core' TTCs generally focusing on accepting students on a full-time basis, post Grade 12, onto pre-service training programs, and, more recently, 'satellite' or district level TTCs providing part-time training to currently employed teachers who have no formal qualification.

To date, 870 people have been trained; 40% of whom are female. Instructors include five Afghan nationals who had previously completed a Training of Trainers (professional development course) at SPCE Khorog.

TTC Shughnan, as well as many educational institutions in Afghanistan, had problems with electricity, and Internet, premises were not furnished and lacked computers, LCD projectors, license software and teaching equipment. SPCE has completely equipped two classrooms and connected the TTC to Pamir Energy across the border in Tajikistan. SPCE also established an ICDL Accredited Test Centre. Another problem with the ICDL training of Afghan students was the lack of localised software for Afghanistan (Dari language). Therefore SPCE has developed training materials (Office 2003) for ICDL courses in Dari and English language courses which were organised for students aiming to contribute to successful certification.

In 2011, 141 students passed ICDL exams; and by June 2013, a total of 627 students passed ICDL exams in TTC Shughnan. During 2012-2013, in total, 1236 learners received ICDL certificates (84 ICDL Start Certificate; 152 ICDL Profile Certificate).

(i) <http://www.iie.org/Blog/2013/March/News-from-Afghanistan>

(ii) <http://www.cw4wafghan.ca/TeacherShortfall>

Leveraging on earlier successes (1), the University of Central Asia's (UCA) School of Professional and Continuing Education (SPCE) will partner with the following local educational institutions in Badakhshan province: Badakhshan University in Faizabad; TTC in Ishkashim; TTC in Shugnan; TTC in Darwaz (Nusai); Aga Khan Education Services (AKES) Information and Communication; Technology and Language Center in Ishkashim; and AKES Information and Communication Technology and Language Centre in Zibak.

SPCE will offer courses in ICDL, Applied English, and Accounting, using curricula and learning materials in Dari. SPCE will provide instructors at the learning centres with professional development for delivery of course content and on teaching methodology to ensure they are capable of conducting courses at the required levels. In 2014 we will print 3000 ICDL books. Also in 2014 we expect to open 5 new ICDL Test Centres in mentioned locations to implement ICDL for students of TTC and other institutions. SPCE will train 5400 students during period 2014-2017 for ICDL certification.

Since 2010 SPCE implemented ICDL certification with financial support of Norway Ministry of Foreign Affairs, USAID, Aga Khan Foundation USA, and the Coca-Cola Foundation.

Impact

- In 2010-2013, 870 teachers got ICDL qualifications in rural and remote areas of Badakhshan, Afghanistan;
- 8 IT instructors participated in an ICDL quality assurance course and became Accredited testers;
- SPCE worked with people who have already chosen to become teachers;
- Reaching women - 40% (who are disproportionately more limited for financial and cultural reasons in being able to attend study);
- Providing infrastructure based on a 'light' model, by using buildings and staff which are already present, rather than building something new;
- SPCE used school facilities during a part of the day or school holidays when they are not otherwise being fully utilised. SPCE created an IT laboratory with all equipment which also benefits the school;
- In 2013, ICDL books were printed and distributed to 100 secondary schools where TTC graduates were employed.

Quotes

"Students overcome significant difficulties to arrive at TTC, with some walking two to three hours daily to reach the college. Courses are offered in the mornings, day time and evenings to make it easier for women who travel alone, though the trek requires some to leave home before dawn. In the classroom, however, students are enthusiastic and alert, and women are well represented".

Saidzulolsho Shozodaev – Administrator ICDL Test Centre in Shugnan

"There are visible improvements, daily. Many of his students had never used a computer before beginning courses, but after completing the first two modules of the International Computer Driving Licence (ICDL), they are now proficient in course material, and discovering new ways to use computers. During scheduled free time on the computer, students use the Internet to discover new opportunities".

(1) A labor market survey of Faizabad conducted by external consultants for the University of Central Asia in 2009-2010 found that the limited access to professional and vocational education in Badakhshan has caused a significant skills deficit in the local labor market. While the quality of existing programming operated by a range of private and government providers remains poor, the economic market suffers from a dearth of technically and administratively skilled individuals. The labor market survey also observed that technical skills (specifically, in Information Technology, basic financial management, and English language) are in high demand, with 92.1 percent of employees and 86.8 percent of employers across private, public, and civil society sectors reporting that they would benefit from additional skills training in these areas.

An alumni survey conducted in December 2011, observed that 62 percent of Afghan student/graduates secured employment after completing SPCE courses (versus 34 percent who were already employed before the program).

“Email and social networking sites now allow students to keep in touch with friends and relatives living in Kabul and other parts of Afghanistan, and English language skills allow them to access information and resources beyond Afghanistan.”

Anvarsho Dodikhudoev – ICDL instructor

“Having IT skills will help me use the Internet and word processing applications to create high quality student learning materials when I become a teacher.”

Ismail son of Mohammed Sharif - TTC student

Similar sentiments are echoed by TTC staff and administrators, who are also completing the ICDL course to improve their IT skills.

“The enthusiastic pupil is always the first to arrive for class. Two years ago, all course materials and administrative records were handwritten, and we didn’t know how to use the computers in our office. Today, however, administrators and instructors use Word and Excel in their daily work.”

Elchibeki Jumakhon – Director of TTC Shugnan

Images



TTC Shugnan IT Lab before renovation



TTC Shugnan IT Lab after renovation



First cohort of students of ICDL program in
TTC Shugnan



Queue for admission test in Faizabad

EGYPT

ARAB ACADEMY FOR SCIENCE, TECHNOLOGY & MARITIME TRANSPORT

Introduction

Arab Academy for Science Technology and Marine Transportation (AASTMT) aims for sector expertise by training undergraduate students to become experts in maritime, transport and logistics development. AASTMT also provides training programmes on logistics, management and operation, for workers at Arab ports.

The ICDL Profile brings new modules to the Egypt market, like 2D CAD and Project Planning, which are highly desirable by both undergraduates and employees.

Before the revolution, undergraduate students at a number of marine colleges travelled to Alexandria for IT training and testing for ICDL certification. Since the revolution, travel in the wider Alexandria and Suez regions is both dangerous and difficult.

To avoid students having to travel to be tested, the Computer Services Centre of AASTMT is facilitating the testing of students by taking the 'test room' to the students at several colleges including the College of Maritime Engineering & Technology at Port Said and the Maritime College Campus at Abu Qir Port.

“

More than 1,000 students have been successfully tested to date and when they graduate they will be qualified to take up job opportunities

”

Project Description

The Computer Services Centre, working closely with the Regional Officers for Alexandria and Suez, has established a mobile testing lab comprising of a server, 18 PCs, network and facility for mobile internet connection, that meets the requirement for ICDL testing.

Once per semester, a Quality Assurance Officer appointed by ICDL Egypt and two Accredited Testers from AASTMT, travel to the testing location, set up the room and over a number of days test the students at their normal place of study.

Impact

More than 1,000 students have been successfully tested to date and when they graduate they will be qualified to take up job opportunities.

Quotes

Major General Ismail Abdul Ghaffar, the academy's chairman has expressed his gratitude to ICDL Egypt *“for all your support and co-operation in making this service to the maritime education sector a tremendous success. We will expand this project to take training and testing to employees in the Arab ports”*. He explained that AASTMT is now cooperating with the European Union (EU) through education grants, to provide technical assistance to create job opportunities and further training for distinguished graduates of AASTMT by working in European fleets.

- Suez Canal Authority
- Development of the port in East Port Said including the construction of a new pier to handle 5.1 million containers annually
- Mandara Tunnel
- A new road connecting the International Coastal Road to Port Said
- Feasibility study concerning converting Abu Qir harbour area, which contains ancient ruins into a tourist destination.

Image



IRAN**PUBLIC SCHOOLS IN AARAN & BIDGOL TOWN AND RURAL AREAS OF KASHAN TOWN****Introduction**

Based on the agreement concluded between ICDL Iran and the Approved Test Centre in Aaran & Bidgol town, ICDL courses were provided to the primary, secondary and high schools of Aaran & Bidgol town as well as its villages and rural areas such as Sefidshahr, NooshAbad, MohammadAabad, etc. The teachers and educational staff members of these regions could also avail of the courses. The contract has been extended every year since September 2008.

Project Description

Different procedures were used to implement the project. As the first step, the Approved Test Centre organised meetings with the ICT experts in provincial offices of the Education Ministry in order to introduce the ICDL concept, ICDL Iran mission and vision, as well as ICDL programmes. The meeting of the Education Ministry IT Council was attended by the CEO of the provincial office of the Education Ministry, the deputies, an IT expert, a legal expert, an election department expert, security officers as well as some of the school managers who were the council members. In this meeting ICDL Iran Foundation representative was also present. The prepared initiative was presented by the IT expert and discussed by the attendees.

The initiative was accepted and the following provisions were required to be followed: If the courses are held in the ICDL Approved Test Centre, 10% of the testing benefits and 10% of the training benefits per student shall be returned to the Education Ministry at the end of the agreement in order to be used by the school managers for advertisement purposes. If the courses are held in the school labs, 10% of the testing benefits and 30% of the training benefits per student shall be returned to the Education Ministry.

“ The project also created 3 job positions for administration staff as well as 15 teacher positions ”

The initiative shall be officially promoted through written notices and directives and also through meetings with the school managers. The registration will be done twice per contractual year (once in the beginning of the education year, and once in summer). There will also be promotions and advertisements in schools through leaflets, speeches, advertising banners, internal newsletters, etc.

The students will attend the training courses held simultaneously in the town and its rural areas, based on ICDL syllabi. It is noteworthy that the ICDL certificates are granted to the successful candidates every morning. This will be an advertisement and helps the attraction of more candidates.

At the end of each contractual year, the number of candidates is reported to the Education Ministry and the fees are payable to this ministry based on the articles of the agreement.

Last year about 400 candidates registered in the project, 90% of which could successfully complete the 7 modules. The project also created 3 job positions for administration staff as well as 15 teacher positions. Furthermore, the schools could retrieve part of their investments and as a result purchase more equipment for their labs.

The project may encounter some challenges including: difficulty in persuading the school managers to cooperate, getting new candidates, and low-cost training courses for the students that may not cover the ATC costs.

Impact

The provincial office of the Education Ministry supervises the project implementation and until now has been fully satisfied by the project. The project was very successful and was a motivation for the Education Ministry to provide other courses as well.

According to the feedback received from the students and their parents, 95% of the candidates believed that the project was satisfactory and has increased their capabilities about 100%.

The project helped the promotion and introduction of ICDL Iran to other organisations and authorities leading to conclusion of more agreements with NAJI Police Forces and Imam Khomeini Relief Foundation.

Training ICT to the students results in the better usage of ICT facilities and infrastructure such as smart boards and Digital World.

Quotes

"Now students are more successful in their studies."

Miss Bahari, teacher

"Students can easily use internet services and also can help their parents in daily on line affairs after participating in ICDL classes."

Mrs Taheri, school manager in a disadvantaged area

"Students are more motivated in participating in group class activities."

Mr. Ahmadi, teacher

"By getting ICDL certificate we spend less time on our online researches and we can share our opinions with others easily."

Miss. Mohamadi, high school student

Images





ITALY

THE ITALIAN EXCELLENCE: BOCCONI UNIVERSITY

Introduction

The Bocconi University has adopted ECDL since its introduction in Italy in 1997, preferring it to other certifications because of its European dimension and modular structure.

ECDL has gone through different phases in Bocconi: it started as an extra-curricular course for students, became a substitute of curricular courses, and now it's required to sit for the exams as part of the curriculum for Computer Skills for Economics and Computer Skills for Law.

Even if the natural target market of these ECDL courses are the students of the University, they were also highly requested by technical and administrative staff of the University, students and teachers of both secondary schools and other universities.

The University also provides extra-curricular courses in preparation for ECDL Advanced exams, which are optional but greatly appreciated by the students, particularly those of advanced degrees.

Today, the Bocconi University is the ECDL Test Centre with the highest number of tests performed annually for both standard and advanced certifications and is distinguished by the ability, unique in Italy, to deliver exams for both certifications also in English.

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The Bocconi University is the ECDL Test Centre with the highest number of tests performed annually for both standard and advanced certifications and is distinguished by the ability, unique in Italy, to deliver exams for both certifications also in English

”

Project Description

The goals that the Bocconi University wanted to fulfil were the following:

- 1) Provide students with the knowledge and skills required both for their courses of study, and for entering the job market;
- 2) Allow students to achieve a certification known at an international level since many of them are going abroad to work.

The project began in 1998 with the creation of the ECDL Test Centre. The teaching material that was delivered for the first extra-curricular courses became the book that thousands of students used to prepare for the exams.

The courses were taught in the computer lab with 100 computers and 100 students: the first extra-curricular courses (1998-2005) lasted 40 hours and covered all 7 modules of ECDL Core.

From 2001 until 2006 ECDL Start became part of the curriculum, replacing the curricular courses of Informatics: the University decided to give the 4 university credits for these courses (mandatory for first-year students) to ECDL training. The curricular courses of 'Informatics' were divided in two parts: 32 hours of lecture and 8 hours exercises both taught in computer labs where every student worked on a PC.

The University bought the Skills Card and the first exam for each module for all the 2,500 first-year students. The European Social Fund funded extra-curricular courses provided to all other students who had not yet been certified: thanks to this, several thousand students were able to get certified between 2001 and 2005.

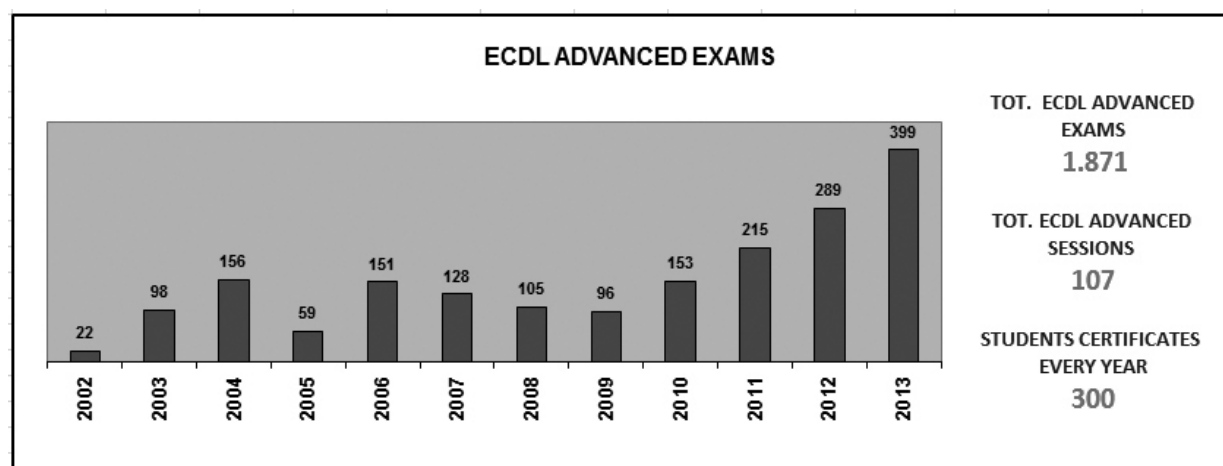
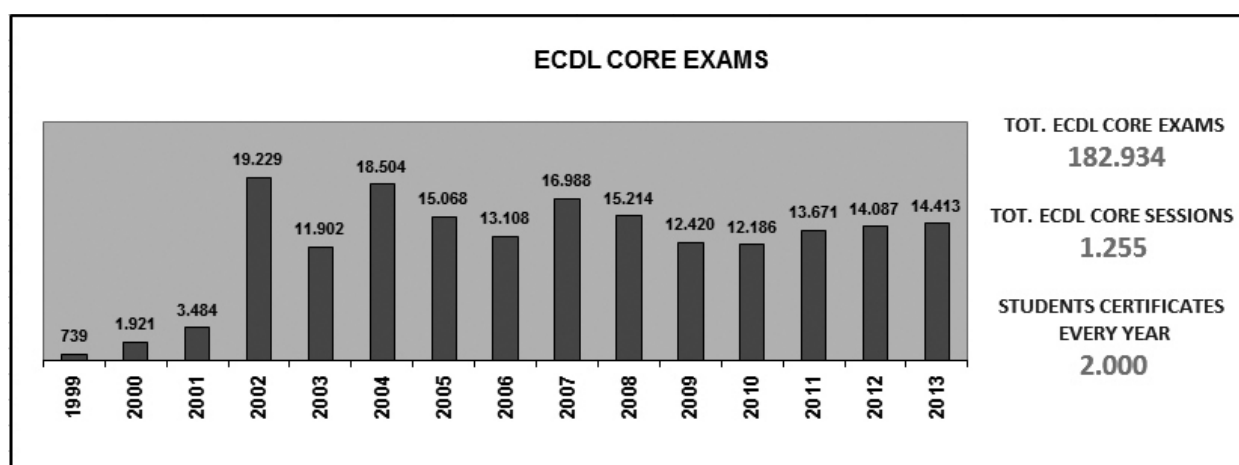
In 2007, the University decided to develop the curricular course of Informatics into one that better responded to the new needs of the students: therefore "Computer Skills for Economics" and "Computer Skills for Law" were created for the students of bachelor programs of business and corporate (2500) and for the students of five years in Law (about 300).

But University Bocconi didn't renounce the ECDL certification, making it a mandatory pre-requisite to be able to take the exam of those new courses. By this time, the training was delivered through multimedia courses, provided free of charge to students.

Finally, the University provides extra-curricular courses to prepare for ECDL Advanced: currently there are 4 courses each year for Advanced Excel (one in English), two for Advanced Word (one in Italian and one in English), two for Advanced PowerPoint (one in Italian and one in English) and 1 for Advanced Access (in Italian), for the total of nearly 1,000 participants.

All exams are held in a special computer lab at the University dedicated to the ECDL: 25 PCs with Multilanguage software, to allow also exams in English for the advanced certifications. A group of 10 ECDL examiners, all teachers at Bocconi University, monitor the exam sessions.

Impact



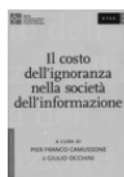
Quotes

"We should not think that college students, especially at the beginning of their journey, already have a level of training equal to or higher than that of the ECDL Core and, therefore, that the certification is not useful for their education and for their curriculum academic. College students are on average quite unprepared in computer use and benefit a lot of preparation for certification."

"THANKS TO ECDL, WE ALSO RECORDED AN IMPROVEMENT IN PRODUCTIVITY OF STUDENTS!"
Alberto Clerici, Director of SEDIN – Bocconi University

Images

**THE COST OF
COMPUTING IGNORANCE:
A RESEARCH OF AICA
IN COLLABORATION WITH
BUSINESS SCHOOL OF
BOCCONI UNIVERSITY**



LIBYA

ICDL FOR THE UNEMPLOYED IN LIBYA

Introduction

After the Libyan revolution and as soon as the first Libyan government was formed in 2012, it was clear that there was a strong trend toward social and governmental development. The area of unemployed development was the most demanding especially with the high unemployment rate and wide digital gap between the job market and the available manpower.

In the beginning of 2013, the planning phase started for the two main projects which aimed to reduce the unemployment rate by developing and training unemployed youth in Libya.

1. Ministry of Workforce Project
2. National Oil Corporation Project

Both projects are funded by the related ministry and target a large number of candidates (22,000 and 6,000 respectively).

LQAS, the ICDL national operator in Libya had three main objectives with regard to these two projects.

1. Include the ICDL in the ICT training section of both program
2. Maximise the ICDL share of these project
3. Present quality performance of ICDL compared to competitors

The Ministry of Workforce project started in May 2013, while the NOC Project faced some delay and is expected to start in April 2014.

“The area of unemployed development was the most demanding especially with the high unemployment rate and wide digital gap between the job market and the available manpower”

Project Description

Starting with the planning stages of the projects, LQAS began successive meetings with the relevant ministries and government entities, namely

- Ministry of Workforce
- The National Oil Corporation

The main aim of the negotiations was to convince the project funders to involve ICDL on their ICT training program. Meanwhile, work was being carried out to overcome expected difficulties that would face the implementation of ICDL, namely:

1. Tough competition leading to a price war
2. Requirement to cover a wide geographic area, and concentrate on remote rural areas
3. Newly developed decentralised management system specially in the MWF

In order to overcome these expected challenges, we have started an accreditation campaign in the remote areas which had no previous ICT training activities, and have carried out workshops for the accredited centres to help them perform ICDL tests using mobile centres. Additionally, pricing adjustments were made in order to reduce the price gap with the competition.

ICDL training took place in 195 centres located around Libya, while testing was carried out through accredited centres.

Impact

By March 2014, the project reached the following figures:

1. 12,625 Skill Cards were assigned to unemployed candidates
2. ICDL market share in the unemployment sector was 252 contracts out of 400 (rest was shared between two competitors)

3. The project success has given greater opportunities for the unemployed to be hired by the public and private sector, especially with the absence of the expatriate workforce due to the unstable situation of the country
4. The project was a good and successful opportunity for proving ICDL performance compared with the market competitors

Images



Figure 1 ICDL for MWF in Benghazi



Figure 2 ICDL for MWF in Jialo

NIGERIA**E-TECH/FRSC ICDL CERTIFICATION FOR FIELD OFFICERS AND MANAGEMENT STAFF****Introduction**

E-Tech Complete Solutions Limited, as the largest ICDL ATC in Nigeria, made a presentation on ICDL to the Federal Road Safety Corps (FRSC) Marshal. During the presentation E-Tech stressed the benefits of the ICDL certification to FRSC staff, providing them with the digital skills needed to improve their productivity within the organisation. The Corps Marshal received the presentation enthusiastically and was in favour of it from day one.

The E-Tech/FRSC ICDL Certification is targeted at empowering the FRSC workforce across the nation to enable them carry out their duties seamlessly in an IT driven society. To date, over 450 FRSC staff have taken over 3000 exams and the feedback has been very positive.

Project Description

The training and examinations were carried out in five geo-political zones in Nigeria namely: Lagos, Sokoto, Benin, Kaduna and Osun states. E-Tech's trainers were responsible for delivering the lectures at the various venues and the examinations were closely monitored by the team of Accredited Testers. The E-Tech ICDL Coordinator was responsible for effective project monitoring. FRSC is solely responsible for the funding and provision of training centres across the five (5) geo-political zones.

Impact

This project is in line with E-Tech's corporate strategy to form key alliances in collaboration with partners, such as Government and leading internationally recognised qualifications, such as ICDL. This has been successfully executed through the ICDL programme having trained a number of FRSC officials and staff members over the years.

For FRSC, the impact of the ICDL project cannot be over emphasised as over 450 of their officers and management staff have become computer literate having sat for and successfully passed various ICDL modules. This has definitely made the discharge of their duties more efficient and effective.

“

For FRSC, the impact of the ICDL project cannot be over emphasised as over 450 of their officers and management staff have become computer literate having sat for and successfully passed various ICDL modules.

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As a result of the successful implementation of the project over the last 2 years the FRSC is now exploring the possibility of making ICDL a mandatory requirement for all new recruits into the organisation, as well as expanding the rollout across the FRSC in the 36 states in Nigeria. They look forward to exploring the possibility available with ICDL Profile as well as the new ICDL modules, such as Online Collaboration and IT Security.

Quotes

"I am a better computer literate person"

D.E. Ikpeme (FRSC)

"I believe that learning of this computer is new era in the Corp and therefore makes me part of those who will move the Corp forward"

S.O. Adepaju (FRSC)

"With this (ICDL) training...we want to build our human capacity so that we can be top of the world"

Christopher Adeboluti (FRSC)

"We at E-Tech are highly desirous to make a positive impact in the ICT development for the FRSC's workforce in Nigeria through the platform of ICDL. We shall continue to work tirelessly in making ICDL the sought after ICT certification for Nigeria's public and private organizations"

Zakary A. Toyin, Manager Business Development (E-Tech Complete Solutions Limited)

Images



ROMANIA

COMPUTER KNOWLEDGE AND MEDICAL INFORMATICS FOR DEVELOPING THE NURSES' ADAPTABILITY IN THE HOSPITALS IN ROMANIA

Introduction

The project was initiated by the Ministry of Health in Romania. In the context of the large implementation of computerised projects for medical systems, the right level of digital competences will easily allow the integration of the specialised informatics systems in the current medical practice. The medical personnel work in an area characterised by a fast rate of knowledge and renewed medical practices. Today, Internet and digital networks represent the most used channels for sharing information. Thus, using the computer and information technology in the continuous process of professional education is essential for the constant updating of the nurses' knowledge.

The general contract was signed by the Ministry of Health in July 20th 2010, as the project is co-financed by the European Social Fund.

Project Description

The project took place between September 1st 2010 and August 31st 2013. It targeted medical personnel employed as nurses.

The general objective of the project was to improve the mobility and adaptability of the medium medical staff in health centres in Romania, who were faced with changing conditions of the health systems, by developing their ICT competences and skills.

The main part of the project was characterised by computer-use training and the ECDL Start certification together with a nationally recognised certification for 4,000 nurses across 400 health centres in Romania.

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The objective of the project was to improve the mobility and adaptability of the medium medical staff in health centres in Romania, who were faced with changing conditions of the health systems, by developing their ICT competences and skills

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The ECDL Start training included 42 training hours and 5-6 exam hours for each candidate. Along with the mandatory modules of ECDL Start, candidates were trained and examined for Spreadsheets. Before each exam the candidates took ECDL simulated tests. There were accredited mobile ECDL classrooms established in hospitals.

The training took place in 344 groups distributed across 198 health centres all over Romania. More than 4400 nurses were trained of which 2563 obtained the ECDL Start certificate. There were 384 training and testing sessions in 41 districts in Romania and Bucharest – these are just some of the results of the project in 3 years of implementation.

Impact

The European Commission White Paper 'Together for Health' emphasises the importance of “fast development of new technologies which redefines the way health is promoted. These include information and communication technologies (ICT), innovation in genomics, biotechnology and nanotechnology.” The Objective no. 3 in this document sets “promotion of some dynamic health systems and of new technologies”, “supporting application and interoperability of the e-health solutions”. “Training medical staff to use the new technologies so as to raise the level and quality of the health care in terms of diagnosis, prevention and treatment” represent one of the objectives of the Green Paper of the European Commission.

'Computer Knowledge and Medical Informatics for Developing the Nurses' Adaptability in the Hospitals in Romania' subscribed to the above mentioned objectives. 3,943 nurses also obtained 15 EMC credits recognised in the medical system in Romania. They acquired IT skills they can use in the medical system, thus supporting the integration of new technologies into clinical practice. The 400 nurses taking part in the TOT programme received 20 EMC credits and they will increase the capacity of hospitals to assess and develop human resources in the context of the introduction of computerised systems and new technologies.

The project contributed to the achievement of a unified IT environment for medical staff that enables professional conduct at European standards, supporting a competitive health care system.

The Ministry of Health intends to train and certify other staff categories in future projects.

Quotes

"The course was extremely practical and useful. Very informative. The knowledge gained will help me a lot at work and beyond."

Project participant

Images



SINGAPORE

ICDL ENABLES WOMEN BACK TO THE WORKFORCE

Introduction

To encourage women to return to the workforce, Mendaki SENSE (SENSE), a reputable ICDL Asia Accredited Test Centre in Singapore, initiated a Back-to-Work Women programme with the assistance of Singapore Workforce Development Agency (WDA) in 2013. The programme aimed to re-skill about 300 women who have been inactive for about 3 months or more, and then after training and career counselling, SENSE would help these candidates look for jobs. WDA provided funding for these candidates under the WorkPro scheme.

Since ICT skills are critical building blocks of today's employability skills framework, SENSE selected 3 ICDL Modules, namely, Word Processing, Spreadsheets, and Presentation, to be part of the project. SENSE hoped to train these female candidates so that at the end of the project, they would be able to use the computer and common software applications with minimal difficulties.

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Project Description

At the beginning of the project, these female candidates lacked confidence. Some of them did not even have any previous computer experience. Trainers and project specialists from SENSE proactively provided assistance and guidance to all the candidates, and motivated them about the potential productivity increase after going through the ICDL programmes. A lot of 'hands-on' practical work was given to the candidates during the training. Furthermore, these candidates took diagnostic tests one day before the actual certification tests, so that they had a better understanding of how the test system would look and would be more prepared for the certification tests.

Impact

In the end, 277 of the 300 women achieved ICDL certification successfully, and about 60% of them found a job after the project. The result of the Back-to-Work Women programme clearly proved the value of ICDL as one essential employability skills standard. Inspired by the success of the 2013 project, SENSE is currently applying with WDA to re-skill another group of female candidates in 2014.



SOCIAL INCLUSION

AUSTRIA

SPORT WITH PROSPECTS

Introduction

Elite sport is not a recognised profession in Austria but is an activity for a limited period of time. There are no legal provisions governing any basic future financial security for the athletes. Moreover, there is a lack of professional prospects which also applies to professional trainers.

The special lives of these people call for special consideration and care. The aim of the association KADA is therefore to allow a smooth transfer from elite sport to the labour market. Our mission is characterised by the idea to take over social responsibility for a particular target group. When job counselling and educational support measures are introduced during the active sporting career, and also at the intersection of the sports career and the professional career, it becomes possible to acquire personal and professional competences which subsequently lead to sustained integration into the business world.

“ The aim of the association KADA is therefore to allow a smooth transfer from elite sport to the labour market. ”

Solid IT skills increase the chances of today's labour market. This is the reason why athletes and trainers choose the ECDL as a specific qualification. KADA also provides financial support for this further training as part of an educational mandate for future security.

Project Description

The career planning of active athletes must deal with the sensible balance between sport and education. Making the education and competition schedules compatible is, therefore, a crucial prerequisite for success. Together with a personal KADA coach our clients work out a plan for individual educational measures which focuses on concrete job prospects. The challenge for counselling is to find the time and place for education in the athletes' tight schedule. Regarding compatibility and employability, the ECDL has proven to be a valuable qualification component during or right after the active sports career.

Impact

In today's job advertisements the proof of basic or even solid IT skills has become a prerequisite. This also implies that the lack of these skills is a reason to be excluded in the application process. An increase in awareness and the establishment of an educational plan for elite athletes in the course of the coaching process on the one hand and the subsequent financial support of the ECDL on the other hand have created a holistic model of modern professional promotion. The crucial impact for this specific target group is the creation of new personal opportunities and perspectives, in the context of both elite sport and professional life.

Quotes

"I made the ECDL after I had talked with my KADA coach because apart from my certificate of apprenticeship and some trainer courses I had no formal education to show. For more than 10 years I have been working in my own catering business and I have been doing everything on my own: hiring, purchasing, calculation, menu planning, etc. but I don't have any formal qualification for any of that. So in coaching we decided as a first step to create a basis with the ECDL and continue from there. The ECDL has made me more confident in handling the PC. At the moment I mostly use Word and Excel for my work."

Gerhard Puschnik, ice hockey

"Computer skills and knowledge are important in all aspects of life today. The ECDL is an excellent way for me to get an official proof for my comprehensive computer skills on the one hand and on the other to show as an athlete that I am prepared to keep learning and educating myself. The ECDL Core course made my search for a job easier and helped me when I started my professional life. It is an asset for everybody and a great help both in the job and in your private life."

Bernd Windisch, soccer

Images

Copyright for the pictures: KADA. The athletes are:

- Football - Philipp Stojaspal
- Snowboard - Manuela Riegler
- Rad - Georg Lauscha
- Synchron - Nadine Brandl



Football - Philipp Stojaspal

COLOMBIA

STRATEGIC ALLIANCE FOR COMMUNITY DEVELOPMENT IN AREAS OF RISK DUE TO ARMED CONFLICT, LLANOS REGION, COLOMBIA

Introduction

The Llanos region of Colombia has the highest concentration of oil reservoirs in the country. However, although this required human resources, the locals were not qualified enough to fulfill labour requirements and job opportunities.

Additionally, the people in the Casanare and Meta regions have been affected by illegal armed groups, such as the paramilitary and guerrillas, who for many years have forced the displacement of the population towards other locations. These factors inspire the founders of Fundación Amanecer, who work in human development projects, and the construction of the social and the productive sector of the region.

Thanks to its accreditation as an ICDL Centre in 2008, Fundación Amanecer has been able to strengthen its educational portfolio. The guarantee that its digital literacy projects will be executed following international standards and offering the opportunity to be certified, improving the students' labor competencies, has allowed Fundación Amanecer to obtain resources and funding from important oil companies (such as Ecopetrol, OXY, ODL, Petrominerales, BP, etc.) for the execution of digital literacy projects in the community.

“The guarantee that its digital literacy projects will be executed following international standards and offering the opportunity to be certified, improving the students' labor competencies, has allowed Fundación Amanecer to obtain resources and funding from important oil companies”

The strategy followed by Fundación Amanecer is based on a digital appropriation route that encompasses all the different levels, from the Introductory Phase e-Citizen, to a digital literacy level with ICDL. As of this date, 1,600 people in the region have been certified in the introductory and ICDL levels.

Project Description**Program Objective:**

Strengthening human capital, overcoming the digital gap through training and certification processes and the strengthening of the infrastructure (classrooms, internet access, etc.), in the Departments of Meta and Casanare.

Target Population

The purpose of the project is to benefit the adult population and vulnerable communities in rural areas, working at community level with representative leaders of Juntas de Acción Comunal (Community Action Councils) and educational entities (Universities, students).

Project Development

The region where the project has been implemented is characterised by poverty, violence and lack of opportunities. These are remote areas requiring special transportation means. Therefore, work done by Fundación Amanecer is considered of great social impact by the different sponsoring companies.

The challenge for Fundación Amanecer begins with the project planning since it needs to take into consideration the vocation and needs of each of the beneficiary groups involved, to ensure the relevance of the training and certification. The presentation of the project to the sponsoring companies includes the infrastructure and connectivity components. This has allowed for the provision of comprehensive solutions to the communities, who are empowered to continue with their own digital appropriation processes.

Facilitators are trained in workshops and later assigned to each region. These have specific pedagogic competencies to work with this type of population and the certification process is done in accredited classrooms that have been supported by the project's sponsoring companies.

Significant Results:

One of the greatest achievements was the generation of fixed capacity. This represents the continuous effort and work in the training and certification of regional facilitators, who at the same time go out to the different regions to develop the Digital Literacy Program.

In general, the sponsoring companies, the local Government, and the community already have demonstrated the positive impact of this strategy. On one hand, it was possible to improve the capabilities of employees, strengthen the faculty capacity and generate employment, and on the other hand, the available infrastructure was improved because oil companies decided to invest in computers, video beam projectors, internet connections, etc.

During all these years, it is important to highlight the generation of strategic alliances with regional entities which give sustainability to these projects: The department and city governments, universities and private corporations from different sectors, as well as participation in different strategies, such as the “Mujer formadora y emprendedora” Program (The Educating and Entrepreneurial Woman Program), which provides benefits to the training and certification processes of its beneficiaries in a cross-cutting manner.

Impact

34 municipalities and 101 rural towns from different Departments of Colombia have received these benefits. In the Departments of Casanare and Meta, the following goals were achieved, generating a positive impact:

- Improvement of working conditions: Accreditation in digital competencies allowed the participants to have access to sources of employment in the oil industry sector.
- Better infrastructure use: Update and accreditation of the faculty's competencies allowed replicating their knowledge in the students, leveraging the use of computer rooms provided for the Project.
- Generation of regional alliances: Links with various regional and national entities: ParqueSoft, MinTIC, SENA, the Government of Casanare, schools, universities and city governments.
- Generation of job opportunities: New sources of employment thanks to the participation of facilitators and examiners.
- Introduction of technology: Educational institutions strengthened their technologies, with computer labs
- Visible social results: Interaction of community members, as well as results in knowledge appropriation are visible, both for the industries, and for the social organisations working with them.
- Social Inclusion: Development of the rural territory with ICT training for groups of population at high risk, who do not have access to this type of knowledge.
- Governance: Strengthening of relations among educational institutions, the community, municipal governments and oil companies.

Quotes

“Together, we have built the social tissue, strengthening human capital, improving the living standards of our communities and taking the best digital literacy experiences to all corners of the region; our region is no longer the same, thanks to the inclusion of these people in the society and their active participation in projects.”

Ángela María Gaviria, social management leader in Casanare, Ecopetrol

GREECE

GETBUSY.GR

Introduction

Getbusy.gr is a multi-stakeholder initiative supported by a network of more than 20 partners and sponsors who joined forces in order to help young people in Greece to be more competent and adaptable in the labour market. It is organised by Hellenic Professionals Informatics Society (ePIS), PEOPLECERT (former ECDL Hellas) and Microsoft Hellas. It is also part of the Microsoft Global Citizenship Program, Microsoft Youthspark.

Project Description

Specifically, Getbusy.gr is a web portal containing comprehensive information and educational material that can be used by young people in Greece in order to empower their skills in accordance with today's modern and very challenging economic environment.

Getbusy.gr, is divided into four categories. These categories are:

- ICT Skills which are based on the official courseware of ECDL certification programme. Besides the basic skills of word processing, spreadsheets, presentation and databases there is also material for Image Editing, Web Editing, IT security and ICT Project Planning.
- The second category is Personal & Professional Development (for example CV and cover letter, job search, job interviews' preparation, networking and self branding, working abroad, etc),
- The third category is Entrepreneurship and includes topics such as Business model innovation, business plan authorship, startup lifecycle, fund raising and various case studies.
- The final category is New Technologies and Sustainability (basic concepts of green entrepreneurship, Carbon Emissions, Green ICT, ECO labels for ICT).

“ Getbusy received distinction at the European CSR Awards 2013 while it was accepted as a pledge to the European Grand Coalition for Digital Jobs. ”

Based on the educational content of the website, getbusy.

gr offers an online quiz, through which, candidates have the opportunity to claim great prizes including scholarships for Bachelor's degrees, scholarships for Master's degrees, educational trips, ECDL certifications, career counselling seminars, educational seminars, laptops, tablets etc.

The quiz questions were derived from the educational material available at the portal. Each candidate has to go through three levels of difficulty, of 20 questions each and achieve a good ratio of correct answers and time spent on each question in order to get a good score and be one of the top 30 scorers.

The top 30 scores of the online competition competed individually, and as groups, on case studies during the final event on April 2013 in order to gain the prizes of the contest.

Impact

During its first year of its operation, we received 29,492 likes on the Getbusy.gr Facebook page, and more than 7,700 players took part in the online quiz acquiring valuable knowledge in the fields of Digital Skills, Entrepreneurship, CSR and Career Development.

Moreover:

- 4 candidates received scholarships for Bachelor's and Master's Degrees.
- 200 ECDL certifications were given to the top scores of the online competition
- One of the winners attended the European Bizspark Summit in Berlin
- 10 career seminars were given to the winners of the contest
- 3 candidates established their own start-ups having acquired the adequate knowledge through Getbusy
- One of the winners of the Bachelor's Degree scholarships studied for a semester at Embry-Riddle Aeronautical University Prescott, a school which works closely with N.A.S.A

Besides the educational material, young people in Greece have access to a variety of material that is updated daily with news and announcements targeted to youth, such as, scholarships, job vacancies, seminars, conferences, articles etc. Up until now, more than 120,000 unique visitors have navigated through the website and they have been informed about opportunities for their personal and career development.

This project provides a good example of how the ECDL network can work with a number of different commercial and non-profit organization platform and different groups, to magnify the outreach of the ECDL programme. For its extensive reach, Getbusy received distinction at the European CSR Awards 2013 while it was accepted as a pledge to the European Grand Coalition for Digital Jobs.

In the meantime, the 2nd year of the online competition is running. All the sponsorships have been increased and the following prizes will be given to the top scorers:

- 21 scholarships for Master's and Bachelor's Degrees
- 300 vouchers for the NEW ECDL Profile Certification
- 10 Career counselling seminars
- 10 vouchers for the certifications PRINCE2, ITIL

Quotes

"I welcome HePIS' pledge to the Grand Coalition for Digital Jobs. Given today's mounting unemployment rates in Greece, offering equal opportunities to education and employment for young people is crucial for the growth and competitiveness of the economy. I am looking forward to having HePIS on board, working with us in addressing this issue"

Neelie Kroes, Vice-President of the European Commission in charge of the Digital Agenda

"The ECDL programme and PEOPLECERT are always close to youth and constantly looking of ways to support them. Getbusy.gr is an innovative initiative that by bringing partners together we can make a difference!"

Marios Molfetas, Marketing & Communications Manager PEOPLECERT

"We are really proud of the recognition of our initiative "Getbusy.gr" and its acceptance as part of the Grand Coalition for Digital Jobs. Supporting young people is a priority for us as they constitute the driving force of our economy and the hope for the country's future. We are committed to continue investing in activities that aim to mitigate the acute problem of unemployment and to create job prospects for young people in Greece"

Peggy Antonakou, CEO of Microsoft Hellas

"The acceptance of Getbusy.gr to the Grand Coalition for Digital Jobs is a reward for our efforts to offer valuable assets and tangible incentives to young people in order for them to be more competitive in the job market. We believe that all young people can shape a better future for our country and we are working systematically towards this direction. In this context, we have informed the responsible government agencies and we work with them with the prospect of further developing Getbusy.gr to a National Coalition for Digital Jobs initiative"

Nikos Faldamis, HePIS Chairman

"The GetBusy competition helped me to identify the specific skills that are needed for efficient management and create a mindset that will help me face every obstacle in the long road for success. Also, I understand that "Never give up" its not just a motivational quote. It's way of living"

Konstantinos Giamalis, Getbusy finalist

"Through "Getbusy", I acquired useful knowledge in the fields of entrepreneurship and online marketing that actively helped me to further develop my project and to increase significantly the visibility of Saita website. Specifically, I learned how to use the social media channels and the online content of my project. Thus, in a short period of time, android applications of Saita books (all developed by Automon.gr) become very popular with more than 99.733 downloads"

Iraklis Lampadariou, Getbusy finalist

ICDL GCC

PROMOTING THE ICDL BRAND THROUGH CSR CONTRIBUTION:
MAKING SURE OUR CHILDREN ARE SAFE IS OUR TOP PRIORITY

Introduction

For more than a decade, ICDL GCC has been working in partnership with qualification and educational regulators across the GCC, helping the general public gain basic ICT skills. With the massive number of people going through the ICDL programme year after year, we felt the urge to double up on our commitment to serve the region by taking on a very important role to a very serious social issue - Cyber Safety. Through an organised CSR collaboration with the participation of more than 50 responsible organisations from the public and private sectors, ICDL GCC has spearheaded comprehensive awareness campaign to raise awareness on Cyber Safety, primarily among students, teachers and parents.

“

Various efforts have been carried out by ICDL GCC prompting the engagement of concerned government organisations and responsible corporate citizens in taking a role in protecting children from today's guises of cyber-crimes

”

Project Description

ICDL GCC is actively involved in promoting Cyber Safety awareness across the GCC as a way to demonstrate its corporate social responsibility and to give back to its community. Various efforts have been carried out by ICDL GCC prompting the engagement of concerned government organisations and responsible corporate citizens in taking a role in protecting children from today's guises of cyber-crimes:

1. Raising monetary and benefits in-kind support: A key component that led to the success of our Cyber Safety awareness initiative was to engage responsible organisations in order to secure sufficient in-kind and monetary support for the various Cyber Safety awareness campaigns. ICDL GCC was able to raise over \$1m in monetary and in-kind support not only from the governments of the region, but also from industries such as media, technology, Airline, recreation, banking, oil, telecom and hospitality. All funds and in-kind support financed information (info) sessions, gifts, marketing collateral and other campaign activities.
2. ICDL Summer Camp: During its annual ICDL Summer Camp, ICDL GCC provided thousands of young participants free info sessions on Cyber Safety enlightening them on the responsible and safe use of technology. Standing shoulder-to-shoulder with representatives from the local police, ICDL GCC brought in unconventional skills to the ICDL summer camp's classrooms, teaching kids how to be vigilant when facing risks and dangers posed by the Internet and social media, and what steps to take when confronting issues. This was covered through an interactive approach to learning from real-life scenario cases on cyber-bullying, cyber-addiction and sexual exploitation (see figure 1).
3. Awareness info-sessions for students, parents and teachers: In partnership with Interior Ministries and/or Child Protection Centres, from across the GCC and representing the ICDL brand, ICDL GCC organised and conducted a series of info sessions at tens of public and private schools across the GCC region. The purpose of these free info sessions was to alert the targeted audiences on their important role in creating a Cyber Safe environment for our children by introducing them to the different guises of threats posed by the internet and enabling them to identify, report and deal with problematic cyber related issues.
4. Free Cyber Safety handbook: With the generous support of the GCC governments, ICDL GCC developed and distributed tens of thousands of free Cyber Safety handbooks to young students across the GCC, giving them 101 tips on cyber safety measures. The content of this handbook was prepared by ICDL GCC, the printing was financed by local governments and approved by local educational regulators (Ministry, Council, Zone, etc.). (See figure 2)
5. Survey on the influence of social media on the UAE youth: Coming across thousands of curious young students, a survey on the influence of social media on youth in the UAE was developed and published by ICDL GCC. The survey was based on information obtained from nearly a thousand youngsters attending public and private schools from across the UAE. The goal behind the

survey was to develop a solid understanding on the attitude of the younger generation towards online trends and Cyber Safety. The respondents were polled on their daily social media usage; the types of social media platforms they use; and their level of awareness on Cyber Safety. The comprehensive report was published and distributed to policy makers particularly in the educational sector calling on them to take a more active role in raising awareness on Cyber Safety. (see figure 3)

6. Virtual Global Taskforce Membership: Advocating awareness is the best way of defence in the fight against cyberbullying, cyber addiction and online child exploitation. ICDL GCC has formed partnerships with various law enforcement agencies in the region; and is nominated by the UAE Ministry of Interior - Child Protection Centre to become a member of VGT (Virtual Global Taskforce), a global Cyber Safety enforcement body made-up of law enforcement agencies. ICDL GCC has already gone through a lot of scrutiny to become a member of this international organisation to represent the ICDL brand.
7. Public awareness campaigns: ICDL GCC did not limit its Cyber Safety awareness campaign to raising funds from responsible corporate citizens and working with concerned government organisations, but we also carried out public awareness messages through PR activities, ad campaigns in social magazines, and hanging posters in faculty rooms at schools, bearing the theme 'Talk to your kids about Cyber Safety' (see figures 4, 5 and 6).

Impact

ICDL GCC Foundation was able to place Cyber Safety and IT Security at the top of governments' agendas across the region. This has led to wide-scale implementation of awareness-raising programmes, namely ICDL IT Security.

Although it did not offer a direct revenue source, ICDL GCC's Cyber Safety awareness initiative, gained loyalty to the ICDL brand and positioned it as an authority on the subject. It did however offer a direct link and increase of business to the ICDL IT Security module. ICDL GCC has, distinctively witnessed a 10% increase in skills cards used for IT Security modules and 20% growth is expected between 2014 and 2015 for skills card usage of the module, indicating the increased interest and need for Cyber Safety and IT Security in the region. Furthermore, thousands of GCC nationals from different societal groups and ages have gained certification in IT Security through Summer Camps; and have been empowered with Cyber Safety awareness through our info sessions and our '101 Tips on Internet Etiquette' handbook. This has resulted in active promotion of Cyber Safety best practices and provided Cyber Safety qualified mentors, students, parents and law enforcement personnel across the GCC region with the right knowledge and tools to guide others and protect society at large from Cyber threats and crimes.

Quotes

"I am glad I took part in this year's Summer Camp. I am now well aware of the dangers I can face online. With the skills I gained, I'll know how to avoid cyber threats."

Maitha Al Remeithi, student, aged 16

"Attending the Cyber Safety info-session provided by ICDL made me understand the grave dangers my children face online. I am now able to teach them how to use the internet safely."

Hind Billbaisi, Parent, Dubai

"The distribution of the guide is a significant step towards supporting government efforts to educate youths on the potential risks of the internet and social media channels."

Major General Nasser Lakhraibani Al Nuaimi, Secretary General of the Office of the Deputy Prime Minister, Interior Minister and Chairman of the Higher Committee for Child Protection



Figure 1: ICDL GCC and UAE Police raise awareness on Cyber Safety

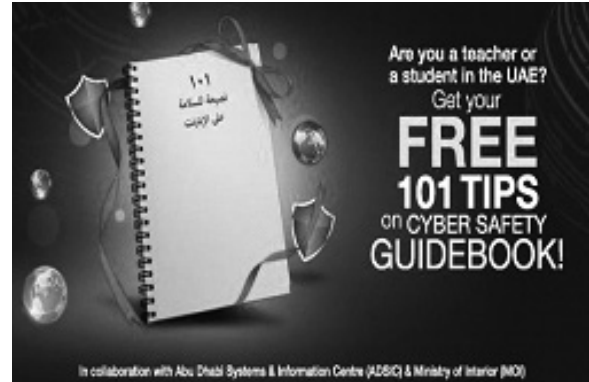


Figure 2: Free 101 tips on Cyber Safety guidebook prepared by ICDL GCC was distributed to thousands of students



Figure 3: Click this link to download the survey report www.icdlgcc.org/csr-support/SM2013survey.html



Figure 4: Public service awareness ads promoting parents involvement



Figure 5: Posters promoting vigilance among teachers hung in faculty rooms



Figure 6: Coverage on ICDL GCC activities in Cyber Safety awareness

IRAN**ICDL KNOWLEDGE AND SKILLS, A SOLUTION FOR EMPOWERING THE INDIVIDUALS****Introduction**

Since November 2011, in line with its social mission, Roshd Cultural and Educational Institute, ICDL Iran accredited test centre, provides free training for those groups of people whose individual and social lives can be improved through change. The institute aims at providing emotional and social support for people who may be excluded from society.

The people covered in this project are as follows:

#	Organisation	Brief Description of the organisation's function	Number of People covered
1	State Welfare Organisation of Iran	The organisation, related to Ministry of Labour and Social Affairs, works mainly to prevent disintegration of families and individuals who are vulnerable due to the economic, social, and cultural challenges or because of mental and physical disabilities.	20
2	Sepas Institute	'Cancer is not the end of life - the patients and their families are not victims' This is the motto which showcases the mission of Sepas Charity in support of patients with cancer. Furthermore, the institute works to provide psychological support to the patients, help them regain their self-confidence, prepare new plans for their future, and empower them for a new life. Sepas has also helped more than 70,000 people know about healthy life style and cancer prevention through its website, books and pamphlets.	40
3	Omid-e Mehr Institute	Omid-e Mehr is a private charity which provides material and psychological support for the vulnerable young women in Tehran. The institute helps the women have a brighter future and gain self-esteem and self-sufficiency for their social life.	100

Project Description

The candidates from these three institutes who mostly suffer from physical and mental disabilities or they are socially vulnerable, can sit a sample test. They also attend a consultation meeting to know about the rules, regulations and the services provided by Roshd Test Centre.

The following services will be provided to candidates with a disability for free:

- ICDL courses based on ICDL Iran Standards
- ICDL Iran courseware
- Registration
- Sample tests
- Main Tests

If candidates have normal vision or hearing as well as normal mental ability, they can attend the collective courses; otherwise, the test centre holds private classes for individual candidates. The candidates with hearing disabilities will be informed of starting date of the courses and tests through SMS or by calling their families.

With regards to the Omid-e Mehr institute, Roshd Test Centre sends the teachers to the institute. It should be noted that the site located in Omid-e Mehr Institute was audited prior to the beginning of the courses for ICDL training and testing.

There are also some limitations for the project. Since these candidates have physical and mental disabilities, they have less focus on their learning and therefore more time is needed to teach ICDL syllabi to them. The standard test duration is also inadequate for them which can be modified by applying to ICDL Iran. Furthermore, such candidates can also be emotionally vulnerable and their failure in the tests may lead to withdraw from the courses. Therefore, Roshd educational staff and teachers work hard to keep them motivated.

Impact

It provides a motivation for people with physical disability to have their own jobs. Furthermore, ICDL training and the flexibility of the courses helps candidates to improve their knowledge and skills to the normal level in society.

Those who may be excluded from society due to their mental and physical restrictions, gain more self-confidence for social activities if they see others who are in the same situation. They can benefit from the advantages of technology simultaneously with others.

To date, 97% of the candidates successfully completed the ICDL programme and received their international certificates.

Each year more than 70,000 people in Iran suffer from cancer.

According to global statistics, 68% of people with cancer can re-integrate with society when the signs of cancer disappear. Roshd Test Centre, by providing free ICDL courses to such patients, proved that there are other people in the society who care for them. The teachers and educational staff tried to show that suffering from a severe or chronic disease is not the end of life. They believe that the true health is the extent of capability one has in order to fulfill his/her needs.

ICDL Iran not only cares for the improvement of knowledge and skills level in the society, but also provides the opportunity for the people with the same experience in order to develop a network for ICDL across the country.

Quotes

"Roshd Test Center has developed a very good interaction with the patients and that's why it is a great place for teaching such candidates."

Ms. Yaraee, the General Manager of Sepas Institute.

"The candidates are very satisfied with ICDL training. They believe that they receive positive impulsess from Roshd staff."

Ms. Gholi Beik, the Training Executive of Sepas Institute.

"Roshd Test Center acts as a reliance for our institute. They do anything to help our candidates."

Ms. Gholipour, the General Manager of Omid-e Mehr Institute.

"I would like to thank Roshd Test Center for its humanitarian activities."

Mr. Zohdi, the Training Executive of Omid-e Mehr Institute.

“

It provides a motivation for people with physical disability to have their own jobs. Furthermore, ICDL training and the flexibility of the courses helps candidates to improve their knowledge and skills to the normal level in society.

”

"ICDL programme was a relief and a way to go back to the society after being insular due to cancer."

Mr. Bahrami, a patient suffering from cancer.

"ICDL courses not only improved my job prospects and abilities, but also changed my view to life and brought hope for me."

Ms. Amani, a patient who has recovered from cancer.

"I had always problem with the educational institute and therefore I did not want to learn anything. However, in Roshd Test Center they welcomed me kindly. None of them can speak with sign language, but they do their best to help me learn."

Mr. Ghaznavi, a deaf candidate from State Welfare Organisation of Iran.

"I am employed now because of my ICDL Certificate. Thank God that I was introduced to Roshd Test Center."

Mr. Nikoo, a deaf candidate suffering from Meniere Syndrome.

Images



ROMANIA

ICT TRAINING AT EUROPEAN STANDARDS IN ROMANIAN PRISONS

Introduction

'ICT Training at European Standards in Romanian Prisons' was initiated by the ECDL Test Centre Euroaptitudini in partnership with the National Penitentiary Administration in Romania, aimed at promoting the social inclusion and equal opportunities principle in the Romanian prison system. The project was co-financed by the European Social Fund and started in October 2010 with the objective of increasing opportunities for social inclusion and facilitating integration / reintegration into the labour market of persons who complete a custodial sentence.

Over a period of 3 years, the project succeeded in improving the skills, knowledge and self-esteem of more than 2000 detainees who completed the ECDL Start or EqualSkills certification programmes.

“ Over a period of 3 years, the project succeeded in improving the skills, knowledge and self-esteem of more than 2000 detainees who completed the ECDL Start or EqualSkills certification programmes. ”

Project Description

'ICT Training at European Standards in Romanian Prisons' which was completed at the end of September 2013, originally aimed to achieve the following specific objectives:

- Training in ICT (ECDL Start/ EqualSkills) for 2,000 persons aged 16 - 54 years who perform custodial sentences in nationwide prison units, in order to improve access to employment after completion: 1000 detainees for ECDL Start and 1000 detainees for EqualSkills;
- ICT training for 1,600 employees in the prison system aged 20 - 54 years, in order to improve the activities, skills, and the approach used at work with and for people in detention: 1,500 employees for ECDL Start and 100 employees for ECDL Core;
- Developing a flexible system of 16 mobile training rooms, active nationwide for a period of up to 30 months, available for vocational training adapted to the needs of the target group;
- Creating a national network of 100 trainers in ICT for improving the training system of penitentiary units; ECDL Core was included also in the 100 trainers' activities within the project.

Impact

After 3 years of implementation, the most significant project results were:

- 2007 people (aged 16 - 54 years undergoing custodial sentences in penitentiaries nationwide) informed in ICT (ECDL Start / Input, validation and processing Operator, or EqualSkills / IT Skills) in order to improve access to employment after serving their sentences;
- 1602 employees (aged 20 - 54 years in the penitentiary system) trained in ICT (ECDL Start / Core/ Input, or validation and processing Operator) in order to improve their activities, skills and the approach methods used in working with or for persons in detention;
- A flexible training system (tailored to the needs of the target group), consisting of 16 mobile training rooms, active nationwide for a period of 19 months within the project and still available for further training in the penitentiary system or for other disadvantaged groups;
- A national network established for improving the training system in prison units, consisting of 102 ICT trainers whom will continue to deliver ECDL and EqualSkills training after the project's end.

In the end there were 2,434 ECDL Start certificates, 202 ECDL Core certificates, and 1000 EqualSkills certificates issued plus 2,168 participants also obtained nationally recognised certificates.

The positive effects as a result of the project implementation are:

- Improved digital skills for the target group
- Access to vocational training and new technologies for persons facing difficulties in integrating into the labour market
- Facilitating access to employment after prison release for people performing custodial sentences
- Improvement of detention and socio- professional life after release

- Professional Training System improvement in penitentiary establishments (completed by obtaining recognised national and / or international certificates)
- Improving employee activity in the Romanian penitentiary system
- Increased self-esteem and motivation of the target group
- Awareness of the importance and necessity of lifelong learning, training, and professional development and the use of new technologies regardless of gender, age, or ethnic group.

Quotes

"We live in a world where information means to have control of everything that happens around you and I believe that enrolling in the same way as the century you live in, namely being compatible with the new requirements which are imposed, it is one way, if not the only way, to promote yourself as a person."

Anonymous convicted person in Iasi Penitentiary

Images



SINGAPORE

ENABLING PEOPLE WITH DISABILITIES IN SINGAPORE THROUGH ICDL CURRICULUM

Introduction

Society for the Physically Disabled (SPD) is a voluntary welfare organisation set up to help maximise the potential of people with disabilities in Singapore. Through vocational training programmes which SPD conducts through its Infocomm Accessibility Centre (IAC), it hopes to prepare people with disabilities for gainful employment in an office environment.

SPD found ICDL's curriculum to be suitable for its programme. An international benchmark for ICT skills, ICDL also met the stringent standards set by the Singapore Workforce Development Agency (WDA). ICDL has been adopted by a number of local organisations as a staff training and assessment programme. Therefore, SPD chose to adopt ICDL certification in 2012. The organisation believed that the ICDL programme would provide their trainees with a recognised certification that would help increase their employability.

Project Description

With funding support from Government agencies and corporate sponsorships, ICDL was placed as a component of the IAC Certificate as part of the Office Skills Programme.

IAC is equipped with two computer labs with a seating capacity of 34 trainees, and it has accessibility features such as ramps, circulation space for wheelchairs, height adjustable tables and an induction loop. SPD's Assistive Technology Centre also provides assistive technology assessment and consultation to meet the learning needs of people with disabilities. Last but not least, given the disabilities of SPD trainees and their dependence on assistive technology devices, ICDL Singapore extended the online testing duration to 90 minutes for all SPD trainees.

To assess trainees' profile prior to the programme, SPD conducts in-house interviews with all course applicants before accepting them into the ICDL programme. In January 2013, SPD conducted a pilot run of four ICDL Modules (Concepts of ICT, Using the Computer and Manage Files, Word Processing, and Spreadsheets). Half a year later, SPD decided to offer three additional modules, namely, Database, Presentation, as well as Web Browsing and Communication. Training is conducted in a classroom-based computer lab, and testing is conducted with the proctor of an ICDL Accredited Tester.

“The organisation believed that the ICDL programme would provide their trainees with a recognised certification that would help increase their employability”

Impact

As at end of December 2013, 104 trainees were successfully certified. SPD also noted that the trainees displayed greater confidence upon successful certification and they were also more active in seeking employment.

Quotes

"I have learnt different kinds of output and input devices. I learnt file extensions and file path and how to compress and export files. I learnt the names of search engines and how to delete history. I learnt to apply signature and add columns. I learnt how to apply alignment and tab stop."

Juni Syafiq, IAC Certificate in Office Skills (ICOS) trainee.

Image



SOUTH AFRICA (1)**THE PAPILLON FOUNDATION - CREATING BETTER TOMORROWS...FROM THE ASHES OF TODAY****Introduction**

The south of Johannesburg and especially the suburb of Rosettenville and its old surrounding suburbs are known as crime 'Hot Spots' and it is in this fierce ambience that Papillon was established as a charity and welfare organisation in 2002. Due to a lack of support in our early years, we decided to launch a separate Social Outreach skills training division in 2006 and the plan was that the fees garnered from the training division would support our charity work (Self-Generation). Papillon partnered with courseware specialists such as Wits University, E-Learner, ICDL, and a host of others in order to offer high quality self-improvement opportunities to the unemployed masses in an effort to bring about community improvement.

The secret was to make the contents of the training courses affordable for our people and subsequently a lot of sacrifice was required. Our management and staff are volunteers that earn a small stipend to this day and our amazing achievements speak volumes about the good work of this organisation. Our courseware partners such as ICDL have also sacrificed by supplying courseware to Papillon at 10% of the market prices.

Project Description

Charity and Welfare Project: 293 Tons of donated goods distributed to poor areas. MasterChef, M-net TV Show: 15 truckloads of food distributed to NGO,s in Gauteng.
27 truckloads of food distributed to NGO,s in Cape Town.

English Language Tuition:	4580 learners (Levels 1 & 2) (Wits Certificates) Computer
Training:	3128 learners. (E-Learner and ICDL Certificates)
Project Management:	327 learners. (Tis Holdings & ICDL Certificates)
Pastel Training:	227 learners. (Pastel Certificates)
IT Mar Project:	876 refurbished computers placed at NGO,s across SA.

Impact

Papillon regularly encounters ex learners as employees in hospitals, government departments, restaurants, shops and in many other places. The nicest thing to see is when some of our ex learners visit us with their own cars, especially as they were on foot when they started at Papillon. Some of the refugee doctors in local hospitals are ex Papillon learners. Many other graduates have started their own small businesses.

It was very difficult to win the communities' trust at the beginning, but this soon improved when the people saw the results of the opportunities that we offer. Approximately 80% of Papillon's ex learners have found gainful employment and this resulted in our training classes overflowing with learners at every sitting.

Quotes

"Both my wife and I had no formal training in computers. The computer course at Papillon has helped us tremendously in the day-today running of our small business"

Dr. Bhana

"Doing my ICDL has helped me in my new job on a day-to-day basis. I have learned a great deal and therefore would like to think that it has contributed to me becoming a better, well- rounded person as well as more educated"

Liesl Nel

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

"Thank you, thank you and may our God bless you. My son has found a job after 3 years of struggle and he can now feed his own family. I will tell all others in our church about your computer training and how it has helped us"

Mrs Maggie Appie

Article about ICDL and Jiten Patel (The Papillon Foundation www.papillonfoundation.com 3 January 2014):

Our Hero

The delight, as seen in this photo, is the culmination of several years of hard work, dedication and absolute perseverance. Little Jiten Patel is an ex-pupil at the Forest Town School for Children with Special Needs, and he is currently engaged in the Work Experience Programme (WEP@work) at the school.

Jiten is determined to create a viable future for himself regardless of the restrictions of his disabilities, and he has proven the amazing fact that dreams can come true. After completing the 2 week basic IT course at The Papillon Foundation (ICDL E-Learner), Jiten decided to register for the prestigious ICDL (International Computer Driver Licence) Core Programme at Papillon in 2007. And now, after 6 years of dedication and dogged perseverance Jiten has successfully graduated.

Sickness, strife, operations and a host of other setbacks could not deter this youngster in his aim to complete the ICDL course and every night after watching his favourite TV programme, "Isidingo", he would retire to his room to study ICDL until the wee hours of the morning. The ICDL course consist of 7 independent modules and every time Jiten's father would dutifully drive him to the Papillon centre in Rosettenville, Johannesburg for each module exam. This is where there is a lesson in life for all of us, as whenever Jiten failed one of the module exams, he would simply return time and again until he passed the affected module.

Let this be a life lesson to all of us, if only we had a tiny bit of little Jiten's determination and perseverance, our lives could be so much better.

Mrs Maggie Appie





Learners in action.



One of Papillon's Star performers.

"Empowering people to transform their livesand those of their communities"

SOUTH AFRICA (2)

A DIGITAL CAMPUS IN RURAL AFRICA - GOOD WORK FOUNDATION

Introduction

In most cases South Africa's young, rural adults cannot afford to move to a big city, like Johannesburg, to pursue tertiary education. There is a financial challenge, but there is also a family challenge: older siblings are often responsible for their younger siblings. Add to that a lack of 'digital' and English skills, and the university application procedure becomes an obstacle in itself. Good Work Foundation (GWF - www.goodworkfoundation.org) is a non-profit organisation, relying on private donors and sponsors, whose vision, since 2005, has been to create South Africa's first fully-fledged rural campus. Not an old classroom with a couple of second hand computers, but a cutting-edge space of 'high speed' learning. A place that appeals to young people and provides them with access to world-class education. The objective is simple: connect young learners to the languages of the world: 'digital' and 'English'. Not only does GWF focus on bridging the 'digital divide' and equipping learners with skills that are valuable in the job place, we are also firm believers in plugging learners in to the possibilities of 'online'. It doesn't matter where you come from, if you can drive a computer and you are English-literate, then you should be able to sit in our digital learning centre and enrol in an online degree anywhere in the world.

Project Description

In 2011 GWF found a site and a partner. The site was an old banana-packing shed in the semi-rural village of Shabalala, close to the Kruger National Park. The partner was T-Systems, a localised ICT services multinational. GWF was also lucky enough to cross paths with Gay Sibuyi, a young woman from the local community, who had been an ICDL facilitator for some time already. We had a site, financial backing and our first ICDL facilitator, and in August 2012, GWF's Hazyview Digital Learning Centre (HDLC) was officially opened.

The classrooms were equipped with flat-screen computers and digital projectors and, after an interview process, 120 applicants were offered full ICDL bursaries thanks to Absa Bank and Nedbank.

HDLC offered a six-month ICDL course, followed by a three to six month hospitality course via a company that delivers online course material and tests. The idea was that after six-months of ICDL training, learners would have the necessary skills to be able to engage with online course material and tests. We also wanted to immerse our learners in an educational experience on a par with any 'first-world' classroom. HDLC has over 60 desktop computers, 100 tablet computers, three digital whiteboards, overhead projectors, two computer rooms, two classrooms, a central open learning space, a central, shared one terabyte server and high-speed wireless internet connectivity. Lastly, whilst we were providing digital literacy to adult learners, we realised that we could support local primary schools (which lacked expertise and equipment) by allowing them to outsource their digital literacy to HDLC's Open Learning Academy, a space of cloud-based learning, videos, interactive digital games, tablet computers and the latest education-based apps. Since making that decision, HDLC's Open Learning Academy has become the only sub-Saharan test study for Stanford University's Stanford Mobile Inquiry-Based Learning Environment at local primary schools and a group of these young students have begun their first ICDL modules.

“

We also wanted to immerse our learners in an educational experience on a par with any 'first-world' classroom.

”

Impact

All 120 students of our original 'August 2012 intake graduated at a formal ceremony in September 2013 with their ICDL (Core and Advanced) as well as certificates in various hospitality modules. Eight of these learners, keen to pursue a career in ICT, are enrolled in HDLC's A+ computing course. From Madlala High School, 21 students have completed at least one ICDL module and HDLC provides digital literacy (in various forms) to over 1,000 schoolchildren every week at the Open Learning Academy.

Based on the success of the opening year, Absa Bank has agreed to sponsor 200 students in the 2014 academic year and the first teacher from Ifaletu Primary School, Treasure Mbowene, is currently enrolled in the ICDL programme. Treasure's students attend HDLC's Open Learning Academy every week.

HDLC now employs six full time facilitators in the ICT Academy and has two satellite centres that are fully operational: Madlala Digital Learning Centre and Londolozi Digital Learning Centre. In addition to the ICT Academy and the Hospitality Academy, HDLC plans to open a Music Academy and a Healthcare Academy in 2014.

Lastly, as part of its vision to teach learners the 'languages of the world' HDLC supplements each ICDL course with 'Hands-On English' focusing on business English skills, such as presentation and clear communication. Each student who passes will receive an ABET National Qualification Framework certificate at the end of the course.

We are pleased to say that HDLC is fast becoming a fully-fledged campus in rural South Africa. GWF will continue All 120 students of our original 'August 2012 intake graduated at a formal ceremony in September 2013 with their ICDL (Core and Advanced) as well as certificates in various hospitality modules. Eight of these learners, keen to pursue a career in ICT, are enrolled in HDLC's A+ computing course. From Madlala High School, 21 students have completed at least one ICDL module and HDLC provides digital literacy (in various forms) to over 1,000 schoolchildren every week at the Open Learning Academy.

Quotes

"We want to make a difference in people's livelihood and we want to empower the youth. We play a broad role in the communities in which we live and work. Our use of the term citizenship captures the purpose of ensuring that we help our customers to achieve their ambitions in the right way. This project is successful."

Alfred Nkosi, Regional Head of Absa Bank Sales

"This is a campus in rural Africa, and – for those who want to open their own doors to learning – we will be their Ivy League."

Dave Varty, Good Work Foundation Chairman

"Our goal is to provide a sustainable education solution to the Hazyview community, helping to uplift residents by not only offering quality education, but also long-term career prospects. Education and sustainability are critical for the South African economy, and the centre is well on its way to helping to create a pool of highly employable graduates."

Gert Schoonbee, Managing Director of T-Systems, South Africa

Images



SOUTH KOREA

BREADS FOR NEIGHBOURS COME WITH ICDL

Introduction & Target Audience

Making a difference in the world starts with one thing: To Give. ICDL Korea's generous donations help change the lives of children and families in real and incredible ways. All of our projects begin with our passion for the intense competition in the area of ICT Certification in South Korea.

Since 2010, Korea Productivity Centre (KPC) has been helping the Child Poverty Action Group to thrive around Korea with the aid of the Good Neighbours Campaign. This work is conducted in cooperation between ICDL Korea and Good Neighbours. In all, ICDL Korea has donated more than \$20,000 to the fundraising effort. Contributions are distributed to ICDL Korea and Good Neighbours as grants, which were previously known as the neighbourhood Outreach (UNO) and United Way. Nearly 20,000 candidates have contributed, totalling \$20,000, and this has been given to community organisations to enhance educational opportunities, promote good health and fitness, support economic development, and improve safety.

There are people in the world so hungry, to use Gandhi's phrase, that ICT cannot appear to them except in the form of bread. The project can be recognized as an improvement from the previous ICDL Korea projects.

Project Description

ICDL Korea's Work Marvels through the Donation

The joint online campaign is established on the ICDL Korea website. After completing an ICDL Test Module, the candidate is directed to the joint online campaign page where they can make a donation. ICDL Korea donates 100 Won for every test module completed to support this initiative. ICDL Korea provides a donation at the end of every month to Good Neighbours.

ICDL Korea is an organisation that has a firm belief that business should contribute to the very society they are a part of. Therefore, The Korea Productivity Centre (KPC) made a partnership agreement with Good Neighbours (NGO) to contribute to society by expanding the culture of donation. Good Neighbours is an international humanitarian and developing, non-governmental organization in General Consultative Status with the United Nations Economic and Social Council (UN ECOSOC). It was established in 1991 and remains one of the largest humanitarian organisations in South Korea. Good Neighbours currently conducts missions around the world to improve quality of life and educational standards, as well as to provide aid in areas of civil unrest or natural disasters.

A huge issue that this organisation strives to address is widespread child abuse, which is often the result of poverty around the world. ICDL Korea continues its work from 2010 to put all efforts into eradicating child poverty through the donations it receives. Cooperation with Good Neighbours is a major component in reaching these goals. ICDL Korea believes this project will redirect people's concentration to the importance of cooperation.

Impact

The small donation from each of the candidates will amount to much.

This project is quite extensive in that ICDL is able to be in partnership with Good Neighbours. By working hand-in-hand with the Good Neighbours, ICDL Korea is able to launch and advertise the program to a broader audience and in turn, contribute to bettering the greater environment for those in need.

Since gaining the public's support is another important aspect, ICDL Korea has been continuously working to make numerous and meaningful contributions to society. According to ICDL Korea, current subscriptions amount to around 5 million Won and thus, it can be predicted that these increasing

“
By working hand-in-hand with the Good Neighbours, ICDL Korea is able to launch and advertise the program to a broader audience and in turn, contribute to bettering the greater environment for those in need.”

donations will endure to expand and improve the greater well-being of Korea.

Continued donations have inspired firms to reconsider their social responsibility strategies. When an organisation gives a donation to the poor, it will be a wonderful model for people to emulate. Also, candidates will be delighted to know that their donation will help feed quite a few hungry people.

Images



한국생산성본부와 굿네이버스가 함께하는 전국민 기부 캠페인

100원의 기적

한국생산성본부는 2010년 연간 캠페인으로 굿네이버스 반곤아동들이 캠페인 100원의 기적을 후원합니다. ICDL 한 고개를 접수하실 때 국내, 북한, 해외 반곤아동에게 100원씩 후원할 수 있는 기회가 생깁니다. ICDL도 접수하시고, 100원으로 사랑의 마음을 전하는 본 행사에 많은 관심과 참여 부탁드립니다.

아주 작은 금액 100원...
이 100원이 모여 기적을 이룰 수 있습니다. 당신의 주머니에 있는 동전들이 모여 이루는 생명의 기적.
전국민 나눔 프로젝트 100원의 기적

쇼핑카트 100원 = 100원
쇼핑백 100원 = 100원
종이컵 100원 = 100원

100원이면 르완다에서 바나나 3개를 간식으로 제공할 수 있습니다.
1,000원이면 북한에서 아픈 아이의 치료를 위해 30개의 약을 제공할 수 있습니다.
10,000원이면 한국에서 1명 어린이 1명을 위한 100개의 간식을 제공할 수 있습니다.

100원! 그 이상의 행복. 100원짜리 동전들을 모아 지구의 아이들에게 사랑을 전할 수 있습니다. 기적의 주인공이 되어주세요!

ICDL 접수후원 굿네이버스 정기후원

- ICDL 접수후원은 ICDL 접수 후 나타나는 후원장에서 후원하기 버튼을 클릭하면 반곤아동들이 기금으로 100원이 적립됩니다.
- 굿네이버스 정기후원을 신청하시면 매일 1원 분량에서 반곤아동 후원기금으로 자동출금됩니다.

굿네이버스는 UN경제사회개발위원회에서 부여한 NGO 최상위 지원인 유엔의 협력자격을 획득한 국내 최초의 국제구호개발NGO입니다.
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전국민 기부 프로젝트

100원의 기적

아주 작은 금액 100원...
주머니 속 동전이 모여 이루는 생명의 기적!

'100원의 기적'은?
남녀노소 누구나 지속적으로 100원 이상의 소액을 매 월 정기후원할 수 있는 전국민 기부 캠페인입니다.

100이면 르완다에서 바나나 3개를 간식으로 제공할 수 있습니다.
1,000 원이면 방글라데시에서는 1명이 1끼 급식을 먹을 수 있습니다.
10,000 원이면 북한에서 아픈 아이의 치료를 위해 30개의 약을 제공할 수 있습니다.

후원금액의 크기보다 더욱 중요한 것은, 아이들의 삶에 실제로 변화가 일어나도록 만드는 지속적인 관심과 지원입니다.

100원 이상의 소액 정기후원이 모여 이루는 생명과 희망의 기적, 여러분이 함께 만들어 주세요!

1 100원의 기적 캠페인을 통해 후원해 주신 소액(1만원 미만) 정기 후원금은 국내, 해외, 북한 아동을 모두 후원하는 전체사업지원 비용으로 사용됩니다.

ZIMBABWE

EDEN CHILDREN'S VILLAGE ICDL PROJECT

Introduction

Eden Children's Home is a Christian based Orphanage situated in Doma, north of Mhangura in the north west of Zimbabwe approximately 210 kilometres from the capital city Harare. Eden was first started in 1999 by an American couple; Kelvin and Susan Fry. The orphanage cares mainly for children at risk who have lost both or one parent to the Aids virus. It also assists families and children at risk in the Makonde area. Eden orphanage takes care of 63 in house children and 120 community based children and their families.

Project Description

In 2009, Gordon Aylward, the then trainer at the orphanage approached Computer Society of Zimbabwe with a proposal to run ICDL at the orphanage for high school students. Gordon had no experience of the ICDL but was very keen so it was suggested that Lomagundi College, a successful ICDL school in Chinhoyi several kilometres from Doma take Eden ICDL under their wing until they were equipped enough to stand on their own. Gordon then decided to certify in ICDL so he could be equipped in teaching ICDL at the orphanage. After that he then started training the students at the orphanage and then got them to sit for their exams at Lomagundi College. Lomagundi College is a private school that offers ICDL as part of the curriculum. It has been running the ICDL project at Lomagundi only for its students but as a way of reaching out to the community it opened its doors to Eden Children's Village students.

“

Students who have struggled in certain subjects have excelled in ICDL and this has gone on to improve their studies as they can research on the internet easily for the rest of their subjects. ”

The ICDL project was offered to high school students, from ages 13 to 18. Based on the Accelerated Christian Education curriculum through a programme called BLESS (Basic Literacy and Educational Support System) which has been tailored for AIDS orphans in Africa, the orphanage offered the ICDL to these students as a mandatory subject for them to be able to graduate and then move on to university or technical college.

Impact

The first students got certified with the seven ICDL modules in 2010. It was vital that they attain this qualification as they needed it in order to graduate and move on to technical colleges or university. Of particular mention are the two students who had received sponsorship and needed that qualification before they could move on to universities in USA. They each had a module to complete and because of time/date logistics they could not do the tests at Lomagundi College. They had to be ferried to Harare to complete the remaining module. They passed with flying colours and managed to get their certificates and proceeded to university.

The teachers, students and members of the community appreciate the ICDL Project as it has changed the lives of many. Students who have struggled in certain subjects have excelled in ICDL and this has gone on to improve their studies as they can research on the internet easily for the rest of their subjects.

Quotes

"We have seen a great improvement in the students coming from Eden Children's village. When the project began they struggled a lot but with determination they managed to succeed. It has been a joy assisting them to carry out this project."

Reginald Kandemiiri (IT HOD) Lomagundi College

"The students love computers and enjoy the lessons. With the introduction of the New ICDL it has become flexible for the students as they can do modules that they love and can excel in."

Bernadette Sixpence – ICDL Trainer Eden Christian Academy

Images





**DIGITAL
MARKETING**

AUSTRIA**AN ONLINE STUDY MAKES IT POSSIBLE –
NEW ECDL – REFRAMING THE CLIMATE OF PUBLIC OPINION****Introduction & Target Audience**

The starting point was the question how to demonstrate the relevancy of the new ECDL to the wider public. This is not an easy task in a country where the ECDL has been established since 1997. In order to create a favourable climate of public opinion it was decided to carry out a broad study of Austrians' computer skills.

Furthermore we wanted to evaluate if the so called digital native generation is really so competent in Basic Computer knowledge and if there is really such a big gap between these digital natives and the so called digital immigrants.

The survey was carried out in January and February 2014, looking for answers to the following questions:

- How good are the computer skills by age, sex and educational level?
- How do Austrians assess their own skills – does the self-assessment correspond with the actual skills?
- For which activities do Austrians use the computer the most?
- What about the use of the Internet, e.g. social media?
- For how many Austrians are solid computer skills relevant for work?
- How many hours do the Austrians spend on their computers every day?
- How good is the computer equipment of private households?

Campaign Delivery

The survey was carried out between mid-January and mid-February 2014. Its goal was to cover a broad basic knowledge of computer know how. Therefore the ECDL development team of the OCG worked out the questions, including the modules Computer Essentials, Online Essentials and IT Security.

In co-operation with the opinion research institute meinungsraum.at a total of 1,260 people between 15 and 60 were questioned. The survey consisted of two parts: an online poll (interview of 1260 people) and a practical online test (494 results) for which the automatic test system Sophia was used. During the first part people were asked to self-assess regarding the basics which were afterwards tested in application.

This enabled a unique survey, where people for the first time were tested in their computer skills by solving In-Application tests.

Impact**Study Results**

Austrians have in general a broad theoretical knowledge (e.g. in the area of IT security). Practically applying this knowledge, however, is a different matter.

Austrians lack especially essential computing skills like file management. In using the Internet, Austrians are better than in their essential skills. And last but not least: Self-assessment and actual computing skills differ widely.

“

**And last but not least:
Self-assessment and actual
computing skills differ widely.**

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The test persons could choose between answers ranging from 'very good', 'good', 'mediocre', 'bad' to 'very bad'. 60% said that their general computing skills were 'very good' or 'good'. The online test, however, showed 61% 'bad' or 'very bad'. The even more surprising results were that Digital Natives were only slightly better in the actual tests than digital immigrants. However, the young generation (15-29 years) believed much more in themselves to be very good in computer skills.

The greatest gap between self-assessment and test results was in the area computer-essentials, dealing with skills like file management. 78% thought that their basic skills were 'good' or 'very good'. The test, however, yielded the result 75% 'bad' or 'very bad'. Many test persons failed in basic skills like moving, copying or creating folders.

While the discrepancy between self-assessment and actual knowledge was rather high regarding Internet knowledge, it was still the lowest compared with the others: 84% believed that their knowledge of the Internet was 'very good' or 'good', in the tests, however, 49% reached 'bad' or 'very bad' results. It is surprising that the lowest discrepancy between self-assessment and actual skills can be noted in the field of IT security knowledge.

Persons with very good computer skills and persons with mediocre or bad computer skills have a fairly similar view of their competences, i.e. those with bad skills are not aware of their educational gap.

The survey also investigated the behaviour of Austrians on the computer: every fourth person spends more than three hours each day privately on the computer, another 54 % still spend one to three hours. Two thirds stated that they use their computers privately every day.

The study also found out that Austrian households are well equipped with computers and use them and the Internet intensively. 74% consider computing skills very important for work.

Huge Media Echo

For a small country like Austria there is a high concentration of media but educational topics usually do not rank high on the list of priorities. Moreover, IT journalists are more interested in technical novelties than in education and further training in the IT world. Nevertheless, at a press conference on 18 March all leading newspapers and TV stations were present and more than 80 different media reported about the study in the following days.

Among them were: the public service broadcasting ORF, the public service radio channel Ö1, several other public and private radio channels, the daily papers Die Presse, Der Standard, Salzburger Nachrichten, Wiener Zeitung and Tiroler Zeitung. The topic was also published and discussed in the online editions of these media. The news was even spread across Germany and South Tyrol.

Even in the main television evening news (ZIB2) the study was mentioned and opened a discussion about the importance of informatics in school.

Change in the Climate of Public Opinion

The media coverage has drawn attention to the topic of education and particularly training of computer skills again. The general discussion has shown the need to talk about this topic and to start a discussion about what the children learn at school and what kind of IT education their teachers should get.

The aim to change the climate of opinion (reframing) has been reached. The study does not concentrate on how great the ECDL is but how necessary it is to acquire IT user skills. The credibility of the topic paves the way for the successful introduction of the new ECDL in Austria.

Media Quotes

Majority of Austrians have bad computer skills. Nevertheless, 78 per cent assess their basic skills as 'very good' or 'good'.

der Standard.at

Computer skills: Austrians know less than they think

The most important results: The knowledge, e.g. of IT security, is better than expected. When it comes to the practical application of computer knowledge for daily use, however, major gaps open. This concerns especially fundamental skills of daily use like file management. Concerning the use of the Internet, however, the Austrians are better than their basic skills. And: Self-assessment says practically nothing about actual computer skills.

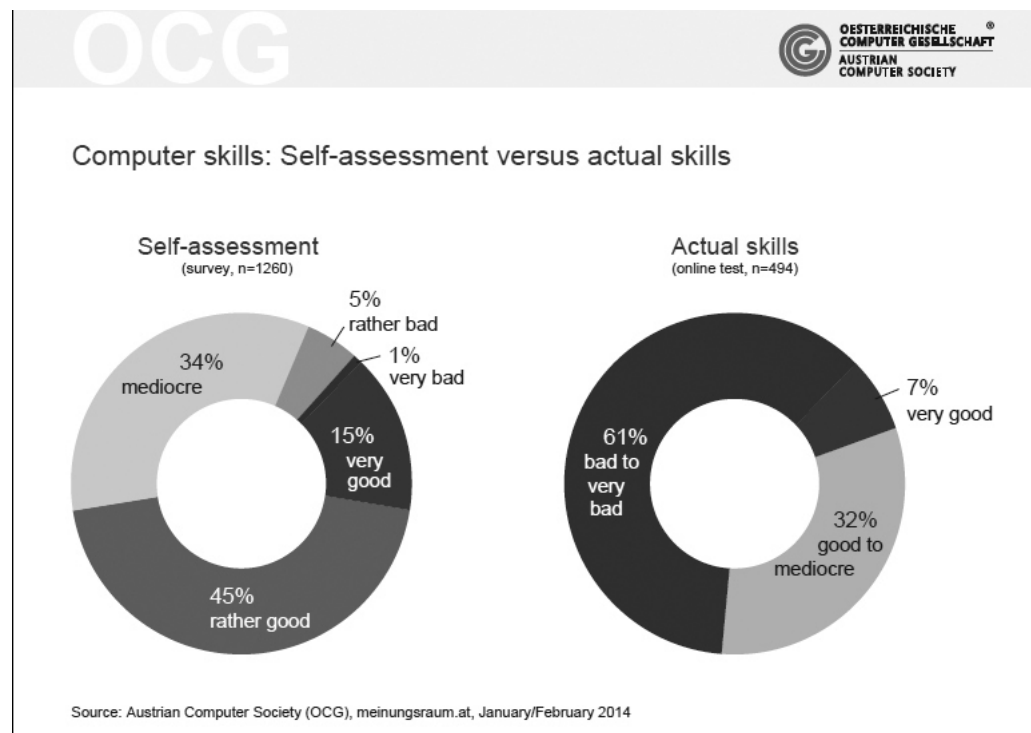
computerwelt.at

Austrians have poor basic computer skills

A comprehensive study on behalf of the Austrian Computer Society OCG contrasts for the first time the self-assessment and the actual computer skills of the Austrians. The most important results: When the question of [...] the practical application of computer skills is explored major gaps open. That mainly concerns basic skills of daily computer use like file management. [...] Self-assessment says practically nothing about actual computer skills.

Wiener Zeitung

Images



GREECE

LAUNCHING NEW ECDL IN A DIGITAL ERA

Introduction

Wanting to communicate all the benefits of the New ECDL and aiming directly at the new technological advanced generation, the Marketing department of PEOPLECERT(former ECDL Hellas), the national Operator in Greece, used most of the new Internet Marketing techniques available. An important factor of the campaign was to take advantage of the network of test centres, which are an integral part of the ECDL brand name in Greece.

The strategic choice was to replace the traditional candidate's hardcopy card with a new e-card, which enabled internet reach to the candidates. Additional to that, we launched a whole marketing campaign around the benefits of the NEW ECDL Profile.

The use of the above techniques, Social Media and the Internet in general, contributed to an increase of candidates in Greece and a better understanding of NEW ECDL in general.

Project Description

Our focus was to present, in a straight forward approach, the new features and benefits of New ECDL. In order to achieve this goal, the following techniques were used:

1. We made it easy for a candidate to personalize their unique PROFILE page "see appendix image 1". On this profile, a candidate can access his/her's planned exams, the grades and more importantly the profiles achieved. This is planned to be used in the future for many campaigns.
2. We launched a completely new website (www.ecdl.gr) with ECDL-Foundation look and feel. The objective was to create a global image of ECDL by giving the exact same feeling to the user as the ECDL Foundation does. "see appendix image 2"
3. We launched a NEW ECDL Promotional Campaign using the following:
 - A video with the President and CEO of PEOPLECERT was created and sent to the network.
 - Mail shots to all Test Centers (hardcopy marketing material that pointed out the new features of ECDL Profile)
 - Mass SMS to carefully selected candidate target group, ranging from the age of 12 up to the age of 45
 - A variety of different Facebook Campaigns (ECDL facebook page has ~6100 members) , like competitions and ads within a regular weekly timeframe were created "see appendix image 4"
 - With the use of Google Ads we manage to increase brand exposure
 - Emails to candidate's database
4. Educational support to the Network through the following:
 - New training material available through the partner's area (using ECDL Foundations creative and customizing it)
5. We proceeded with bespoke modification in our commercial proposition to the Test Centers.
6. We promoted NEW ECDL through "GETBUSY" , achieving 29492 likes

“With the use of these ambitious Internet marketing techniques we were able to see the immediate effect on the market”

After the implementation of our Marketing strategy, we managed to strengthen our leading market position since we were able to communicate all of ECDL's benefits to not only existing but to prospective candidates as well.

Impact

With the use of these ambitious Internet marketing techniques we were able to see the immediate effect on the market:

A. Candidates registrations increased by more than 15%, increasing from approximately 7000 candidates in 2012 to approximately 8000 candidates in 2013.

B. Network stabilising to approximately 350 test centres, with presence in every big city in Greece.

As the NEW ECDL Profile was launched in the later part of the year 2013 and the initial positive feedback we received so far, our intention is to not only continue this marketing campaign but also to reinforce it by using even more initiatives.



IRAN

ICDL IRAN'S TRAINING VIDEOS BRANDED WITH ICDL IRAN LOGOS

Introduction

ICDL Iran, as part of its online marketing policy is in the process of establishing an online educational and cultural video database that publishes videos covering ICT training as well as promoting ICDL Iran Foundation. These videos can be used in forums, class rooms, meetings, etc. by the test centres, candidates, organisations, offices and companies. They can provide a good opportunity for the promotion of the ICDL brand.

Project Description

ICDL Iran designed and established a website on which standard educational videos are uploaded. The subjects of these videos are ICDL training and general ICT-related courses as well as any other courses relevant to digital literacy. The videos are translated into Persian language and have Persian subtitles, or they are in Persian originally. If the project proves to be successful, the videos can be provided in other languages.

Furthermore, they contain ICDL Iran logos and advertisements. These videos are categorised under various groups and are available at www.iranidcl.ir/ICDL/TV.aspx. The design of this website finished on 28 February 2014. The formal implementation and uploading of subtitled videos started from 16 March 2014. The videos will be gradually uploaded and categorised in the next phase.

The objective of this website is to provide a virtual space for marketing and to introduce the ICDL concept. However, the advertisements are related to the market needs in education. In this regard, every internet user can find the link of the videos using a search engine. The users, then, can download or simply watch the videos for free and use them in their work or education. These videos are about any scientific subject in the field of ICT, mobile technologies, photography and other fields related to digital literacy.

“

The project provides a great opportunity for online advertising through education.

”

The videos are bought and collected from different valid educational websites. In the next step, they are translated and the subtitles are added. Finally, ICDL Iran advertisements are added. The videos can be accessed by any user visiting the website.

Impact

The project provides a great opportunity for online advertising through education. Furthermore, the videos are very useful for the users and ICDL candidates who are eager to develop their digital skills as well as other necessary skills for their lives.

Finally, ICDL Iran, ICDL programmes, publications and activities are introduced to the users through the videos.

Images



IRELAND

COMPLETE ICT PROGRAMME FOR SCHOOLS

Introduction

ECDL provides students with the fundamental user skills that support learning across all subjects, and is essential for every student's success. In addition to this, there is also a need to offer students opportunities to explore computing and information technology. In order to address this, ICS Skills developed a Computing Curriculum for second level schools, certified by the Irish Computer Society, through which students learn how to use technology creatively and apply computational thinking processes to understand the world around them.

In order to deliver this comprehensive skillset in an efficient, complementary way, ICS Skills has enabled schools to access both New ECDL and our innovative Computing Curriculum in a single, blended offering. Flexible, practical and certified, this is a complete ICT solution for Irish secondary schools, providing schools with all the benefits of New ECDL including quality certification, flexibility and support.

Project Description

Having identified a need for a curriculum in computing in Irish schools, ICS Skills convened a working group of teachers and educators in June 2012, to start a process of creating a syllabus in computing for the junior cycle in 2nd level schools. Members of the Syllabus Working Group brought their passion for Information Technology in education in all its forms to this process.

The new programme aimed to give students a real experience of computer science to complement their skills developed through New ECDL. Students would be introduced to coding in a module called Computational Thinking, and their creative use of technology fostered through a module in Digital Media. Further development produced modules in Multi-Media Story Telling and Micro-Controllers.

A key objective was to support and strengthen the take-up of New ECDL by schools, and to present the computing modules as a different form of ICT in education, supplementing the ECDL programme, and ensuring that students had a fully rounded experience of the possibilities of technology not only as a learning tool but also as a fascinating field of study.

Following the familiar structure of New ECDL, a modular approach was taken with each module mapping to the guidelines for curriculum development laid down by the Irish National Council for Curriculum and Assessment (NCCA), and providing for summative assessment of projects, as well as a structured, objective assessment in an online test. Schools were accustomed to this type of assessment of learning for ECDL, and welcomed the rigor being applied to the computing modules.

ICS Skills provided comprehensive teacher guides and delivered briefing sessions to teachers who were teaching computing for the first time.

In September 2012, the pilot was started with two modules – Computational Thinking and Digital Media – in 45 second-level schools around the country. Arising from the pilot's success and the overwhelmingly positive feedback from schools, ICS Skills is now offering an expanded, full Computing Curriculum programme.

ICS Skills believes New ECDL to be a critical part of learning for all second level students, and the flexibility of the 'skills card for life' has been a welcome enhancement to the programme. The removal of the 3 year validity period for skills cards inspired the idea of offering New ECDL and the Computing Curriculum together as a Whole School ICT Programme, encouraging students to register for New ECDL and the Computing Curriculum together in their first year of secondary school, as opposed to the traditional start time of 4th year. This approach also makes it more likely that a full year cohort of students will enrol on a New ECDL course rather than it being an option at a later stage. The Department of Education's implementation of a series of short courses in the junior cycle of secondary school has also facilitated this approach.

Bearing this in mind, we implemented a complete ICT package to allow a mix and match approach. ICS Skills believes that students require a broad range of ICT skills; they need to be proficient in the use of a computer for schoolwork, further education or employment, as provided by New ECDL. They also need

exposure to new technology skills such as coding and using digital media to create purposeful artefacts, the objectives of the Computing Curriculum. New ECDL and the Computing Curriculum combined represent a complete ICT programme to meet our schools' requirements.

Impact

Since first launching in September 2013, over 69 schools are offering the complete ICT programme in their schools. Together they have purchased 3,979 'ICT Bundles' giving them access to the full New ECDL programme as well as to 4 computing modules. This mix and match approach is working extremely well, providing teachers with a structured approach to ICT for the first time.

As schools become accustomed to this Whole School ICT Programme, we expect growth in numbers registering for both New ECDL and the computing modules. Providing a whole school programme, covering all aspects of ICT, to students from a much younger age will consolidate our ECDL business amongst our current customers and will attract new business from schools in its expanded format.

Quotes

"We find that the ICS Skills can provide us with a comprehensive and varied offering for our students. ECDL provides a highly valued certification and the Computing Curriculum introduces students to areas of ICT and computing that are relevant to today's third level courses and industry in general."

Keith Rowe – St Aloysius College, Athlone, Co. Westmeath.



"The ECDL qualification is excellent for certifying that a student has knowledge of a wide range of commonly used applications. One of the advantages it has over its competitors is that it is constantly adapting to keep abreast of changes in ICT, this is reflected in ICS Skills' Computing Curriculum."


Gerard Monnelly – Clonkeen College, Deansgrange, Dublin 18.

Images

Students from St.Raphaela's Secondary School, Stillorgan Co. Dublin, using our ICT Programme.







Fuelling Their Progress

A Complete ICT Programme for Students

This year ICS Skills offers a blended programme combining **New ECDL** and the **Computing Curriculum**. Flexible, practical and certified, this is a **Complete ICT** solution for secondary schools covering students from first year right through to sixth year.

New ECDL modules cover new technologies and how to use them to get a head start.

The **Computing Curriculum** brings computer science to secondary school students, teaching them to code and use multimedia to create purposeful artefacts.

To learn more about our ICT programme for your students, please send your contact details to: computing@ics.ie

New ECDL	+	Computing Curriculum
New Modules		New Modules
Tests and Re-sits		Tests and Re-sits
Diagnostics		Teacher Resource Kits
Courseware		Candidate Workbooks

This new blended programme will continue to offer all the benefits of New ECDL including quality certification, flexibility and support.

ITALY

THE COMMUNITY OF ECDL TEST CENTRES ON FACEBOOK

Introduction & Target Audience

In 2013, AICA decided to nominate one person in charge of the new Digital Marketing department. We developed different initiatives for our candidates to promote the New ECDL and we also gave particular attention to our ECDL Test Centres, whose priority (so our priority) was the necessity to receive operational support in relation to the conversion from ECDL Core to New ECDL: in fact they asked many questions and had many doubts regarding this issue. This has been a focal part of our digital marketing strategy.

To support our Test Centers, we created on Facebook a closed group reserved to our examiners. These are the results, after 7 months:

- From a quantitative point of view: today we count around 730 examiners, a number which went over our expectations;
- From a qualitative point of view: this group became a very efficient tool to create both a direct line between examiners and AICA and among the examiners themselves. It's really incredible and touching to see how they support one another. The examiners' satisfaction is really high.

We connected to this group many initiatives, with only one goal: to facilitate the gradual and supported introduction of New ECDL, without upsetting the well-established system.

Campaign Delivery

From May 2013 (date of the announcement of New ECDL) to July 2013, we studied different solutions to understand how we could guarantee an efficient support to our Test Centres, in this delicate transitional phase between ECDL Core and New ECDL. We decided to add to the traditional communication tools (phone, email) intensive activity on social networks.

We did some tests to understand which social media teachers preferred to use: we finally concluded that Facebook was the best place to get in contact with them. Therefore we decided to create a closed group exclusively for our ECDL examiners but, before doing this, we had to study well the dynamics of the social media.

It was quite a long phase but it allowed us to understand the right ingredients for a winning strategy: how to engage people, how to add posts (timing and structure), what to write, etc...

In September 2013, we launched the group (see gruppo) and we promoted it to our examiners: in only 3 months time 400 members subscribed and today we count around 730 active members. From the beginning it was much appreciated as the examiners can find answers to their questions, solutions to their problems and also compare among themselves how to introduce New ECDL in schools.

Presently this group represents a powerful and efficient customer service tool which reduces considerably the support given through telephone calls and e-mails.

We promoted New ECDL to the members through the following different initiatives:

- Multimedia products: specifically created as a guide – of the examination system – to illustrate the different features in relation to the conversion from ECDL Core to New ECDL (active and expired skills card, modules conversion, etc...)
- Google Drive: promotional materials, syllabus, projects, etc... shared between AICA and the examiners;
- Consultancy on how to evolve to a Test Centre '3.0': creation of the Facebook page to offer students a service and present the Test Centre to external candidates. This page is an extra showcase to promote New ECDL; also very useful was the launch of the 'Facebook event' to gather new subscriptions.
- Survey handout;
- Bitstrips: humorous cartoons which explain some different aspects of New ECDL (see images page).

The number of examiners subscribed to the group and their commitment is very significant: for them it became a focal point, as shown in the graphic below.

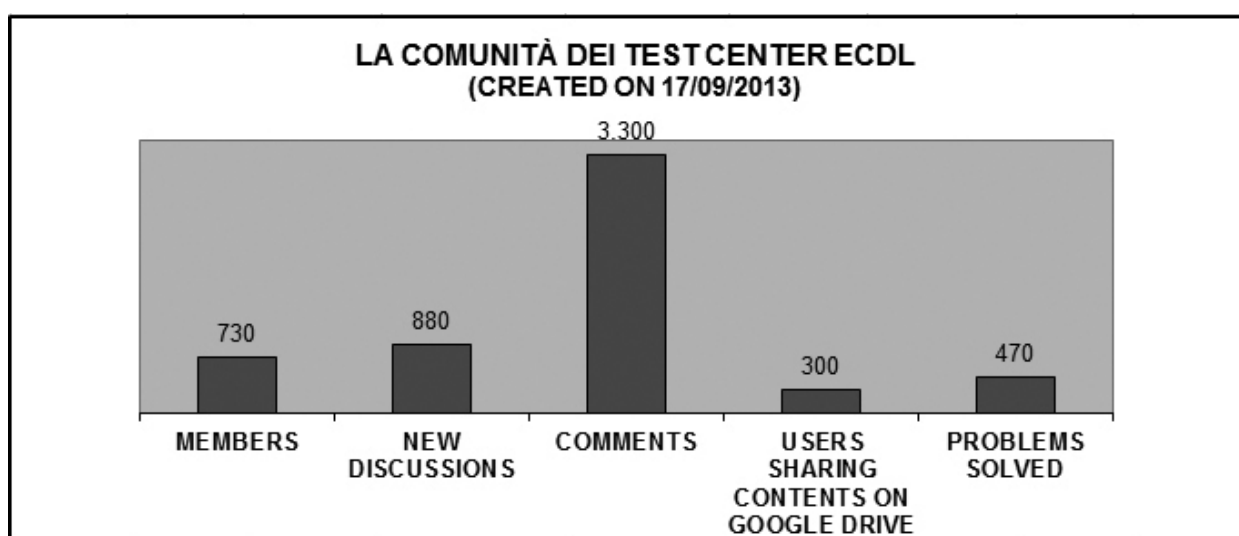
Their satisfaction is very high: we received a lot of compliments as you can read in the 'Quotes' section. Finally, it was through this group that we were able to find two examiners who developed the 2 video clips in English, requested by ECDL Foundation, concerning the Future Programme Development.

From our survey, it emerged that one of the reasons why this group is appreciated is that it allows the comparison among the examiners.

WE BELIEVE THAT A NEW FACEBOOK GROUP WOULD BE A GREAT SUCCESS: IT COULD BE FORMED BY ECDL / ICDL EXAMINERS OF ALL OVER THE WORLD AND IT COULD INVOLVE THE NATIONAL OPERATORS WHO DECIDE TO JOIN.

Vote for us and we will share with you our initial experience!

Impact



Quotes

Below are some of the numerous compliments received from the examiners:

- *WE DON'T FEEL ALONE IN THIS TRANSITION PHASE;*
- *I find it very useful to have the opportunity to compare with colleagues who work in other ECDL Test Centres supported by AICA;*
- *It's a very useful group: fast, efficient and easy to access;*
- *A lifeline!*
- *Wonderful to have access to all the material stored in Google Drive*
- *Knowing that AICA is always available makes us more confident;*
- *Thank you for the useful and precious guidelines, it was inevitable to have many doubts during the transitional phase;*
- *It allows us to constantly receive new motivation to become more professional;*
- *It took us away from our small Test Centre homes and put us in bigger ones with the possibility to communicate with each other due to the connection with the other rooms in the house. Each one is independent but can rely on each other;*
- *Thank you - without the group it would have been very difficult to solve the operational problems linked to the new ECDL;*

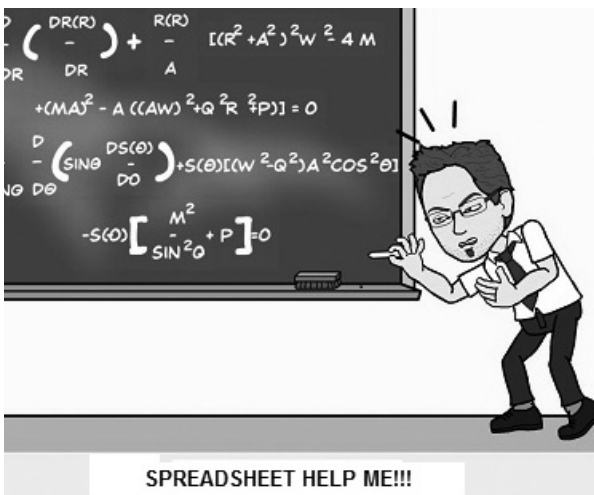
- A very useful chance which allows us to compare each other, which also helps to find solutions to different issues;
- IT IS ONE OF THE BEST THINGS EVER SINCE THE CREATION OF ECDL.

Images

COVER IMAGE FOR THE GROUP ON FACEBOOK



BITSTRIPS EXAMPLES



KOSOVO

#CAN YOU (IN ALBANIAN: A MUNDESH)?

Introduction and Target Audience

The main purpose of our campaign was to inform potential candidates, aged 12-22, all over Kosovo, of our new project: Digital Artist. We managed to achieve this goal, using an interesting and innovative campaign through social media marketing. First, we wanted to promote ECDL Image Editing - Photoshop training and certification; hence, we developed a campaign for this module. We had messages written in fortune cookies distributed in high schools and universities all over Kosovo, which contained questions that students would consider impossible. Answers to these questions were delivered through our ECDL Kosovo Facebook page, where they got the Answer: 'Yes you can with ECDL Image Editing Training'.

Campaign Delivery

This campaign was designed and delivered through social media, specifically Facebook. We wrote 14 different messages and printed them in 100,000 small coloured pages. The text written on these letters contained interesting and enigmatic questions (e.g. can you put a crocodile in the parliament; can you fly; can you walk on water; can you drink a coffee with president Obama, etc.) that students or anyone else would consider impossible, but which could be achieved through Photoshop. We folded these letters, to make them more attractive, and put them in a box which had the 'Can You' logo printed on it (Fig 1).

Carrying these boxes we waited for students outside their schools when they were entering, leaving or having a break between classes (Fig 2). As for the universities we decided to leave the boxes in the canteen, so that every student that goes to pay for an item had the chance to select a message from the box. Moreover, every student took one letter and when they opened it, the immediate response was 'This is impossible'. No one thought that through Photoshop those questions would be answered. The letter simply contained the 'Can You' logo on top; whereas underneath it was the enigmatic question, and under it was written 'discover more on Facebook/Can You/ Amundesh'?

In our Facebook page 'A mundesh' (Can you) we had all the answers to the messages written on these letters (e.g. can you fly). Through pictures we showed them that everything was possible if you knew how to use Photoshop. Every picture had the before and after effect of using Photoshop and had the link to register for the training of Photoshop.

Additionally, we created a video named 'Can you go to New York?' which explains features of Photoshop and a second video introducing importance of Photoshop:

http://www.youtube.com/watch?v=U_Y-QfQhQFU

<http://www.youtube.com/watch?v=VwyVpJUUbV8>

Impact

The newly created Facebook page 'Can You' (A mundesh) received 1,535 likes and ECDL Kosova Facebook page grew from 200 likes to 519 likes.

“

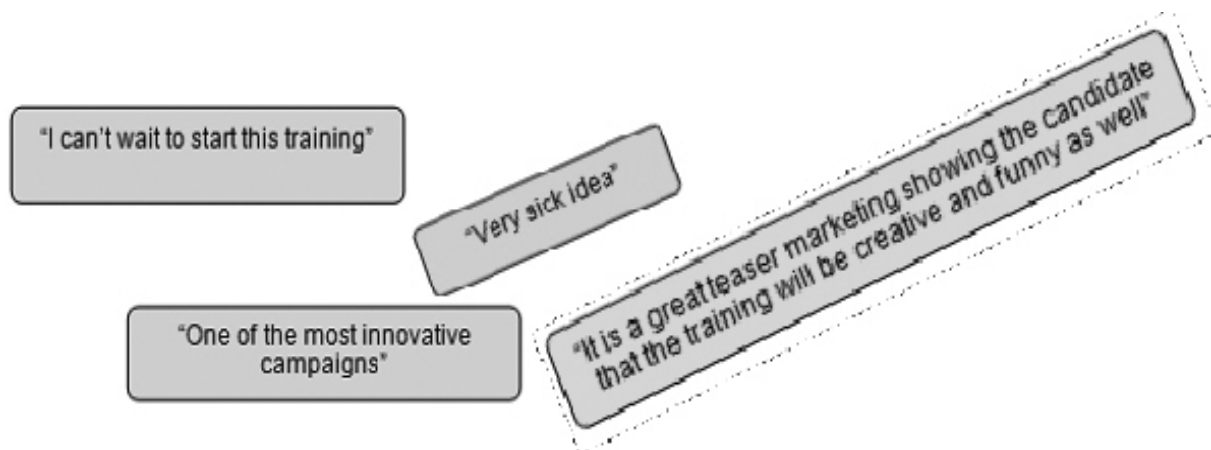
Throughout this campaign we managed to register 250 candidates on Photoshop training.

”

Throughout this campaign we managed to register 250 candidates on Photoshop training. Additionally, through this registration we also got their phone numbers and e-mail addresses, which we used for further details of the training such as the schedule and other basic information.

Because of the use of Facebook for this campaign, potential candidates had the chance to freely communicate with us directly through messages for any questions, concerns, or comments and we would answer them immediately. They could also suggest the page to their other friends as well.

Quotes



Images



Fig.1



Fig.2



Fig.3

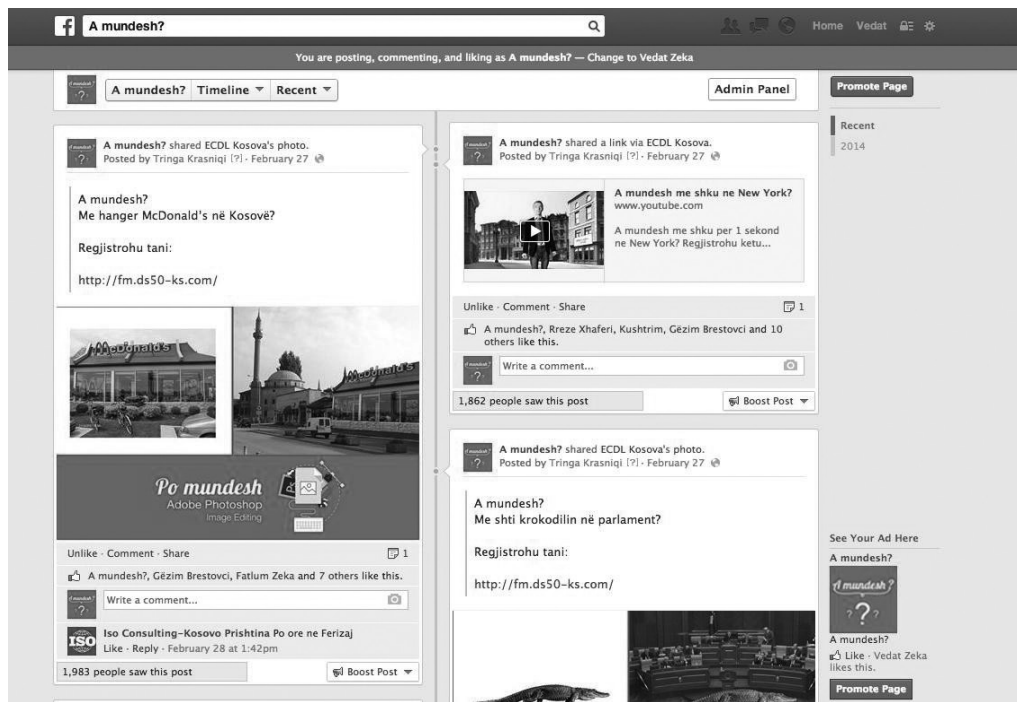


Fig.4



Total Page Likes as of Today: 1,540



Fig.5

SOUTH KOREA

FROM SELECTING THE PROFILE TO THE CERTIFICATE, ONE STOP WEB SERVICE

Introduction and Target Audience

ICDL Korea Web Contents Accessibility

ICDL Korea, managed by the Korean Productivity Centre (KPC), has been concentrating on developing its website and increasing competency through ICDL programmes. In order to increase the recognition of the new ICDL, Korea Productivity Centre (KPC), initiated a new marketing strategy by introducing a One Stop Website (<http://www.icdl.or.kr/>) to ICDL candidates in Korea.

Internet technology is highly advanced in Korea. The boundaries between ICDL Korea website and customers are crumbling down due to the advancements in information technology. Along with New ICDL, this advanced technology has made personal access more convenient.

The website is certainly extremely important to candidates, providing a 'One-stop service' to register for the ICDL programme, sign up for the course work, select a test date and access their results on the same platform.

Campaign Delivery

One-stop Process for ICDL Programme

It has been obvious for some time that South Korea holds a key position in the information technology sector. South Korea is taking its next big step as a worldwide leader of the information technology industry. ICDL Korea works effectively with like-minded websites and businesses. Therefore, ICDL Korea worked very hard in order to make the best website for the users.

“

South Korea is taking its next big step as a worldwide leader of the information technology industry.

”

More importantly, ICDL Korea has been providing the 'one-stop service' to candidates, which means the candidates can complete all the registration process from signing up for the course works to select the test date at one go, ICDL Korea is responsible for issuing Candidate Registrations and managing the candidates efficiently, presenting its operational advantage.

ICDL Korea offers expert website optimisation services - all information related to ICDL is available on the website. From the ICDL Korea website, users are able to gain some general information about how the courses are operated; also the test results are available through the website.

Regarding the functions and capabilities of corporate websites, the website is redesigned effectively. When designing the website, it's important to remember that visitors do not wish to wait for fancy introductory programmes or graphics to download; they want information about who you are, what your organisation has to offer, and how it will be of value to them. Therefore, ICDL Korea's website has been made as appealing and it is fast and easy to view. Also, the website is easily accessible and will be updated regularly.

Impact

Evolving system with easy connects to candidate

The most conspicuous result is the increased competitiveness of ICDL in Korea. Through this new website, more candidates are expected to take up the ICDL Programme given the ease of accessibility. ICDL Korea's initiative to introduce the new website has greatly affected the composition of the market. Together with actively advertising the advantages of ICDL, such as its credibility derived from the public confidence of the testing organization (KPC), ICDL Korea is capable of raising the public awareness.


The number of people visiting the webpage has increased, and an upward trend in the page views has been observed. Since this advanced project is easily accessible, it is expected to meet the needs of users successfully.

Along with the developed website, ICDL Korea can expect the increase of public interest, as well as the increase of candidates. It provides great potential to advance ICDL Korea in the future.

Images



ICDL
Korea



한국생산성본부
KOREA PRODUCTIVITY CENTER

시험정보 확인

0 시험정보를 확인하신뒤, 결제방법을 선택하세요.

고사장	대구지역센터
과 목	Windows7 / Ms Office 2010 / M2, 컴퓨터 활용 및 파일 관리
일 시	2014-04-05 AM 09:00
응시료	46,000 원

전체 응시료 46,000 원

결제방법



카드 결제



실시간 계좌이체

응시권 내역

직접 구입한 응시권 * ATC를 통해 구입한 응시권
ATC 응시권은 해당 ATC 시험에만 활용 가능합니다.

응시권 구입하기

ICDL 취득내역
Beyond the Global Standard
Home / My Page / 자격취득 내역 / ICDL 취득내역



본 문서는 인터넷 확인용이며, 자격증과 동일한 효력은 없습니다. 자격증을 신청 하시겠습니까?
[신청하기](#)




This is to certify that
Kim Eun Young

has successfully passed the following module(s):

- ICDL Module 3 : Word Processing(M3)
- ICDL Module 3 : M3. 워드프로세서
- ICDL Module 4 : Spreadsheets(M4)
- ICDL Module 4 : M4. 스프레드시트
- ICDL Module 6 : Presentation(M6)
- ICDL Module 6 : M6. 프레젠테이션
- ICDL Module 7 : Web Browsing and Communication(M7)
- ICDL Module 7 : M7. 웹 검색 및 커뮤니케이션


This candidate has successfully completed the ICDL Start certification

These modules are developed by ECDL Foundation and awarded in Korea by KPC
For more details on each module visit www.ecdl.org


 Korea Productivity Center

2013.6.22
 Date

ICDL : KR1300078765
 Serial Number




My Page

- 회원정보 관리 >
- 개인정보 수정 >
- 인증시험 변경요청 >
- 비밀번호 수정 >
- 회원탈퇴 >
- 자격취득 내역 >
- ICDL 취득내역 >
- 나의 Skills Card >
- 나의 등시권 >
- 접수현황 >
- 시험 접수현황 >
- ICDL 수험표 출력 >
- 접수 취소/연기 >
- ITQ/GTQ 자격취득정보 >
- 합인쿠론 등록 >
- 자격증 신청현황 >
- 자격증 발급신청 >
- 자격증 배송현황 >

The screenshot shows the ICDL Korea website interface. A central window displays the following information:

- 이름 (Name):** 이지
- 주민등록번호 (Identification No.):** 9 Q-1*****
- 수험번호 (Registration No.):** IC1403210011
- 시험일시 (Testing Date / Time):** 2014-03-26 19:00
- 고사장 (ATC):** 김도귀컴퓨터학원
- 시험과목 (Test Modules):** [ICDL] 컴퓨터 활용 및 파일 관리
- 시험버전 및 언어 (Software Reference Language):** Windows7 / Ms Office 2010 / Korean

Below this, there is a section for **수험자 유의사항 (Candidate Notes)** with several bullet points regarding exam rules and procedures.

자격을 발급신청

- ICDL 자격증은 국제적으로 통용되며, 모든 자격증은 성적 공고 후 별도로 신청하여야 발급됩니다.
- ICDL 성적 공고는 시험일 이후 최대 1주일 이내(근무일 기준)입니다.
- 배출 받으실 곳의 주소와 영문 성명을 정확하게 입력하여야 합니다.
- 각 모듈 합격 시 Skills Card(자격등록인증서)에 등재되며, 자격증은 Start Certificate, Certificate에 한하여 1회 무료로 발급됩니다.
- 자격증 발급신청에서 수령까지 소요되는 기간은 신청일로부터 약 2주(근무일 기준)입니다.

자격종류	발급조건 및 내용
ICDL Progress	1과목 이상 취득자 신청가능 / 취득과목 전부 기재
ICDL Start Certificate	4과목 이상 취득자 신청가능 / 4과목 기재
ICDL Certificate	7과목 이상 취득자 신청가능 / 7~8과목 기재

- 자격증 발급내역은 '자격증 배송현황'메뉴를 통해 확인 가능합니다.
- 자격증 취득일은 시험일자와 동일합니다.
- ICDL Certificate 8과목 기재는 ICDL 7개 모듈(ITQ인증 포함)과 GTQ자격 취득 시 가능합니다.

자격등록번호	자격종류	취득일	자격증 발급신청
KR1300161135	ICDL Progress	-	○
KR1300161135	ICDL Start	-	○

신청하기

자격증 배송현황

- 고객님께서 신청하신 자격증의 배송현황입니다.

자격증명	발급 신청일	자격등록번호	발급구분	진행상황	발급취소
ICDL Certificate	2014-03-13	KR130001245F	무료배송/개인	배송중	

신청한 자격증 발급을 취소 하시려면, 발급취소 버튼을 클릭하세요. 단, 발급이 진행된 경우에는 취소가 불가하며 버튼이 노출되지 않습니다.

POLAND

DIGITAL MARKETING CAMPAIGN OF THE NEW ECDL IN POLAND

Introduction and Target Audience

The campaign was launched in October 2013, just 2 weeks after the official start of New ECDL in Poland. It was an integrated campaign in pracuj.pl (<http://www.pracuj.pl/>), the most popular job-seeking portal in Poland (14 years in the market, 2 million jobseekers visiting the portal every month, 18,600 customers/HR divisions, 20,000+ job offers every day), supported by the completely new ECDL Poland webpage and printed materials distributed by ECDL Test Centres. The target audience was young people (19-26 years old), entering the labour market and HR Managers. The time of our campaign was synchronised with the New ECDL launch in Poland and the end of summer holidays (strong job seeking and employee seeking activities). The campaign was based on ECDL Foundation's 'ECDL Campaign Guidelines'.

“ The target audience was young people (19-26 years old), entering the labour market and HR Managers ”

Campaign Delivery

On October 1st, 2013, we held the New ECDL official launch in Poland. New modules appeared on our ecdl.pl test management system and the new ECDL Poland webpage was launched. Starting from October 14th, for two weeks, a web banner with animations (billboard 750x200) – 'Take your career in your own hands' was displayed on the pracuj.pl portal 'career' section (Fig. 1 below).

At the same time, an article 'Employee with the Certificate' (2 pages) on the advantages of ECDL certified employees was displayed on the portal. On October 21st the animated e-mail – 'Take your career in your own hands' (Fig.2) was sent to 100,000 young people (pracuj.pl mailing address base).

On October 23rd the animated e-mail 'Build your company success' (Fig.3) was sent to 37,300 HR managers (pracuj.pl mailing address base). Everybody who clicked on a web banner or an e-mail was redirected to our new webpage - <https://ecdpl.pl/> (Fig. 4).

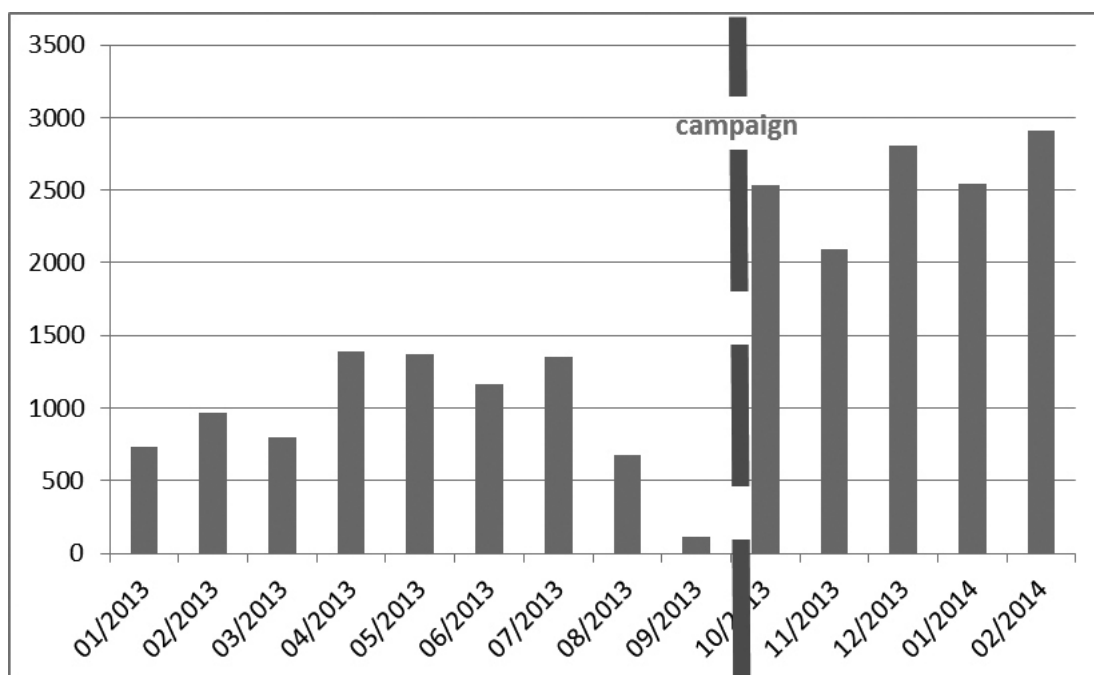
In addition to the new layout, the New ECDL, new certificates description and all 'module summary' flyers translated into Polish (eg. <https://ecdpl.pl/images/stories/nowyecdpl/pdf/b1.pdf> for Computer Essentials) we added a lot of new information, targeting HR departments: all European Union Funding projects with ECDL in Poland (<https://ecdpl.pl/node/4158>) and information about ECDL in Polish Qualification Framework (<https://ecdpl.pl/node/4180>).

Additionally, at the same time we published on pracuj.pl in the 'education' section, 3 advertisements for our best ECDL Test Centres. The mentioned above article was also printed in the 'HR Compendium 2013' (155 page booklet), distributed directly to 7,500 HR departments in Poland.

Impact

The impact of this project on candidate registrations is shown on the chart below. The timing of the campaign is represented by the discontinuous bar on the chart. The impact is more than evident.

We don't have any specific quotes but we got a lot of comments about the very interesting campaign and new web page, full of new information about ECDL and the New ECDL in particular.



Images



**WEŹ SWOJĄ KARIERĘ
WE WŁASNE RĘCE**
www.ecdl.pl

- Zdobądź kwalifikacje
- Certyfikuj się z ECDL
- Znajdź pracę

Arkusze kalkulacyjne
Przetwarzanie tekstów
Web Editing
Zaawansowane bazy danych

ECDL Polska

