

BEST PRACTICE AWARDS 2015



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AUSTRIA**FIT FOR THE LABOUR MARKET: ECDL COURSES FOR MIGRANTS****INTRODUCTION**

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

**PROJECT DESCRIPTION**

In 2010, the Austrian Integration Fund offered an ECDL Core course, as well as a course for total beginners, for the first time. The ECDL Core tests were carried out externally. Since early 2011, IZW has been an accredited ECDL Test Centre. In the autumn of 2011, IZW extended its course offers to include the ECDL Advanced courses. The introduction of the ECDL Advanced courses, which has started out as an experiment, has been an overwhelming success. They have become the most popular courses because the demanding ECDL Advanced education offers an excellent introduction for employment. So far, the Austrian Integration Fund can be proud of 231 ECDL Standard and 288 ECDL Advanced graduates.

IMPACT

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

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

The ÖIF provides financial support to those socially disadvantaged migrants who would otherwise not be able to finance the ECDL courses themselves, in order to allow them to participate in this educational training. With these ECDL courses the ÖIF greatly contributes to successful linguistic and professional integration of migrants in Austria.

QUOTES

Mister Aladin Naksh Bandi, MBA, successfully finished the ECDL Advanced Expert course at the Austrian Integration Fund just recently. The 49-year-old Syrian has worked as development manager and communication expert in international companies for 21 years before he came to Austria in late 2012.

“I’ve always liked challenges and to succeed I need strong tools. To make the ECDL Advanced was the best solution for me”, says Bandi.

Analysis, presentation and research are important issues for the master study programme ‘International Development Studies’ at the University of Vienna. “I cannot do without Word Processing Advanced, Spreadsheet Advanced and Presentation Advanced as well as other applications to create an excellent master thesis and make a lasting impression on the university teachers”, explains Bandi. The Austrian Integration Fund and the ECDL together help him reach his goal.

HUNGARY**ECDL FOR 1 MILLION HUNGARIAN PEOPLE LIVING IN ROMANIA****INTRODUCTION**

This is an ongoing project, which began in 1997 when ECDL Hungary joined ECDL Foundation. Until 2002, ECDL Hungary held an ECDL sub-licence for the Hungarian minorities living in Transylvania, in Romania (more than 1 million people).

When ECDL Romania joined ECDL Foundation in 2002, ECDL Hungary passed on its well-established Accredited Test Centres, and continued to provide a Hungarian-language manual testing system for free, not only for them, but also for every new Accredited Test Centre set up by ECDL Romania.

When, in 2013, ECDL Romania launched an automated testing system, ECDL Hungary offered its human and professional resources to cooperate with ECDL Foundation and ECDL Romania in developing, translating and testing the Hungarian version, again free of any charge.

Now it works very well, and ensures that 15 Test Centres in 9 towns, give more than 1000 people each year the possibility of gaining ECDL certificates in their mother tongue. In the last few years, more than 10,000 Hungarians living in Transylvania could complete ECDL tests in these Accredited Test Centres.

CAMPAIGN DELIVERY

When Hungary, represented by the John von Neumann Computer Society, joined ECDL Foundation in 1997, there was no ECDL National Operator in Romania. On the basis of the official statistics, the number of Hungarian speaking habitants at the time was (and still is) more than 1 million, while the population of Hungary is about 10 million. As a matter of fact, the number of the Hungarian minority in Romania was proportionally very high, so it was extremely important to also launch ECDL in Transylvania. Therefore, as ECDL represents an enormous value in the labour market, we established Accredited Test Centres also in this region.

In 2002, when ECDL Romania was founded, they could already count on these ready-to-run Accredited Test Centres. According to our agreement with ECDL Romania, ECDL



Hungary gave the licence to continue using the Hungarian test system free of charge, including for the newly established Accredited Test Centres. So, beyond the Romanian and English tests, Hungarian ECDL tests could also go on.

In 2013, ECDL Romania changed the manual testing system into an automated one. This ATES was originally developed and launched only in Romanian and English. When the Hungarian Test Centres expressed their need to keep the possibility to take tests in Hungarian, on our initiative, ECDL Romania and ECDL Foundation was open to find a solution. It was a key issue for Hungarians, but the lack of resources caused initial problems. However, as the major part of Hungarians living in the region use their mother tongue both in the school and in social life, it was necessary to find a solution. So, ECDL Hungary, in cooperation with ECDL Foundation, ECDL Romania and their ATES Provider, dedicated a huge amount of human and financial resources to assist ECDL Romania in the development of the Hungarian version of the ATES. During the last semester of 2014, we cooperated in the translation, linguistic and professional proofreading and testing the Hungarian ATES used in Romania. This makes possible to gain ECDL certificates for more than 1000 candidates a year. The project is continuing, with the translation and testing of the diagnostic tests as training materials for the candidates.

IMPACT

This cooperation is a wonderful example of how countries and organisations may work together if they all understand the social and professional needs behind a request. To date, as a result of the cooperation between ECDL Romania and ECDL Hungary, more than 10,000 Hungarians living in Transylvania have gained their Hungarian ECDL certificate in 15 Test Centres in 9 towns.

QUOTES

Ms Kinga Berecki, Head of the Eurocenter Amőba Training Center, wrote in her letter of acknowledgement,

“The commitment of ECDL Hungary for the Hungarian language testing in Romania is a very important and excellent example of transnational cooperation, thank you very much for it.”

IRAN**ACCOMPLISHMENT OF EQUAL SKILLS COURSE PROGRAMME FOR LOW EDUCATED INDIVIDUALS****INTRODUCTION**

ICDL Iran has made efforts to conduct an equal skills training programme along with the achievement of plans for the enforcement of capabilities of trainees of the Literacy Movement Organisation of Iran in order to spread digital skills among their candidates.

The Literacy Movement Organisation of Iran is the custodian of literacy training for individuals who are left without education, and registered themselves as illiterate.

This organisation was established on 28 December 1980 with the objective of educating a huge number of illiterates. The Great Leader of the Islamic Revolution recalled every class of people to arrange an extended challenge to defeat illiteracy, and claimed the responsible in charges for the raising of educational departments with all the facilities and potential to exterminate the roots of illiteracy at the whole. On this basis, the Literacy Movement Organisation was established as a revolutionary organisation. The ICDL Equal Skills programme began in March 2014 for low-educated individuals, and is still in progress.

**PROJECT DESCRIPTION**

Through various consultations with the undersecretaries of the Minister of Education, namely as the Educational Organisation for Research and Planning and Literacy Movement Organisation of Iran, it was decided that an experimental course programme should be conducted for 20 trainees at an ICDL Iran pilot centre in order to examine the capabilities of these individuals.

In this experimental course programme, the experts affiliated to the Literacy Movement Organisation of Iran, who were present at the test centre, evaluated the whole process of learning and training in this respect. Likewise, candidates' viewpoints, executives' opinions and experts' evaluations were collected and the final results were concluded as the total conclusion was presented in the meeting with the presence of undersecretaries of the Ministry of Education of Iran, executives and experts, which was held at the end of this course programme. It was decided that two workshops with ICDL Iran experts and

Literacy Movement Organisation's specialists should be established in order to assemble and analyse the content generated and executive works of the syllabus with the objective of defining target object values of EqualSkills programme for the candidates. These two workshops were both responsible for the project. In the first one, the agreement and prescription for executive works within the country were examined and authorised. Whereas, in the second one, the Syllabus of EqualSkills book were inspected and analysed considering the viewpoints of executives, experts and trainees. Meanwhile, the content presented pattern was designed and programmed.

It was assigned that after the subscription and approval of the agreement, the three unique provinces of the country should collaborate with the project responsible in the primary phase of the executive programme. Whereas, in the second phase, the remaining provinces would join the programme for gaining the total authentication.

Within this process, it is also provided that with due attention to the expanded dispersion of the trainees in the country, all these individuals are obliged to be present at the centres of ICDL Iran in order to attend the whole course programme. The expenditure and investment of the project is supplied and provided by Literacy Movement Organisation of Iran.

Executive obstacles

1. The majority of trainees do not avail any private computers for their exercises and practices which is the main cause for delays in learning and practice.
2. It is appointed that due to the dispersion of trainees within the country, sustainable efforts are to be taken to secure the regions which are in the lack of representatives through the mobile centers of ICDL Iran.

IMPACT

1. The programmement of the present course for the trainees has caused for a situation in which the Literacy Movement Organisation is capable of running the training programmes for the spread of digital knowledge among candidates within the context of literacy training curriculum as an inevitable necessity.
2. This programme has caused for a situation in which the trainees are capable to acquire the preliminary digital skills in order to be able to cooperate with the society as an electronic citizen.
3. Acquiring the preliminary digital skills by the candidates has caused for a situation in which they are reliably succeeded in attaining modern occupational positions to gain better social status.

QUOTES

The Trainees

Every presented topic has been regarded as a necessary item in our lives which has also caused for a situation in that we are able to apply the software for an effective use of computer programmes.

We have been able to control the revenues of our children in case of having a secure usage of computer programmes by the assistance of learning items acquired through the course.

The equal skills course programme has helped us to gain a better status for searching a vast volume of necessary information in the web sites.

The Experts of Literacy Movement Organisation of Iran

The equal skills training programme has caused for a situation in which the level of learning abilities and literacy potentials have been promoted through the course.

The trainees have been encouraged and exhorted to study the interactive books.

The trainees have been persuaded to accomplish collaborated affairs which has also caused for acquiring a progressive literacy learning quality among them.

The trainees have been able to be educated in an independent and focused procedure within the desirable time and place.

The motives and agitations of trainees have been raised due to the training programmes.

KENYA**EQUIPPING COUNTIES WITH IT-SAVVY PROFESSIONALS THROUGH ICDL TRAINING****INTRODUCTION**

The realisation of 'Vision 2030' is anchored on sound IT knowledge and skills acquisition by the vast population. The contribution of education providers forms an integral part in the realisation of this dream, and therefore with education provisions, comes the examination and accreditation by professionals who share in the realisation of 'Vision 2030'.



The vision: education and certifications are tripartite components and neither can stand alone without the other. The 'Vision 2030' dream foresees rapid economic growth within every corner of the boundary of the nation and to make this realisable, there is constitutional provision that proposes the subdivision of the nation into counties as devolved development units. These counties are semiautonomous and rely on county personnel to propel the vision at the county level.

ICDL, being one of the most robust IT entry-level training offerings, will have to play a major role in equipping county staff with certifications. However, one realises that certifications are the end results and candidates must be trained first. Nakuru Training Institute has thus taken the leading role in supplying quality ICDL-proficient manpower within the counties in Rift Valley (Nakuru, Kericho and Bomet), with a vision to expanding territorial coverage to include all the counties within the Rift Valley Region.

ICDL as a Course at Nakuru Training Institute (NTI)

NTI began offering ICDL training and certification in 2012. The Introduction of ICDL as a computer examinations and certification body at the college has contributed to a higher level computer skill acquisition for ICDL students enrolled at Nakuru Training Institute. The difference between students who enrol for the programme and those who prefer internal certifications is wide. This can be attested to by the terminological variance in students for the normal certifications against those who study for ICDL examinations.

Whereas students who study ICDL prefer to use proficient terminologies while executing computer tasks, their counterparts in the normal/internal certifications lag behind in

the descriptive approaches that are universally recommended for use by computer professionals.

The debate thus must shift from whether ICDL should be the recommended base standard for computer literate individuals to ICDL training being the recommended training for computer professionals. Statistical analysis of our experience at NTI reveals ICDL's capability to unlock many doors for students, even with just the entry certification of the course.

The deliberate approach to work with unreached youths under sponsorship in Kericho, Limuru and Bomet was to achieve the objective of making young people from such homes digitally literate, making them more employable and self-reliant.

Nakuru Training Institute's Contribution to Recognise and Recommend ICDL Training as the Choice Course

To achieve the objective, NTI has worked with two sponsors who have paid the students fees and accommodation at NTI to support their training. Further, NTI has discussed with companies and organisations within Nakuru to offer internship opportunities (work experience) to the students trained. So far, the programme has trained and certified 20 students using this approach, besides the walk-in clients. NTI has been able to achieve the result through the following approach:

Subsidised Tuition Fees

With increased pressure and demand for ICDL by students who come from needy backgrounds (childrens' homes), the board of the Institute proposed a policy on ICDL education that substantially reduces the cost of training by 66% compared to our competitors offering the same. This initiative was to make the course affordable to as many would-be students as possible, while at the same time sticking to the course syllabus and quality course provision.

One Computer to One Student Policy

The overriding policy at NTI is 1 computer to 1 student. This provision by the Institute's board has made learning simulation a lot easier for ICDL students as it gives the instructors an opportunity to spend ample time with each student when executing practical tasks. This quality time that the instructors spend with students has also enabled the students to build more confidence in the training. It's noteworthy that even universities that offer advanced computer training have not adopted the 1 computer to 1 student policy. This significantly places NTI one step ahead of the course providers.

Dual Software Exposure

Nakuru Training Institute has Windows 8 & 7 simultaneously installed in all the computers, as well as Microsoft Office 2010 & 2013. This advantage was deliberately designed to accord the students multiple exposures to a variety of operating software thus preparing them early for industrial futuristic technical variations and new developments.

Nakuru Training Institute's Benevolence

The college's board created a seed fund policy known as 'Students Revolving Fund'. The fund's main objective was to create an enabling environment for students with an appetite for entrepreneurship to be jump-started in the industry. The policy thus enables students to make submissions for funding consideration and the college closely works with students to see to it that their entrepreneurship vision is realised. This fund is closely administered by the college's board, Management and Liaison Office.

Guaranteed Students' Attachments

ICDL Students at Nakuru Training Institute have attachments (work placements) guaranteed for them after training and these attachments have been used as sources of employment for the students. Organisations that have always attached our students, retain them as they are always employed as network engineers and consultants. We want to point out that ICDL training has been used by many students to scale the IT training ladder and this advanced training has been advantageous to our students in many ways as they easily fit in any IT work environment.

Notable organisations that have employed our students are:

- Prime Soft Solutions
- Environmental consultancy firm
- Chase Bank

QUOTES

"Having come from a needy family with very bleak future, where having two meals per day was a challenge, I want to appreciate the opportunity that Nakuru Training Institute gave me through sponsorship to study ICDL and Network engineering course. I was able to get attachment after training thereafter we were retained and employed. I'm now earning money every month and also supports my family back at home" — Dominic Kirui

“If it were not for Nakuru Training Institute’s sponsorship that I got to study for ICDL, my life would have been in a mess. I want to thank the management of NTI for their support. I also want to thank our instructors who took time with me in the class room. I also want to thank my current employer for seeing that I had something to offer his company and gave me a job. I’m now supporting my father with school fees for my other younger siblings” — Robert Tonui

“ICDL gave me exposure which I now use in my secretarial duties. I therefore want to thank Nakuru Training Institute for their sponsorship and job placement in my current work place. The employer also has a lot of confidence in my work and that gives me satisfaction” — Mary Waithera

NEW ZEALAND

KIWISKILLS | DIGITAL SKILLS FOR JOBSEEKERS

INTRODUCTION

KiwiSkills is a free digital skills training programme for jobseekers aged 16 years and over. The overarching goal is to help 7,500 jobseekers in New Zealand gain a recognised qualification (ICDL) in essential workplace digital skills, in order to improve their employment and life outcomes. A three year funding grant (2014-2017) totalling NZD\$1.4 million was secured by the 2020 Trust to help achieve this. The four main objectives of the programme are: 1. To increase digital literacy rates in New Zealand, 2. To improve jobseekers personal and professional lives, 3. To improve education and employment outcomes for jobseekers, and 4. To improve productivity in New Zealand.



PROJECT DESCRIPTION

The New Zealand Lottery Grants Board identified Digital Literacy as a priority for their 2014 community funding. This opportunity was recognised by the 2020 Trust Contracts Director Laurence Zwimpfer, who submitted a funding application to support unemployed people gain essential workplace digital skills. The application was accepted and in August 2014 funding of NZD\$1.4 million was approved to support 7,500 jobseekers over three years to gain an ICDL certificate.

ICDL National Marketing Executive Sarah Lee was given the role of developing collateral to support the roll out of the programme, and in September 2014 the ICDL team began to identify suitable KiwiSkills delivery partners nationwide. The programme was piloted in Whakatane, Dunedin and Gisborne with existing 2020 Trust partners. This helped shape the programme by providing a platform to test and inform systems and collateral development.

The programme offers jobseekers the ICDL Base modules, Computer Essentials, Online Essentials, Word Processing and Spreadsheets. Participants are asked to complete a short assessment (paper and online versions available) before registering for the programme. This helps identify those who need foundation digital skills before attempting the ICDL modules. Jobseekers in this category are offered 8 Stepping UP¹ classes, which are 2.5 hour stand-alone digital skill classes led by a skilled trainer. When they have

1 Stepping UP is another 2020 Trust digital literacy initiative

completed these classes they can re-apply for the KiwiSkills programme.

Once registered, participants can join a KiwiSkills class in their region, which is usually a facilitated session in a computer lab scheduled on a weekly basis. Handbooks were developed to encourage and support self-directed study outside of the scheduled sessions or where there is no KiwiSkills provider in their region. A login card (business card size) with their login and the provider's contact details is issued along with the handbook.

Only a portion of the funding applied for was approved, and therefore presented a challenge. The funding received contributes to the national administration of the programme, covers the cost of ICDL products, and contributes a limited amount towards local testing and administration. Grant conditions stipulate the programme must be offered free to jobseekers. The funding received does not cover the facilitation (trainer) or facility overheads of a local delivery partner.

This challenge has influenced the recruitment and desired profile of KiwiSkills delivery partners. Generally these are established organisations with an excellent reputation for delivering educational programmes in the community. They already work with unemployed people offering 'ready-for-work' type programmes. In some cases, they are able to add KiwiSkills as an extra component to existing programmes, while other providers are applying for funding to cover their overheads with our support.

Once engaged, an MOU is negotiated and signed between the parties with an agreed number of KiwiSkill participants allocated to the delivery partner. The ICDL National Administrator, Karin Elliott, sets up a training session over Skype with the delivery partners nominated administrator. We have intentionally kept the delivery partner administration to a minimum, which includes maintaining a spreadsheet in Google Drive and administration in the Enlight system.

KiwiSkills delivery partners are encouraged to become an ICDL Accredited Test Centre, although this is not compulsory. We believe it is in the best interests of the participants to be able to take their ICDL certificate tests in familiar surroundings.

2020 Trust are working with the New Zealand government department, the Ministry of Social Development (MSD) at both national and regional levels. Promotional posters and brochures have been developed, and we are requesting local MSD Work and Income offices to promote the programme by displaying the collateral. Regional briefings are planned to inform staff about the programme, as well as a fact sheet for caseworkers in development.

The programme is still in its infancy stage with 8 delivery partners and 64 participants, of which several have passed at least 1 certificate test.

Now that processes and collateral are in place, recruiting delivery partners is the main focus in order to expand the programme and reach the first year target of 1,500 people ICDL certified. The second year target is 2,500 and 3,000 in the final year. Evaluation of the programme includes collecting data through online surveying tool, SurveyMonkey, measuring any skill increases and improved employment/life outcomes of participants. Case studies will be collected through delivery partners, which will provide evidence for funders to continue investment into this essential skill area.

IMPACT

The impact of the programme on education and employment outcomes is not known yet but will be collected over the three years. It does however affirm that significant funding is being invested in ICT skills, and we anticipate that it will raise the awareness of digital literacy in New Zealand. Private training establishments and other education providers are welcoming the investment, as cost was often a barrier for them including ICDL in their programmes.

It is opening doors to government departments who are realising the importance of digital literacy in order to achieve their outcomes. An example of this is the Department of Internal Affairs, which is the lead government agency for achieving the multi-agency Government's 'Better Public Services' Result 10:

"New Zealanders can complete their transactions with government easily in a digital environment"

As part of the NZ government's Better Public Services programme, agencies have been challenged to make it easy to transact with government in a digital environment. They have created a shared vision of the future state of digital services and are assisting the 2020 Trust by making high-level introductions to other government officials.

The impact of the programme/funding for 2020 Trust has been significant in terms to get ICDL's brand out in the market here in New Zealand, and we anticipate this will increase sales in the near future.

QUOTES

"KiwiSkills means that many of our Computers in Homes and Stepping UP graduates who wanted to do ICDL but couldn't afford it can now do the programme. My students are studying hard each week and I was so proud when several of them passed their first certificate test. I can see their confidence building." — Rebecca South, 2020 Trust trainer in Dunedin.

ROMANIA**DIGITAL LITERACY FOR SENIORS****INTRODUCTION**

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

ECDL ROMANIA has a constant active social presence through its projects, which aim to improve digital inclusion and social development. "ECDL values community" is a large campaign through which ECDL ROMANIA recognises its responsibility to positively contribute to the community that supports the organisation.

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

The project successfully continued in 2013 and 2014 with new groups of elderly people that can now benefit from the ICT opportunities as they successfully obtained the EqualSkills certificate.

PROJECT DESCRIPTION

The general objective of the Digital Literacy for Seniors programme is to ensure that marginalised groups, such as older people, are empowered to participate in the Information Society.

Through the Digital Literacy for Seniors project, groups of seniors in each district of Bucharest are enrolled with no costs in the ECDL EqualSkills training and certification programme.

The project is supported by General Directions for Social Assistance and Child Protection - DGASPC in the City Halls of each district in Bucharest.



The public institutions select the participants, who are generally grouped in classes of 10 seniors each.

In September 2014, the 6th and 7th groups of seniors started the EqualSkills training and certification programme. The syllabus was adapted to their needs and curiosities regarding computers and the internet, and two trainers ensured full attention for each group.

After approximately 20 hours of courses, on October 14th 2014, all 21 participants were awarded the EqualSkills certificates.

The seniors will be able to use the skills acquired and internationally certified to: quickly access information, communicate and socialise including with relatives and friends from abroad (using specific IT applications) or place orders with online payments for different products and services purchased (can order medications, can have easy access to a medical network and will be eligible for online assistance).

IMPACT

The direct beneficiaries of this project are the older people who have retired in Bucharest (until now, over 70 seniors overall), who will be able to take part actively in the digital economy.

Indirect beneficiaries are represented by the families and friends of the EqualSkills trained and certified seniors, which they will be able to connect with, after acquiring the necessary tools to access new technology, thus integrating in the information society.

Also, the project brings real benefit to the entire local communities that will include members enriched with all the tools in order to be active in the information society and will not be at risk of digital exclusion.

Most of the seniors that chose to take part in the Digital Literacy for Seniors programme motivated that they were driven by the need of communication through internet with friends and relatives and also by the desire of wider and up-to-date information.

Benefits of the Digital Literacy for Seniors programme:

- Inclusion in the Information Society
- Obtaining an internationally recognised diploma
- Certification of digital skills
- Raising self-confidence and self-esteem
- More effectible and comfortable life and work

The project makes an obvious contribution to the principle of equal opportunities and social inclusion policy support, as seniors are at risk of social exclusion.

QUOTES

“I think of the Internet as of the primary means of communication and information for the whole world.” — Mr. Silviu Suci, Digital Literacy for Seniors 2014 graduate

“I manifest a particular interest for this wonderful toy that the computer is, which effectively replaces any other information method. I will intensively use the skills acquired for developing my general knowledge, for socializing on Yahoo and Skype and using different apps.” — Mrs. Elena Avram, Digital Literacy for Seniors 2014 graduate



SOUTH AFRICA

THE PAPILLON FOUNDATION

INTRODUCTION

The Papillon Foundation was founded in 2002 as a non-profit, and one of our range of social outreach projects is computer skills training for unemployed persons in our country.

We had to source a specialist computer course provider, as our focus was and still is to provide reputable and accredited computer skills to our communities.

ICDL South Africa was found to be the best course provider due to their solid track record and ICDL's care for our people was shown by the formation of an alliance between ICDL and The Papillon Foundation in order to increase the growth of IT literacy in our country.

This alliance started in 2006 and it continues to this day by bringing high quality courseware to the poor and the unemployed. This needs to be qualified with the statement that we also offer ICDL training to lower-end salaried workers such as nurses, police officers, small business owners, lower-end government employees and also for graduated refugees, with the result that several refugee doctors and medical staff were also trained in computer literacy at the Papillon Foundation.

A pleasant surprise is that some of these graduated refugees have since taken up important posts at several institutes in our country such as: the CEO of the Blind Society, who was trained at Papillon; some of the managers at the migrants desks of universities were also trained at Papillon; one of the doctors at a local hospital now pays a small amount to us every month as a form of thanksgiving for his computer training. We have many other stories about the empowerment of needy people in our computer literacy project.

CAMPAIGN DELIVERY

We embarked on an intensive donation campaign in 2006 with the quest to install two modern computer classrooms at our community development centre in Rosettenville, Johannesburg.



Thankfully the campaign was a huge success and our classrooms contain modern computers and software. Our tutors are also qualified ICDL trainers and our training system conforms to all of the ICDL training and testing standards. In fact the Papillon Development Centre is a registered ICDL training and testing centre.

We also train special needs children from several special needs schools and some of the staff of these schools are also trained at Papillon. Their exams are implemented by a registered ICDL examiner, as due to their slow-pace, they are unable to do the on-line exams.

Our years of experience have taught us that we can comfortably train anyone in the communities in our computer project, and this is proven by our youngest learner being 15 years old and our eldest learner being 86 years old. We advertise the courses in the local media and word of mouth advertising also plays a major role in the filling of our class rooms.

Our training system consists of facilitated training and the facilitator has an assistant that cruises the classroom to assist with queries. Due to the type of persons that we train, our main focus and growth results from the ICDL basic entry level qualification. It must be remembered that The Papillon Foundation is foremost a charity organisation with some outstanding results in all of our social outreach projects.

ICDL supplies the material to us at a discount and therefore we charge a highly discounted fee for the courses in order to make them affordable for our focussed market. The fee allows us to self-generate a portion of the funding towards the expenses of the running of our organisation.

IMPACT

Some 8,642 needy community members have thus far graduated from the Papillon skills training courses. Of these 3,439 graduated from our computer courses.

We train unemployed persons with no computer knowledge and they emerge with very good basic skills. As a charity we don't have the funding for effective website tracking, as our website is donated, but in physical registrations we receive a number of 15-20 registrations every two weeks. Our classroom can only hold a maximum of 20 learners. Our other classroom holds 16 learners, but this is used for the new ICDL Project Planning course started this year, where we have had 19 learners thus far. The ICDL Project Planning course caters for persons with a higher schooling level and we can now also target more literate sections of the communities with this new project. Papillon draws learners from all over Gauteng and some from other provinces.

QUOTES

“Both my wife and I had no formal training in computers. The basic ICDL, E-Learner course at Papillon has helped us tremendously in the day to day running of our business”
— Bunny’s Health Shop. Dr Mahendra Bhana

“I would like to take the time to thank the people of Papillon for teaching me and the community. Through you I have found a job and feel blessed. I will be joining the next course shortly” — Donna Store

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

“...doing the ICDL has helped me in my job on a day to day basis. I have learned a great deal and therefore would like to think that it has contributed to me becoming a better, well-rounded person as well as more educated” — Liesl Nel



ZIMBABWE**ICDL FOR SPECIAL NEEDS LEARNERS IN ZIMBABWE****INTRODUCTION**

There are several schools and projects for those with special needs in Harare, Zimbabwe. I am currently teaching ICDL at Sunshine Project for young adults and Silver Linings – a senior school for special needs pupils

PROJECT DESCRIPTION

So far the youngsters that I am teaching have responded very positively and are making excellent progress – far beyond my expectations. They love their IT lessons and we all get great enjoyment out of them. I have a group of 4 young adults and a group of 6 senior school boys. As yet we have not reached the stage of writing a test.



Previously I taught John Donkin, a young adult with slightly special needs, on a one-to-one basis. He was always a joy to be with and could concentrate without a break for 2 hours – something most of my non-special needs learners are unable to do! He worked really hard and got top marks for all 7 modules. His mother did the ICDL before he started, and he was delighted to find by the time he finished that overall he had slightly more marks than she.

I also had the privilege of teaching Angus Cameron, a teenage boy with Aspergers syndrome. It was very challenging for me as there was no feedback whatsoever, but his mother told me to just keep going. He had to have someone reading the questions to him, but he passed all the modules that did not have multiple choice questions. He also passed Advanced Excel. He is now studying in the UK and finding what he learned for ICDL very useful, as one of his O-level subjects is ICT.

Maybe there is a moral somewhere here – mothers really do make a difference!

IMPACT

If the special needs learners can pass their ICDL then it will not only be a huge boost to their confidence, but might help them to get a job. If they do not pass they will have learned a lot.

For Angus I think it was at last something interesting and stimulating to which he could apply his brain. Of course in Europe the situation is different as there are special schools, but here there were very few opportunities for him use his special brand of intelligence.

QUOTES

The ICDL sessions are enjoyed immensely by the Sunshine Members. One of them, a young lady named Whitney was coming into work very tired every day. We soon discovered that she was so passionate about the ICDL sessions that she was spending until 10.30pm every evening revising.



WESTERN AFRICA**COLLABORATION ACROSS BORDERS: WESTERN AFRICA
ATCS****INTRODUCTION**

Collaboration is at the heart of today's digital world, sharing knowledge and best practice to improve processes and procedures is a central element of any international organisation. Without the collaboration between three Accredited Test Centres (ATCs) in Western Africa, the ICDL programme would not have grown to the level it is at today. Innovative thinking from the Ghana-India Kofi Annan Centre of Excellence in ICT (AITI-KACE) in Ghana led to the setup of the

ICDL programme at the United Nations Mission in Liberia (UNMIL). From UNMIL the ICDL programme spread to United Nations Operation in Côte d'Ivoire (UNOCI), which has today expanded to three testing locations, throughout the country. This has resulted in the upskilling of the local and international workforce across Western Africa and beyond. The continued collaboration between ICDL stakeholders locally, regionally and globally guarantees a strong future for the world's leading computer skills certification and makes ICDL a truly global workforce qualification.

**PROJECT DESCRIPTION**

AITI-KACE aims to lead the way for the growth of the ICT sector in the Economic Community of Western African States (ECOWAS). The centre was established in 2003, a partnership between the Government of Ghana and the Government of India and today it hosts state of the art facilities matched with expertise in training, research and education, in particular in the area of ICT for Development (ICT4D).

UNMIL was established in 2003 to support the implementation of the ceasefire agreement and the peace process by protecting and supporting UN staff, facilities and civilians. Today it hosts 5,865 ununiformed personnel, 379 international civilian personnel, 862 local staff and 193 UN volunteers.

UNOCI was established in 2004 to facilitate the implementation of the peace agreement, however due to the renewed political crisis of 2010, following the Presidential election, the Mission has stayed in place to protect civilians, as well as support the overall security situation, on an ongoing basis. Today it hosts 7,602 ununiformed personnel, 333 international civilian personnel, 695 local staff and 154 UN volunteers.

AITI-KACE became the first Centre of Excellence for ICT in Western Africa when it was established, and sought to define the standard in the region for computer skills by offering ICDL to its staff, students and the wider public. Since 2006, over 3,400 tests have been taken, during over 1,200 test sessions. Over 800 candidates have been registered. This has led to AITI-KACE becoming the largest ATC in Western Africa.

Following the success of the programme in Ghana, the team at AITI-KACE were approached by the UN to help with the establishment of an ICDL ATC in Monrovia. The experienced staff at AITI-KACE trained and certified the staff at UNMIL. AITI-KACE staff have also trained UNMIL during the introduction of ICDL Profile and the new modules available in Africa over the last year. Since 2007, over 1300 tests have been taken, during over 400 test sessions. Over 330 candidates have been registered.

Subsequently the staff at UNMIL trained and certified the staff at UNOCI to expand the ICDL programme within the UN. The first ATC opened in Abidjan and has grown to two more locations in Daloa and Bouaké over the last 18 months. Since 2013, over 360 tests have been taken, during over 25 test sessions. Over 140 candidates have been registered. UNMIL have also supported UNMID in Sudan with their accreditation as an ICDL ATC.

IMPACT

The collaboration between AITI-KACE and the UN has led to increased recognition for ICDL in the region and the project between both organisations is very much at the forefront as an example of workforce development for local and international employees.

Working in such challenging environments, in particular for the UN missions, is something which staff have to deal with on a daily basis. Infrastructure issues as well as security and staff rotations means that the implementation of the ICDL programme is not always straightforward, it takes innovative teaching methods to teach a computer class when the electricity shuts down! However the commitment of the training and testing staff, as well as full support from management of the mission has seen the popularity of the programme go from strength to strength in recent years, all the while complimenting the overall objectives of the mission.

The ICDL modules have bridged the gap that existed previously for staff at the mission. The role of a training centre at any mission is integral to the success of the career development of UN staff based there. Every module undertaken has a direct impact on the job role of the staff and ultimately their productivity and performance. There exists a sense of achievement among staff who have taken part in the programme together. At

UNMIL for example, ICDL training and testing has brought Liberian nationals, international civilians, military and UN police together in the one place, collaborating to achieve digital proficiency.

Most importantly, as is central to the goal of any UN mission, achieving tangible results which have a local, regional and national impact once any mission concludes its mandate, is key. Already UNMIL are in talks with the Liberia Institute of Public Administration (LIPA) to ensure the ICDL programme reaches the greater population outside of the mission.

Collaboration between both the AITI-KACE and the UN has enabled students and staff in Ghana, Liberia and Côte d'Ivoire, to have the opportunity to enhance their workplace skills, in what are two highly important international organisations in the region. Crucially, the lasting impact of having a world leading international qualification available to the local workforce in all three countries is something which extends across borders and beyond.

QUOTES

“I am deeply moved by the skills I have acquired during the ICDL training programme. I am very positive that these skills obtained in the various ICDL modules will improve my productivity on the job and at the same time prepare me for the job market when UNMIL leaves Liberia” — Kemah Sackie, Programme Officer, HIV/AIDS Section - UNMIL

“The three ATCs concerned have been champions of the ICDL programme in their respective territories, and their collaboration across borders serves as a model to other ATCs in the region. In working closely with them, our team has experienced first-hand their tireless dedication to delivering excellence in programme implementation” — Séamus McGinley, General Manager – ICDL Africa

IRAN**TRAINING THE EXPERTS AND PERSONNEL OF THE CENTRAL BANK OF THE ISLAMIC REPUBLIC OF IRAN****INTRODUCTION**

ICDL Iran has consulted with the private and government banks for the exchange of information, along with plans to enhance computer knowledge through in-service staff training at those banks. The Central Bank of the Islamic Republic of Iran is the guardian for supervision, control and guidance of commercial banks' activities, arrangement of credit, protection of price stability, controlling the value of currency, and deposits, and guiding them towards productive investments. It has taken the efforts for correspondence and conduction of conferences and communication with ICDL Iran.



Therefore, the organisation adopted ICDL training programmes for senior managers, advisors and employees suitable to their job description, as well and their individual needs. This mutual agreement was implemented for 2000 individuals within the period of two years starting in May 2014.

The objective of this project was to enhance the level of knowledge and job performance by attending ICDL training courses and receiving international ICDL certificates.

PROJECT DESCRIPTION

The Central Bank of the Islamic Republic of Iran has evaluated senior managers, advisors and employees in regard to their levels of digital knowledge. It has also decided to cooperate with ICDL Iran in initiating ICDL training courses. Based on the proposed agreement, these candidates are referred to ICDL Iran in order to attend training courses, participate in examination and receive certificates.

As job promotions and pay increases were linked to attending the ICDL course, and participation in the required examination, employees were mandated to obtain a certificate.

The costs of performing the examinations and training programmes are entirely paid by the Central Bank of the Islamic Republic of Iran.

As in some parts of the country there were no ICDL Iran centres, efforts were made to establish mobile centres in order to provide education and examination for candidates.

IMPACT

As the Central Bank of the Islamic Republic of Iran has a prominent influence among other commercial banks, this process is regarded as a motivation for other private and government banks within the country to participate in the ICDL course.

The completion of this course enhanced the knowledge of ICT among senior managers, advisors and employees of the Central Bank of the Islamic Republic of Iran. It has also created an ease and speed of work load, as well as satisfaction among both managers and customers.

Completion of the project created optimum use of equipment and materials at the work place.

As it is necessary to attend the course for the candidates, in order to achieve job promotion, a total of 1000 individuals have registered and received Logbooks, of whom 320 persons have succeeded in obtaining ICDL certificates. Another 680 individuals are in the process of attending courses and ICDL tests.

QUOTES

Test Centres

1. This project has established a new market for training and ICDL tests.
2. As users have been satisfied with training and ICDL tests, these candidates have encouraged their family members to do the training. They have shown initiative to participate in the more advanced courses.

Bank Staff

1. ICDL skills were quite necessary for improvement and advancement in their job and employment.
2. They have benefited from these skills to speed the work tasks.
3. They have expressed their satisfaction for the international validity of the certificates.

IRELAND

HOW ONE OF MANY COMPANIES BENEFITS FROM THE IRISH GOVERNMENT’S BELIEF IN THE ECDL PROGRAMME

INTRODUCTION

Even in the midst of our recent deep recession, the Irish Government continued to fund ECDL training for employees in Irish companies. This funded training was administered through an organisation called ‘Skillnets Ltd’. Skillnets is a state funded, enterprise-led body established in 1999 and funded from the National Training Fund through the Department of Education and Skills (DES). Since 1999, Skillnets has funded over 400 networks and almost 70,000 enterprises to train over 300,000 employees.



How it Works

On receipt of Government funding, Skillnets Ltd, funds training Networks¹ that provide subsidised training to companies and employees, and free training to some job-seekers, through a number of key programmes, including ECDL. In 2014 funding of €15,690,000 was made available to 60 Networks.

PROJECT DESCRIPTION

Electronic Arts Ireland, the Irish wing of the global company of the same name, applied to their local Skillnet, ‘Galway Executive Skillnet’, to get funding for a number of their staff to do ECDL. Many of the 60 Skillnet Networks have ECDL listed as a training programme option for their members. This would come about as a result of analysing the training and development needs of member companies and potential trainees within the Network. ECDL almost always emerges as the number one end-user course preferred by Skillnet members. On demand from its members, the Skillnet will organise an ECDL course and open it up to the employees of all the member companies. This promotes collaboration and co-operative ECDL training activity that may not be possible for a stand-alone company, especially in the small to medium enterprise sector.

In the case of Electronic Arts Galway, as with other large companies, they have more than enough staff (several hundred) to host their own, in-house, funded ECDL programme. They became an ECDL accredited centre in their own right. This allows them to invigilate

¹ A Network is a group of companies in the same region or sector, with similar training needs.

in-house ECDL testing. It has to be said that having the option of a fully automated testing system and eLearning facility was vital to them considering ECDL for their staff.

Electronic Arts is a US-owned multinational games company. The Galway wing provides multilingual international support for EA's online game titles, such as FIFA and Medal of Honour. EA Galway introduced ECDL to their workforce because they found, that even though many of them were very knowledgeable technically, they did not have the skills to make their way around, for example, a spreadsheet or a database.

IMPACT

Many of EA Galway's staff are European and the fact that the certificate will be recognised in their home countries really encourages them to avail of the opportunity to do ECDL. For the company, they believe that it is very important that their staff have "transferable skills" and they feel ECDL definitely meets this criterion.

What also appealed to EA Galway was the breadth of modules now available with New ECDL and how this would appeal to their international workforce. They believe ECDL is the only programme of its type with this choice of topics and they hope to encourage many more of their staff to avail of it.

The funding they received from the Galway Executive Skillnet helped them make the decision to offer ECDL to their staff, but it is felt that now that they have seen the benefits of ECDL, they will continue to offer it whether there is funding available or not.

As a result of the success of the project, Electronic Arts plan to introduce ICDL to their colleagues in America.

QUOTES

"What appeals about ECDL is the breadth of modules available and the transferable skills gained by employees." — Louise Butler, Electronic Arts Galway

"A key element of the Government's growth and employment strategy is ensuring Ireland has the quality and quantity of skills to attract, retain and grow job opportunities and investment. SMEs are the lifeblood of the economy, providing the bulk of Irish jobs and it's imperative that they have the flexibility and skills to develop and expand. Through continual training, companies can ensure resilience and growth potential for the future. Skillnets-supported training means that employers can access high-quality and sector-specific training with affordable financial investment." — Damien English TD, Minister of State for Skills, Research and Innovation

KENYA**KEMRI - TRAIN THE TRAINER****INTRODUCTION**

The 'Train the Trainer' project was meant to train ICT officers of KEMRI in various centres so that they can train other members countrywide. This is to enhance their skills in the use of computer applications, maintenance and how to handle and share their documents safely. The Kenya Medical Research Institute (KEMRI) is a state corporation, established through the Science and Technology (Amendment) Act of 1979, as the national body responsible for carrying out health research in Kenya. Since its inception, KEMRI has developed a critical mass of scientists and technical personnel, to enable it mount a competitive research infrastructure to rank as a leading centre of excellence in health research, both in Africa as well as globally.

**PROJECT DESCRIPTION**

A pioneer group of four ICT officers were trained on the ICDL modules, the four Base modules and the first three Standard modules. They did their ICDL exams and passed. In addition, the Riara School of Computing Sciences, in conjunction with the Riara School of Education, tailored a workshop titled, 'Modern Pedagogical Practices', to enhance their skills on modern student centred training. The officers will then be sent to various KEMRI centres in different towns and cities in Kenya to train other members. The members will then plan on when to do ICDL assessments and exams from Riara University (consultations ongoing). Riara ICDL trainers will be available to offer consultations or support in the training before they are allowed to do their assessments.

IMPACT

A medical research institution needs the expertise among its team to excellently record, report and disseminate their findings to the relevant audience. Having the general skills will enable them to then understand other systems quickly and now they can focus on their core duties. Instead of worrying about finding another person to assist them in working on their documents or the basic computer troubleshooting, they can now easily do themselves.

Among the benefits are:

1. Accurate data analysis
2. Quick reporting
3. Better working experience due to the acquired skills.

The trained ICT officers are scheduled to travel to the other centres next week as informed by one of the trainees.

QUOTES

“Excellent learning environment with friendly, helpful and professional instructors,” — Susan, one of the KEMRI ICT officers who attended the training



MYANMAR

COMPUTER TRAINING FOR GOVERNMENT INSTITUTIONS: ICDL FOR CIVIL SERVANTS OF MYANMAR PARLIAMENT

INTRODUCTION

Computer literacy skills are urgently needed to improve professionalism of the civil service in Myanmar as the country emerges from decades of isolation.

In 2013, UNDP provided a variety of introductory computer trainings to partner institutions in Myanmar, and provided computers and other accessories for computer classrooms to specific training institutions, and to government offices. However, the ability to capitalise on these facilities, putting into practice knowledge gained through standalone trainings, remains low.



In 2014, RVi Institute (a Singapore-based corporate training institution with operations in Myanmar over the past 19 years) was approached to improve the computer literacy of civil servants. RVi Institute is Myanmar’s leading training provider, and the official appointed agent of ICDL Asia. RVi Institute was appointed to run the pilot project “Computer Training for Government Institutions: Intro to ICDL Base” for parliamentary civil servants, with the intent to roll out ICDL’s programme in future across other government agencies.

The pilot programme, appointed by the Inter-Parliamentary Union (IPU) on behalf of the Myanmar UNDP/IPU Parliamentary Support Programme, was conducted in the nation’s capital Nay Pyi Taw from 24 Nov 2014 to 17 Dec 2014.

Many compliments were received from training participants from the IPU, and RVi was subsequently appointed to repeat the programme for other participants in 2015.

PROJECT DESCRIPTION

Objective

The overall objective of the pilot programme was for RVi Institute, as an implementing partner of the Inter-Parliamentary Union (IPU), to support the sustainable design and delivery of computer training, and develop consistency in the approach to ICT skills development across government. The emphasis on this assignment was to encourage self-learning and remote-learning for civil servants.

Methodology

The programme methodology comprised two parts:

- 1. Diagnostic:** Prior to the delivery of the training, a large group of potential participants undertook an online pre-diagnostic to determine their actual level of ICT Skills Set. The results confirmed that the majority of participants had negligible or limited ICT skills, and the group of participants was shortlisted to 48, comprising civil servants deemed most in need of basic computer training.
- 2. Customised Programme Delivery:** While ICDL is made up of a range of modules, categorised as Base modules, Standard modules, and Advanced modules, RVi Institute customised the foundation-level programme called Intro to ICDL Base for the purpose of the pilot programme. Delivery was customised to take into account the nature of running programmes in Myanmar for local non-English speaking participants to suit the working environment of the Myanmar Government. Facilitation was done predominantly in Myanmar language by an RVi Institute training facilitator.

Training was conducted within the Parliamentary training facilities with 36 hours of contact time over a one month period. All participants had access to a PC in the computer laboratory, and classes comprised of two hours of facilitation (combination of theory and practical work) followed by one hour of supervised practical work.

Content

The Intro to ICDL Base module sets out essential concepts and skills relating to effective computer use, basic desktop management, creating and editing documents and spreadsheets, and communication via web searches and email.

Challenges

Key challenges that RVi Institute faced and overcame in delivering the programme included:

- Negligible / limited command of English among participants. This was a significant issue because the courseware is in English.
- Very slow, and sometimes intermittent, internet access in Myanmar.
- Negligible / limited prior experience of participants in using a computer in their day-to-day personal and professional life.

Funding

The project was funded by the Inter-Parliamentary Union (IPU) on behalf of the Myanmar UNDP/IPU Parliamentary Support Programme.

IMPACT

Prior to the training, participants had negligible / limited prior experience in using computers. Upon successful completion of the training, participants were able to demonstrate basic proficiency in the use of word processing, spreadsheets and the emails.

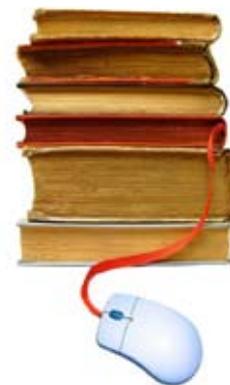
These skills are now being used by the participants in their day-to-day work within their parliamentary duties, thereby making a significant contribution to the efficiency of operations amongst parliamentary civil servants.

With the participants' sense of personal achievement, these civil servants have begun to champion the need amongst their peers to increase ICT proficiency within the Myanmar's civil service.



ROMANIA**E-LIBRARIAN: SKILLS FOR THE MODERN LIBRARIAN****INTRODUCTION**

The current need for information, and the constant growing use of technology, substantially changes the traditional model of public library services. Today, libraries are working to become complex information centres and permanent education centres. Increasing the ICT skills of library staff through ECDL contributes to updating and upgrading services offered by public libraries to the general public and repositions the librarians in relation to community users. Skilled employees enable organisations to use technology more effectively, leading to increases in productivity and competitiveness and ensuring that operational objectives are achieved more efficiently.



Following the partnership with Biblionet managed by the International Research and Exchanges Board (IREX), through which EqualsSkills reached the village libraries in Romania, ECDL ROMANIA started a new project, 'e-Librarian: Skills for the Modern Librarian', by signing an agreement with the National Association of Public Libraries and Librarians in Romania – ANBPR that defined certain ECDL skills which librarians need to acquire and led to an ECDL Profile for Librarians.

PROJECT DESCRIPTION

In March 2014, ANBPR and ECDL ROMANIA agreed to work together for supporting and developing new services in the public libraries in Romania by promoting and offering access for librarians to relevant and internationally recognized digital competences.

Therefore, 10 public libraries in Romania were included in the project 'e-Librarian: Skills for the Modern Librarian'. ECDL ROMANIA awarded free accreditation for two years to these public libraries in Bucharest and 8 other counties all over the country.

Until 2016, public librarians can apply to their intended ECDL Profile and can certify their digital skills to an international standard, helping them to enrol in the normal direction to redefine the library as an active space, which fully benefits from digital technologies. The project targeted a minimum of 1000 public librarians and staff employed in public libraries to apply for ECDL Profile.

Together with ANBPR, there were defined three levels of ECDL Profile competencies for librarians and staff:

- Beginner level, which includes two ECDL Modules: Computer Essentials and Online Essentials.
- Medium level, which includes three ECDL Modules: Computer Essentials, Online Essentials and Word Processing.
- Experienced level, which includes two ECDL Modules: Presentations and Web Editing.

The testing sessions take place at the accredited public libraries and are supervised by the 10 librarians who became ECDL examiners for the project. ECDL ROMANIA assists in all activities regarding ECDL certification.

The project was promoted at national librarians conferences, such as The Trainer Librarians National Conference in Sinaia and the BiblioPUBLICA National Conference in Bistrita that gathered hundreds of public librarians.

IMPACT

By acquiring new IT knowledge and skills, the public library will be able to increase the number of users and its informing, documentation and research function will be complemented by a full range of modern additional services. With a custom ECDL Profile, of a simple information manager, the modern librarian will become a qualified mediator between information and broad categories of users in the direct interest of the society as a whole. In addition, based on the ANBPR - ECDL ROMANIA partnership, public libraries will have access to other forms of cooperation in education and certifications, with long-term benefits.

Internationally recognised certified digital skills can be the real tool for mediation of efficient public librarians' activities internally, but especially in relation to the community that the public library can serve.

ECDL certification gives its holder a standard basic IT knowledge required in the new information society that is constantly developing.

QUOTES

“The evolution and rapid integration of digital technology makes its mark on the current needs of the community in interacting with the public library space, and this, by diversifying the services available at the institution, can meet the current requirements for information and communication.” — Ioana Crihana, Executive General Manager, National Association of Public Libraries and Librarians in Romania (ANBPR)

SINGAPORE**EMPOWERING DIGITAL IMMIGRANTS THROUGH 'INTRO TO ICDL BASE'****INTRODUCTION**

'Intro to ICDL Base' is a module at the Digital Awareness level, and acts as a bridging course between EqualSkills, ICDL Base and Standard modules. The target audience of this module are relatively new users of ICT who have little experience with computers and the internet. The pilot for the project started in April 2013, with NTUC LearningHub. It was mapped into Singapore Workforce Development Agency's (WDA) Workplace Skills Qualification (WSQ), Employability Skills (ES) Framework on 15 July 2014.

This initiative started as there was a gap between EqualSkills and ICDL Base modules. After completing the course on computer basics for a complete beginner in ICT, EqualSkills, the candidate is usually still not equipped enough to pass ICDL Base Modules. Therefore, 'Intro to ICDL Base' was launched to bridge the difference in the difficulty modules between EqualSkills and ICDL Base modules, and to equip candidates with essential Digital Awareness skills.

PROJECT DESCRIPTION

'Intro to ICDL Base' is a module pegged at the Digital Awareness Level, with the purpose of allowing candidates to familiarise with the essential concepts and skills relating to effective computer use, basic desktop management, creating and editing documents and spreadsheets, and communication via web searches and e-mail.

It is a trainer-led module, and the trainer would have to go through the contents of the workbook with the candidates, including a set of practices and assignments. Upon completion of the module, the candidate will receive a Digital Awareness Certificate, which is different from the usual ICDL Profile Certificate.

The project was piloted in NTUC LearningHub from April 2013 to June 2014. The profile of candidates taking these modules are mostly unemployed and above 45 years old, with approximately 40% in the 55 to 64 year old age group, and 25% of them are above 65 years old. While the availability of this module is not restricted to these age groups, this module is especially suited for the "Digital Immigrants", people born after the widespread use of IT and adopted digital technology later in their life, due to the basic content.

During the pilot phase, funding was initially provided by e2i, Singapore's employment and employability institute for NTUC LearningHub only. The success of the pilot project led to

WDA recognising and incorporating this module into their WSQ framework in July 2014 as well. As such, funding is provided to candidates throughout Singapore. This opened the opportunity for individuals who are lacking in sufficient IT skills for the workforce to upgrade their skills and increased their employability.

IMPACT

Including the candidates during the pilot phase of the project, this module has registered around 4500 candidates to date by equipping them with essential IT skills to further their ICDL journey and increase their employability. The programme is still ongoing.

Approximately 70% of the candidates continued with ICDL Base / Standard programmes after completing 'Intro to ICDL Base'.

General comments for this module are that the module is extremely helpful for the candidates in understanding the general functions of a computer and is able to successfully encourage them to want to learn more and take more courses.

As technology advances and IT literacy becomes more relevant in the workforce, simple modules like 'Intro to ICDL Base' are important and essential to ensure that the "digital immigrants" are not left behind.

QUOTES

Low Kong Chow, Carpenter

Finds the course very useful and the trainer's instructions were clear. He rated the course above 85%. To him, this course was an all-new start to learning the computer. He is now able to use excel programme for work and for his monthly household expenses. Learning the computer has lessened the manual part of his work and made him learn new features and new technology, while attending courses enabled him to make new friends. He now wants to take his computer lesson to the next level like learning to send emails and surf the internet.

Junaedah Bte Kasmin, Security Officer

One who used to have NTC Electronics certificate back in 1992, this computer course was a refresher for this trainee. Going back to learning the basic in computer, she had learnt the new technology and features which were not so advanced back in those years. And this to her, is like a renewed knowledge. She was the only Malay trainee in the computer class full of Chinese but the trainer was able to make her adapt to the environment. She took up this computer course for 2 reasons: she does not want to be left behind in technology and to enable her to move to other jobs that requires more usage of the computer.

Othman Bin Ahmad, Unemployed

As this trainee's former job required him to write emails and create Excel tables, the trainee signed up for this basic computer course in order to learn to do just that! Now, he is able to create tables in the Excel programme, and at least now, he truly understands the features and basic functions of the computer. He finds the trainer very helpful and the training class environment very conducive. He is more determined to take up more computer courses or advance himself to the next level now that he is unemployed due to the failing oil prices as he once worked as a Helicopter Landing Officer.

ARABIA

ONLINE SOLUTIONS FOR OFFLINE CHALLENGES TO BETTER SERVE THE ICDL COMMUNITY

INTRODUCTION

With pleasant user experience and data security considered our top priority items, ICDL Arabia integrated several of its databases with its website, offering what we think are essential features that proved to be useful to ICDL candidates, their employers and accredited centres.

These features are identified by their target audience:



ICDL Candidates and Employers

The widespread existence of fake ICDL certificates in the Republic of Egypt posed a major threat to the credibility of the ICDL certification and corporate brand in Egypt and Arab region. A verification system had to be developed.

ICDL Candidates

With today’s busy schedule and everyone trying to cram things in at the last minute, candidates always struggled when trying to book themselves in an ICDL test session, not knowing whether they wish to take it near the office or their residence. A comprehensive schedule to include all test activities was provided.

Potential Candidates

With centres so used to delivering the traditional ICDL with its 7 modules, potential candidates did not fully understand the gains and benefits of the new ICDL structure with its diversity, flexibility and relevance.

An automated tool to recommend a pathway for candidates had to be developed.

Accredited Centres

We found that there were a rising number of similar requests and inquiries surrounding operational and marketing activities with the delivery of the ICDL programme.

CAMPAIGN DELIVERY

1. 'Verify Certificate' and 'Get Transcript' features: To curb the fake certificate problem in Egypt, we introduced a newly designed certificate which included a unique QR Code for every certificate. The scanned QR code allows the user to view, via the ICDL website, the ICDL qualifications of the certificate holder and relevant candidate details.

This feature is also provided for older certificates (without a QR code) via www.icdlarabia.org/verify where, upon completing three fields, with information only available to a person holding a certificate or skills card, will again provide the educational achievements and details for the certificate holder. In order to provide candidates with an instant record of their ICDL achievements for employment or university enrolment purposes, while their certificate is being processed, an additional feature was added that provides candidates with the ability to print, display, download or email an unofficial transcript of their ICDL achievements.

2. 'Find a Test Session' feature: We introduced a 'find a test session' feature to assist all ICDL candidates across Egypt, GCC and Iraq in finding test sessions at a convenient time and place. This feature allows any individual to visit icdlarabia.org/tests and after selecting the city and date they are looking for, will find all the sessions that will take place on the selected day with centre name, centre telephone number, location and times of sessions.

3. Candidate Pathway Tool: After launching the New ICDL in the GCC and Iraq we were looking to target corporate private sector verticals, however, the perception was still very much that ICDL offered basic office application skills and that they were unaware of the new modules that are essential for current workforce skills in this region, such as, IT Security, Online Collaboration and Project Planning. In response to that, a Pathway tool www.icdlarabia.org/pathway was created in March 2015 using a matrix of up to 5 questions which takes the candidate down the 'pathway' by including all relevant scenarios of each audience's situation:

- Individual or employment sector
- Individual or employment status
- Industry sector (if applicable)
- Job role within that sector (if applicable)
- Level of ICT Skills

The result returns a specific ICDL Profile for each individual so that they can see which modules are relevant to their unique job or life situation and it also provides a link to further details on each of the recommended modules or profiles.

4. Community Portal: In February 2015, we launched the 'ICDL Community Portal' icdlarabia.org/portal a website resource created to help our accredited centres in delivery of the ICDL programmes. The portal provided a secure area to access all operational forms and information, programme marketing materials, announcements, sample courseware, guides to assist with social media and marketing campaign artwork in one easily accessible place. It provides an end to their sending many email requests for the same information and waiting for a response. A personal log-in was created for all centres allowing us to monitor which forms/artworks were downloaded with greater frequency and assess which sections were most useful.

5. Candidate Assessment Tool: We will be launching in May 2015 an assessment tool for each module/recommended profile; any individual will be able assess their skills through our website. It is a multiple choice model which will provide a % score at the end of each test. The score page will provide a recommendation of which profile or modules the candidate needs to improve or upgrade their skills. This new tool complements the pathway tool where a candidate can assess their knowledge after arriving at a suggested profile, which in turn validates their requirement for an ICDL Certification.

IMPACT

Each feature is unique and contributed to a significant increase in website traffic and interest in the ICDL programme, as well as reducing the number of repetitive calls and email queries received from candidates and accredited centres. All features are constantly monitored via Google Analytics as goals, for their impact on website traffic.

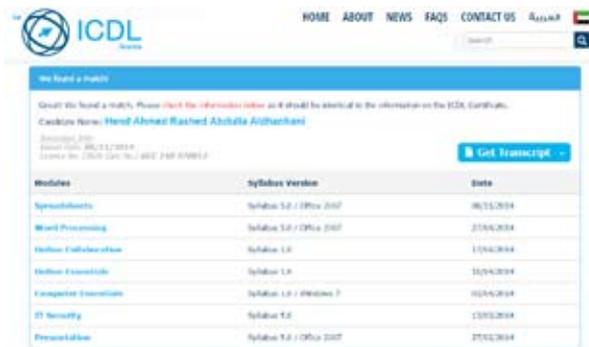
We witnessed a 30% increase in website traffic after we introduced the 'Verify your Certificate' and 'Get Transcript' feature; the highest visitor traffic was from Egypt, with second highest increase coming from the UAE.

After launching the 'Find a Test Session' feature, we found that the number of email queries received as well as the queries on our social media channels dropped dramatically.

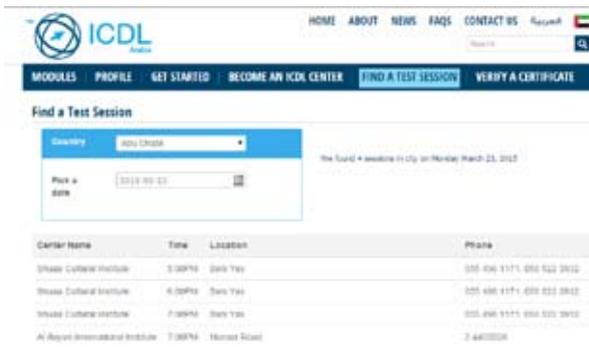
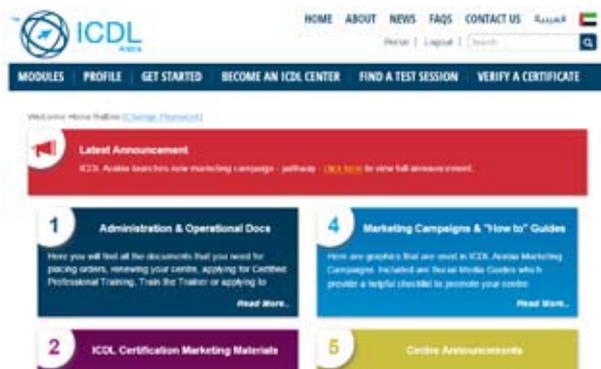
The Pathway Tool, which has initially been introduced in the GCC and Iraq, has been used more than 3,000 times from the date of launch in mid-February. The launch of this tool was linked to an online ad campaign to improve effectiveness.

The Community Portal is being used constantly by over 50% of our accredited centres in the GCC, Iraq and Egypt and many of the documents are being downloaded frequently.

We have received positive feedback from most of our accredited centres on all added features to our website; they strongly believe that the Pathway Tool will help them in bringing in new business and save them time. We also asked our accredited centres about their views of the new diagnostic tool we are currently working on. The majority felt that this will support them greatly in bringing new projects and touching new segments and sectors in different markets.



This is a candidate profile from a 'verify a certificate' feature. ICDL Community Portal.



From 'find a test session' feature these are sessions taking place on a selected date. Pathway tool.



GREECE

PEOPLECERT PROMOTES ECDL BRAND BY DELIVERING KEY COMPONENT OF 'E-INCLUSION' INITIATIVE

INTRODUCTION

The Greek Government recently launched the massively popular 'e-Inclusion' initiative, which aims to raise awareness of technological advances in computing among low income earners. Specifically, the programme allows 297,000 eligible individuals to receive:

1. a laptop or tablet computer
2. broadband internet connection for 12 months
3. two 2-hour consultation sessions delivered on the recipient's premises.



The overwhelmingly positive response to the programme presented a great marketing opportunity for PEOPLECERT to promote ECDL certifications.

Specifically, PEOPLECERT quickly realised that ECDL was a perfect fit for this target audience and saw great potential in promoting ECDL to prospects via the consultation requirement (see item number 3 above) which is mandatory for all 297,000 eligible recipients. The company seized the opportunity to deliver the consultation component through our nationwide network of consultants who visited individuals on their premises.

In doing so, consultants promoted the ECDL brand, advised on the benefits of an ECDL certification, listened carefully and answered questions. This was all done in the context of learning and technology, both of which provided a fantastic opportunity to deliver a truly targeted, meaningful and relevant message to prospects.

PEOPLECERT's marketing mix also included supplemental ECDL brand awareness through marketing collateral in retail channels, co-branded communications activities, ongoing training and support to retail sales assistants, and more.

Through this positioning exercise, PEOPLECERT raised awareness of ECDL certifications in an ever-rapidly evolving and competitive jobs market in Greece.

CAMPAIGN DELIVERY

For the successful implementation of the project, we carried out three types of communications activities:

1. Retail stores. We communicated and promoted the ECDL brand through a major technology retailers' nationwide retail chain network.
2. Delivery of equipment. We advised eligible recipients of laptops/tablets of the benefits of ECDL upon delivery of their equipment on their premises.
3. Consultation sessions. Using the consultation component of the programme as a starting point, we then advised prospects of the benefits of an ECDL certification.

To maximise the potential ROI through this campaign, PEOPLECERT took the following measures prior to launch:

Support of activities prior to consultation sessions

- Prior to formal announcement of the 'e-Inclusion' initiative by the Greek Government, PEOPLECERT had already made arrangements for banner ads to be displayed at major retailers' premises.
- Educated eligible individuals on the benefits of the initiative via co-branding on retailers' websites with ECDL. This was done in the form of banner ads.
- Every eligible individual was given a printed ECDL flyer upon delivery of their equipment, along with a free voucher to register on the ECDL programme.
- Educated eligible individuals on ECDL by providing scripting to sales assistants in retail stores. We raised awareness of PEOPLECERT, the official provider of the ECDL programme in Greece, and highlighted the opportunity for free registration on the ECDL programme.

Support of activities during consultation sessions

- PEOPLECERT's Customer Service team, along with the ECDL programme invigilators, organised the consultation sessions on the eligible individuals' premises.
- To enable a thorough consultation on new technologies, we created a comprehensive Consultant's Guide that is utilised to its full potential by the ECDL programme invigilators.
- Individuals receive post-consultation reminders on the free registration to the ECDL programme.

IMPACT

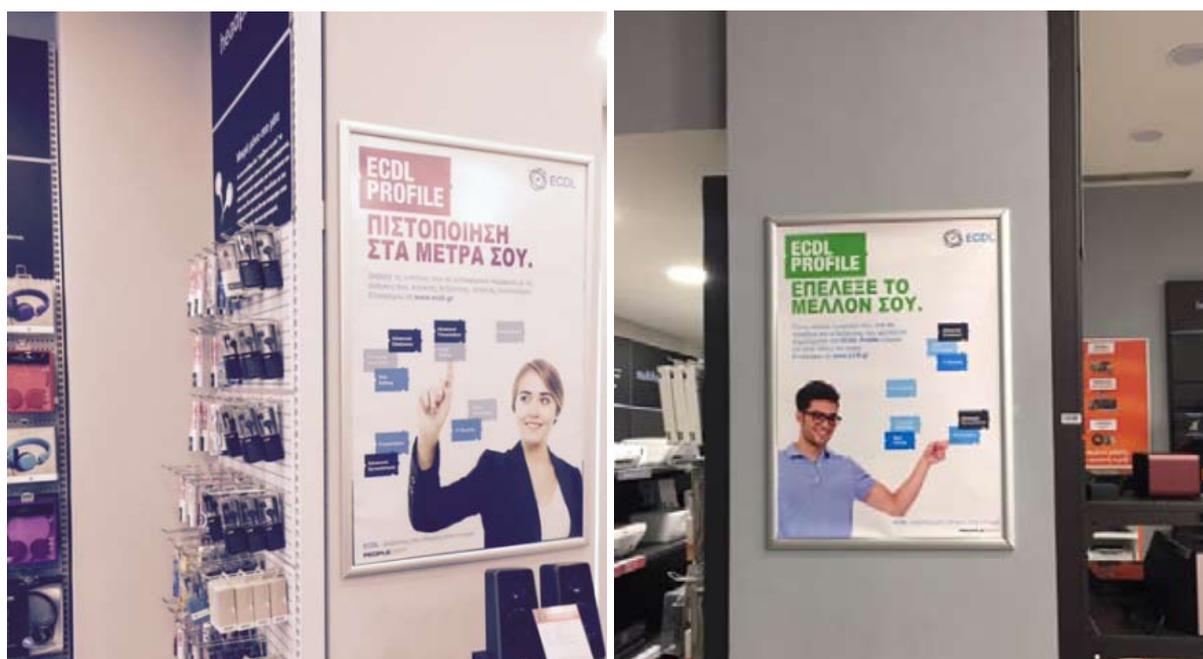
So far, 20,000 eligible recipients have received a free ECDL registration voucher and over the past 45 days, 3,500 people have had a consultation session, where they heard more about ECDL certifications.

We managed via, www.public.gr, to reach almost half of our target audience (120,000 reach / 297,000 target) within 45 days (that is, a quarter of the total campaign duration). We have received more than 2,500,000 impressions and almost half a million of targeted visitors (465,739) have landed on our campaign page.

Overall we managed to attract the attention of our target audience through their peers online and converted those impressions to actual demand with very high conversion rates (~40%).

QUOTES

“This has been a fantastic marketing opportunity for PEOPLECERT and the ECDL brand itself. The Greek market is tough and volatile, but at the same time, it shows great potential. By carefully monitoring ongoing opportunities, we are constantly coming up with innovative and effective ways to further penetrate the Greek market and promote the value of ECDL certifications.” — Marina Petritsi, Greece Business Development Director, PEOPLECERT



IRAN**OBTAINING VALIDITY CONFIRMATION FOR ICDL CERTIFICATES FOR ISLAMIC REPUBLIC GOVERNMENT EMPLOYEES****INTRODUCTION**

This programme started in February 2014 and the validity confirmation was received on July 27 2014. The objective of those confirmations by ICDL was to expand digital skills as well as to expand and generalize ICDL certificates among government employees in order for employees to utilize its benefit.

PROGRAMME EXPLANATION

During the nationwide congress of ICDL in 2014 it was mentioned that ICDL certificates were not a mandatory part of in-service training for employees.

Following that, through consultation with Ministry of Education, an initial proposal to the Interior Ministry was planned.

As the Interior Ministry and provincial governments are in charge of in-service staff education, ICDL has actively sought to obtain the licensing validity of ICDL certificates since early 2014. The Interior Minister supported the extensive expert consultation and numerous meetings in order to facilitate the process of validation for ICDL certificates. ICDL Iran has received the confirmation for the validity of its certificates as a scheduled in-service training for all government employees in August 2014.

Following this procedure, the Interior Ministry informed all its subordinate institutions about the validity of ICDL certificates, without referring to the details of it.

All 2,000,000 of the government's employees are eligible to utilize the international benefits, as well as employment benefits, of ICDL certificates.

ICDL Iran has elucidated the advantage of ICDL certificates for the human resources department of the Ministry of Education. It has received approval of the human resources department for all teachers and civil employees. They will benefit from international acceptance as well as the employment advantages of ICDL certificates.

IMPACT

Due to the importance of the certificate, four provincial governments, as well as in-service training centres of the Ministry of Education, have been involved in the process of ICDL training. In other provinces, employees' educations have been under the supervision of ICDL Iran.

The approval of the ICDL certificate's validity was followed by an increase in 23 new centres to the previously ICDL affiliated centres.

In addition to the above mentioned centres, another 7 government-affiliated educational centres have received the license for the establishment of ICDL tests.

Based on the objectives of the project, which were the expansion of digital knowledge among government staff, many employees and instructors of the Ministry of Education in various provinces have registered themselves to attend ICDL courses. This has resulted in expansion of digital knowledge as well as opportunity for job promotion.

QUOTES

ICDL Iran agents:

Have expressed their satisfaction about receiving the certificate validity confirmation. They have expressed their satisfaction about the newly established market that has been created in this context and their ability to attract more users.

Government staff (applicants) for the certificates:

Expressed their satisfaction as they were able to receive a valid and confirmed certificate, following ICDL course and the fact that certificate is approved by their employers and resulted in job promotions.

Governor's offices:

A number of governor's offices reported that due to validity confirmation of ICDL certificate, they encouraged agencies to receive ICDL certificate prior to establish training courses for government staff.

IRELAND

“BUILD IT AND THEY WILL COME” - PUTTING A HUMAN FACE TO IRELAND’S ECDL WEBSITE

INTRODUCTION

In the world of end-user computer training, the competition is fierce and the internet is where the battleground is at its fiercest. Everyone is trying to come up with website ideas that will set them apart from the crowd.

ICS Skills believes that sometimes slick, glossy websites act to hide faceless, nameless corporations, where people are ultimately processed rather than nurtured. This goes against the ethos of ECDL and indeed that of ICS Skills.

With that in mind, ICS Skills set about devising a website that would look modern, bright, colourful, straightforward-to-navigate and most of all “human”. Primarily ICS Skills wanted it to become a meeting place for customers and ICS Skills staff and for collaborating among website users themselves. This is how they succeeded...

PROJECT DESCRIPTION

The initial considerations for the project were how to:

1. Convey the message about New ECDL
2. Cater for a wide variety of customers
3. Distinguish ICS Skills from competitors

Although ECDL is a very established brand in Ireland it sometimes suffers from being pigeon-holed as ‘something that was popular years ago’. ICS Skills wanted to convey the major leap forward that New ECDL represents, in particular:

- The expanded range of modules – something ICS Skills believes is now a unique and unbeatable selling point
- The lifelong learning path that can begin with ECDL whatever your background
- New ECDL represents an ethos that puts the learner truly centre stage

ICS Skills decided “if you want to emphasise newness you need a new website”. So they completely re-designed their website with these three points in mind. The site was re-born as www.ecdl.ie taking advantage of existing brand awareness. The colour scheme throughout was consciously chosen to reflect a new, positive and modern outlook. Vibrant, bright, clean, crisp colours reach out to the viewer. The overall colour pallet was tied in

with the dual colours of the ICS Skills Logo - Blue and Orange. The viewer was invited to explore each ECDL module in as little or as much detail as desired through a simplified navigation structure. The entire site was optimised for mobile devices.

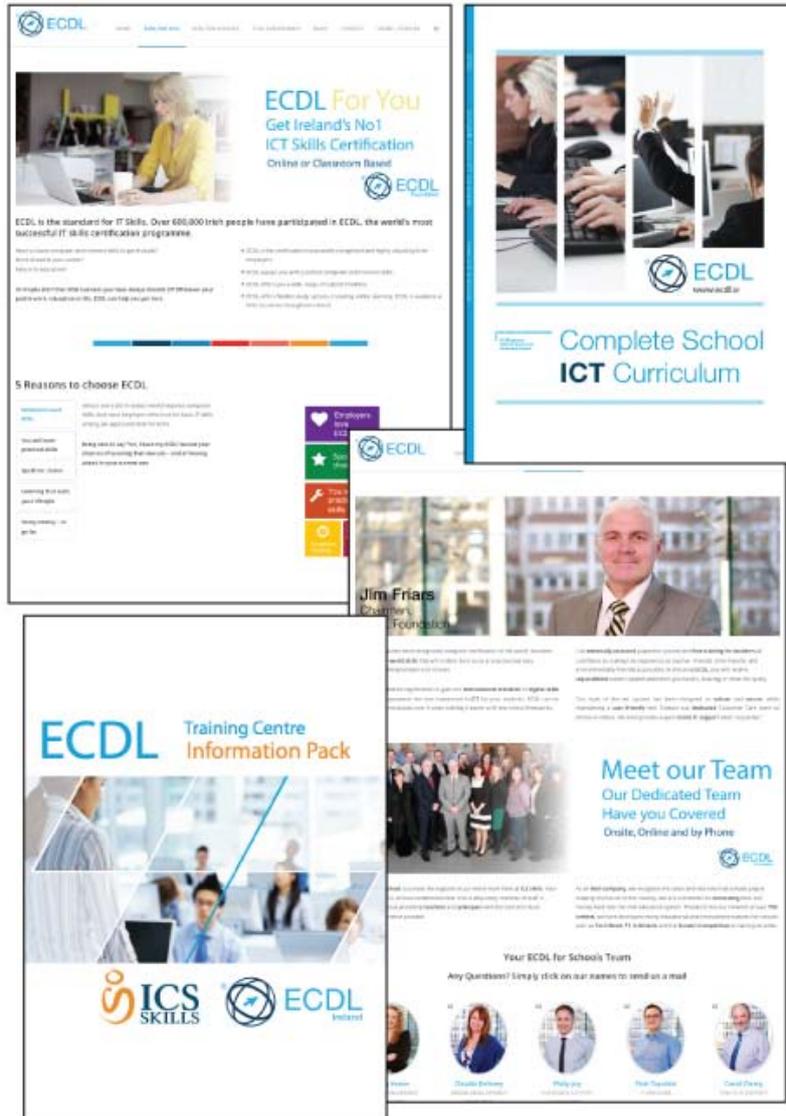
The ICS Skills centre network spans all sectors of Irish society. Rather than push what they thought their audience wanted to hear, they brought the customer (be they candidate, parent, teacher, tester or centre manager) right back into focus. They structured the website around key customer groupings resulting in ECDL “For You”, ECDL “For Schools” and ECDL “For Business” sections. Each section presents and packages ECDL as the solution to the viewer’s needs. For example, in the ECDL “For Schools” section, they offer ECDL as a complete whole school ICT solution. In the ECDL “For You” section they reach out directly to members of the public who need to upgrade or acquire new digital skills. Viewers can register for ECDL, start an e-learning course, or find a centre nearby to arrange testing or classroom training, or simply seek advice on what might be the best option for them. The introduction of an ECDL blog was seen as key to Search Engine Optimisation. Other linkages to the site are made via social media pages, till-receipts, advertisements in trade and national publications and brochures. All web searches lead to the same place, www.ecdl.ie. Brochures are used as a physical extension of the website with the same quality of design, consistency of graphics and images.

ICS Skills prides itself on its support of, and relationship with, all its clients. This relationship has often been cited as the reason people stay with the ECDL programme and ICS Skills wanted to carry that human aspect through to the website as it is essentially the ICS Skills online meeting place with current and prospective clients. Photographs of ICS Skills staff alongside their names and job titles are used on the site wherever possible, in favour of stock imagery. Viewers are invited to “meet the teams” that bring you ECDL and are encouraged to get in touch directly. They wanted viewers to feel that at ICS Skills there are people, just like them, but who recognise their potential and can help them fulfil that potential, “Our goals are your goals”. The concept of ecdl.ie as ICS Skills online meeting place is further reinforced through the ECDL Blog.

IMPACT

Even during this evolution from the old to the new website, ecdl.ie, ICS Skills is seeing a very encouraging increase in the traffic to the new website. As ecdl.ie fully takes over from the previous version, it is expected that ICS Skills will consolidate the 30% increase in traffic to the website already apparent in its early days. This will bring the site “hits” up to at least 130,000 per year. Of that 10% usually register on the site and from that 10% make at least one purchase.

This positive and very interactive response from viewers of the site has confirmed ICS Skills' belief that this project was well worth the time and effort that went into it and can highly recommend this project as one that guarantees success and increased interest in all things "ECDL".



KENYA

ICDL FOR TEACHERS

INTRODUCTION

To reach high school students, teachers must buy the idea first. Training teachers for ICDL will mean free marketing to high school students through word of mouth from teachers. The campaign is to take place during 2015. Computer Learning Centre (CLC) will first target primary and secondary school teachers, then in the long run, trickle down to high school students through the same teachers. CLC will also target high school leavers who need ICDL as a foundation to their career.

CAMPAIGN DELIVERY

CLC will partner with Kenya Secondary School Heads Association (KSSHA) and Kenya Primary School Heads Association (KEPSHA). KSSHA is a professional organisation comprising of about 7,000 members drawn from public and private secondary schools in the Republic of Kenya, with the purpose of providing professional advice to its members, spread in all 47 counties in Kenya. KEPSHA on the other hand is an organisation representing the diverse views of over 26,000 primary school head teachers in Kenya.

Both KEPSHA and KSSHA usually have a calendar of events where conferences are held for all head teachers at a county level or national level. CLC will partner with these organisations to make a presentation to teachers on the importance of ICDL for them and their teachers and for their schools as a whole. During those events, CLC will have a booth with ICDL for Teachers flyers to interact with the head teachers and provide more information.

It is through the contacts with the head teachers that CLC will book appointments to present to teachers in each school on the same. Teachers can choose to learn individually or as a group over the holidays. With an e-learning platform they can learn at their own pace and from wherever they are, at their own preferred time.

The campaign will start with Nairobi County KEPSHA and KSSHA regional and national conferences, which brings all the head teachers nationally together.



KEPSHA and KSSHA have social media pages, like Facebook, which we will partner with to advertise the 'ICDL for Teachers' course.

Digital marketing will also be used for paid ads to target specifically teachers from target audience options.

When CLC will go round presenting to teachers in schools, referral forms will be given to teachers to recommend their fellow teachers in other schools to enrol for ICDL.

Flyers for 'ICDL For Teachers' will be distributed at Head Teachers' conferences as well as in schools.

Posters for 'ICDL For Teachers' will be put up in schools in the teachers' offices and notice boards.

'ICDL For Teachers' mugs will also be distributed to teachers for branding.

IMPACT

This campaign is expected to create interest in both primary and secondary school teachers to see the importance of ICDL in their profession and enable them to enrol. CLC expects to have at least 20% of teachers enrolling per quarter.

Become a Digital Teacher by Enrolling for
ICDL FOR TEACHERS

COMPUTER LEARNING CENTRE

ICDL

E-Learning ICDL Modules

- ✓ Computer Essentials,
- ✓ Spreadsheets
- ✓ Using Databases
- ✓ Word Processing
- ✓ Online Essentials
- ✓ Presentations
- ✓ Online Collaboration

Why E-learning ICDL

- ✓ Flexible timings
- ✓ Facilitator available for consultation
- ✓ Self-determined pace
- ✓ Convenient to study
- ✓ Cost effective

Enroll Now & Get a Discount!

1st & 2nd Floor, Museum Hill Centre, Opp. Kenya National Museum, Muhihihi Road
 Training Centre: +254 02 3742809/3741912/
 +254 713 027191/734 578561
 Exam Centre: +254 020 3742809/+254 701 017558/
 +734 333307
 Email: training.kenya@itlearningafrica.com
 www.itlearningafrica.com
 WhatsApp +254724886229

Defining Quality in IT Training

ROMANIA

HOW DO YOU GET ALONG WITH YOUR COMPUTER?

INTRODUCTION

‘How do you get along with your computer?’ is an online video campaign launched by ECDL ROMANIA in November 2014, targeting young people aged between 14 and 20 years old. The campaign ends in March 2015.

Secondary students are a very important public for ECDL in Romania as they can benefit from the ECDL PROFILE BAC certificate, skipping the Digital Competencies exam at Baccalaureate.



Making ECDL attractive for youngsters led to developing an online viral campaign consisting of 10 short videos posted on YouTube, and a video contest taking place on Facebook.

Today, the easiest way to target students is by approaching them directly in a familiar online environment, where they are permanently engaged, due to their smartphones.

The campaign aimed at leading young people to the web site www.ecdl.ro and increasing conversions.

CAMPAIGN DELIVERY

After internal brainstorming and briefly consulting an agency, it was agreed the idea of creating video stories around the question “What if a computer was human?”. This is how two characters were created, and two talented young actors brought them to life: Tibi, the student trying to get along with his PC, and Doru, the human PC that gives Tibi headaches.

A production company filmed 15 versions of short videos (30 to 50 seconds) from which 10 of them were selected by the ECDL ROMANIA team to be promoted in two stages: 5 videos for the first school semester and the other 5 for the second semester.

Under the slogan, “How you get along with your computer? Take action with ECDL. Enter on www.ecdl.ro“, the videos presented 10 different funny situations in which, after meeting, Tibi and PC Doru hardly understand each other and Doru is unresponsive to Tibi’s

commands. For both promotional phases, the 10 videos were conceived and promoted as a weekly serial broadcast online. The videos were posted on the ECDL ROMANIA YouTube account, www.ecdl.ro and ECDL ROMANIA Facebook Page.

Google AdWords was used for increasing YouTube visibility, and the videos were also promoted with Facebook Ads.

For the second stage, the students were encouraged to post their own funny videos in relation with their computers: maximum 20 seconds in which they can prove how they actually get along with their PC. They can subscribe their videos on ECDL ROMANIA Facebook Page until March 31st 2015 and in the end, the actors playing Tibi and Doru, together with the ECDL videos film director will award to one selected video a prize consisting of a laptop and ECDL vouchers.

The video contest was promoted by Facebook Ads, direct mail and announced on the online contest web pages, which are very popular.

IMPACT

The videos gathered almost 100,000 views on YouTube and Facebook and the online traffic doubled on www.ecdl.ro

The YouTube channel gathered over 300 subscribers, as in the beginning it had none.

Dozens of 20 second videos inspired by the ECDL campaign were posted by teenagers on the ECDL ROMANIA Facebook Page for the film contest.

The most relevant impact is the almost 15,000 ECDL unique series that were purchased for secondary students in this period.

RUSSIA

LIFE-CHANGING OF ECDL IN RUSSIA IN 2014

INTRODUCTION & TARGET AUDIENCE

In March 2014, the new CEO of White Stone Ltd (ECDL Russia), Irina Oleynik during a meeting with representatives of existing test centres, announced series of initiatives and promotional activities with an overarching theme of promoting access to ICT through ECDL.

Activities were coordinated in campaigns which planned to attract new candidates in current ATCs, provide information about ECDL to the general public in Russia, to popularize ECDL, increase the territorial reach of ECDL in Russia, to increase interest of HR managers in corporations for future recognition of the Certificate, and to create a contacts base of new profiles for the daily cooperation in educational sector.



CAMPAIGN DELIVERY

In 2014, ECDL Russia took part in several multi-industrial trade fairs (Education, HR, Health). Among others, ECDL Russia has exhibited and presented at: “Educational Sphere” (110 participants from 5 countries, 3 republics and 15 regions of Russian Federation. More than 1000 visitors); “Higher Education for your Child” (more than 3700 visitors); “HR-Summit” (more than 400 visitors); “The best practice of marketing activities in educational sphere” (around 50 participants); “Education and Career” (more than 450 participants with 35,000 visitors); “Innovations in informational technologies and education” (more than 400 visitors); “I choose a profession” (more than 100 visitors); “ITMED Russia” (more than 400 visitors) and others. The visitors were pupils, students, parents, heads of schools, colleges, higher institutions, teachers, and heads of HR departments from companies.

Activities with representatives from ECDL Foundation and CEPIS: On the 13th of March 2014 in one of the current ATCs, the Graduate School of Corporate Management for the Russian Presidential Academy of National Economy and Public Administration (RANEPA) – a university with 63 branches in 53 regions of the Russian Federation with total number of students more than 200 000,–, an International Conference “ICT competences of

employee-the benefit of the company” took place with the participation of Ms Fiona Fanning and Mr Frank Mockler. The audience consisted of representatives of other high educational institutions, HR staff from leading companies, training authorities and others. In October 2014, during the official visit of the ECDL Foundation CEO Mr Damien O’Sullivan, a meeting was organised in one of the Moscow Test Centres — Plekhanov Russian University of Economics (107 years of history, 30 branches in RF, 64 000 students). The staff of the ATC conducted an informative tour on university, acquainted with technical base of educational process.

In the summer of 2014, ECDL Russia began cooperation with an international association of ISIC. ECDL Russia provides a discount of 15% in ATCs to candidates who are holders of ISIC cards, ITIC, IYTC (110,000 holders of ISIC cards in Russia, promotion actions in 72 partner HIGHER EDUCATION INSTITUTIONS, the regular publication of news on the web-site www.isic.ru, in social networks and by e-mails, information posters, booklets, leaflets).

During the second part of the year, ECDL Russia actively took part in various conferences and activities organised by current ATCs as the official participants with presentations about ECDL. Some examples include: Round table “Modern education in information society” to coincide with the International Day of Information Society; the Festival “World of IT”, which allowed to draw attention to a question of wide use of modern information technologies in educational process, increase motivation to processes of training in new ICT, procedure of passing of certification and obtaining documents of the international level. Some of the activities involved representatives of Microsoft, Autodesk, and others.

In 2014, ECDL Russia, using an on-line platform, created a QUIZ, with different variants of questions about ICT basic knowledge for 3 target audiences – pupils, students and teachers. The total number of participants reached approximately 600 people at different times during several events in Russia. Top scorers were awarded vouchers for one free ECDL test. Vouchers were valid for any Module to be take in any ATC in Russia. In total approximately 70 test vouchers from ECDL Russia were issued.

Special for pupils (14-17 years old) the QUEST “Forgotten Worlds” was created. All the tasks are created due to the ECDL theme. The quest considers to have 3-4 teams, the programme of the quest is planned to have 4 stages “E” “C” “D” “L” with tasks. Young people are taking part in such Quest with fun and enthusiasm. The quest is used by our ATCs to attract the candidates from schools. Top scorers were awarded vouchers for one free ECDL test. Vouchers were valid for any Module to be take in any ATC in Russia

November 12th, 2014 in the State Duma of Federal Assembly of Russia “The Student of Year — 2014” award ceremony took place. Victoria Korotayeva, the owner of the award “Student of Year-2014”, the student from Graduate School of Corporate Management (ECDL ATC in Russia) in the Russian Presidential Academy of National Economy and Public Administration (RANEPA), during testing session of ECDL Module “Spreadsheets” gathered the greatest possible number of points – maximum 100.

In December 2014 ECDL Russia awarded 9 ECDL test vouchers to the winners of the “5th International competition of pedagogical skill on application of ICT in educational process “A future formula – 2014”. Among winners there were teachers from various schools in Russian Federation. Competition was held already for the fifth time under the auspices of the Ministry of Education and Science of the Russian Federation, and in 2015 we will have even more opportunities for participation: we will speak not only about application of Electronic Learning Resource (ELR), but globally - about application of ICT in educational process.

To support a lot of new marketing products were created, in order to be able to use it during events, fairs, presentations, to be able to make small gifts and presents to the partners and ATCs. The marketing campaign is using the New ECDL colour scheme, pictures and design. All materials are ECDL branded - roll-ups, folders, leaflets, pens, corporate chocolates, Christmas baubles, brain-twisters. Best practice booklets and the ECDL Syllabus have been translated into Russian.

At the end of 2014 the newly developed website www.whitest.ru / www.ecdlrussia.org has been launched using ECDL Foundation guidelines. The website has extensive information about programmes and their advantages. Various target audience may find information relevant to them: candidates can easily find the nearest test centre using the map, candidates and test centre representatives can fill in the question form on-line. The website content includes all needed information. To attract additional traffic to the website and increase ECDL brand recognition in Russia - creation of new pages/accounts on Facebook, Twitter, and VKontakte were created.

IMPACT

The outcomes are increasing the number of candidates in current ATCs, opening new centres in educational institutions, involving them in international cooperation, increasing the students mobility, elaboration of the pilot projects to use it as best practice in future, direct contact from potential candidates, sustainable dissemination of the ECDL

programme in Russia, involving the corporate sectors to consider ECDL certificates as benefits, increasing the interest in society to the certification programmes.

QUOTES

“The opening of the ECDL test centre is a unique opportunity which will be given to the students by the Presidential Academy to gain international recognition (ECDL Certificate) and to confirm knowledge in the field of information technologies as well as to be integrated into the world community” — Dean of the Graduate School of Corporate Management (RANEPA) S. O. Kalendzhyan



SRI LANKA

SAFER INTERNET DAY 2015 MARKED IN COLOMBO

INTRODUCTION

With so much information being shared over the internet each day, online safety is becoming more important. The internet is being used on a daily basis for longer periods, and with greater frequency; not just for surfing the Web, but for accessing schoolwork assignments, developing personal interests, and contributing to the Web's diversity by uploading video content, social networking etc.



ICDL Sri Lanka forwarded an expression of interest to the Safer Internet Day Team at Insafe Network in Brussels. As ICDL Sri Lanka has been serving and providing ICT skills and development to children and adults in the country for almost 12 years, we already had the pre-requisites to apply for this status. The SID team immediately replied to us indicating that, as they do not yet have a SID Committee in Sri Lanka, they would like ICDL Sri Lanka to lead on in this role. As such, ICDL Sri Lanka was selected to serve as the Safer Internet Day Committee in Sri Lanka, to organise awareness campaigns and promote safer use of the internet among youth and children in the country.

As it is the first time that Safer Internet Day was being celebrated in Sri Lanka, it was a wonderful opportunity for us to position 'ICDL Sri Lanka' as an organisation that supported the wellbeing of the society, and highlight the benefits of ICDL too. The campaign also created a forum to address the issue of the 'Fallacy of the Digital Native' and to introduce the IT Security module.

The target group for the campaign were principals/heads, teachers and students of schools in the government, private and international sector, teachers and students of higher education/training institutions, and significant persons from several private and governmental organisations in the ICT industry.

CAMPAIGN DELIVERY

Insafe granted us access to create a profile on the Safer Internet Day website in order to promote the activities and events supporting safe internet use, and have access to a closed member's forum where the support of other SID Committees and supporters could be received.

The theme for this year's Safer Internet Day campaign addressed the responsibility that we must all take in making the internet a better place. Therefore, we followed a collaborative approach with other organisations which are actively participating in digital safety initiatives, to promote safer and more responsible use of online technology and mobile phones, especially among children and young people in Sri Lanka.

We organised a series of activities with the endorsement and support of the ICT Branch of the Ministry of Education, the National Child Protection Authority, Sri Lanka Computer Emergency Readiness Team (CERT), UNICEF Sri Lanka, and several other organisations namely, Dialog Axiata the leading telecommunications company in Sri Lanka, Microsoft Sri Lanka and 3M Lanka.

To mark the day, ICDL Sri Lanka organised an event on Safer Internet Day - 10 February 2015, at the Bandaranaike Memorial International Conference Hall, Colombo under the theme 'Let's create a better internet together'. The new Chief Executive Officer of the ICT Agency of Sri Lanka, Mr. Muhunthan Canagey graced the event as Chief Guest. The event constituted presentations on the theme for the day, and a panel discussion with key stakeholders and activists of Online Safety in the country, highlighting the current issues and educating participants on methods to safeguard youth and children from illegal/harmful content and conduct online. Those who attended the event were presented with a pack of co-branded educative resources, notebooks, banners and posters with help tips on using internet and mobile technology safely, sponsored by Dialog Axiata. The educational resources were compiled with the contribution of Sri Lanka CERT, Microsoft Sri Lanka, UNICEF and ICDL Sri Lanka.

IMPACT

Through the main event organised on Safer Internet Day, we were able to reach out to the target group, comprising over 350 participants. The feedback from participants was overwhelming, and some of the schools, higher educational institutions and other organisations requested us to organise separate awareness programmes for children, youth, teachers and parents attached to their organisations – which has enabled us to conduct the campaigns on a long term basis.

We were also able to gain media mileage through this event on television, print media and social media. We intend to celebrate Safer Internet Day as an annual event in the calendar for ICDL Sri Lanka

The campaign effect produced several enquiries via phone or email, with individuals and organisations asking detailed information about ICDL and a part of them showed interest in taking up ICDL. Another positive impact was the interest of some training institutions to become an Accredited Test Centre for ICDL.

QUOTES

Some of the endorsing/partner organisations shared their thoughts on the Safer Internet Day campaign:

“UNICEF is pleased to support the Safer Internet Day organised by the Insafe Network. We are also delighted that ICDL Sri Lanka has been selected to serve as the Safer Internet Day Committee in Sri Lanka, and will be organising awareness campaigns to promote safer use of the internet among youth and children in the country. UNICEF is pleased to support this campaign.”

“Sri Lanka CERT|CC being the flagship body for information security in Sri Lanka is happy to be part of the ‘Safer Internet Day 2015’ organised by ICDL Sri Lanka.”

“Microsoft is happy to be a partner of Safer Internet Day. One focus of Microsoft Digital Crimes Unit (DCU) is addressing the issue of technology-facilitated child sexual exploitation, particularly the exchange of child pornography. DCU works closely with governments, expert NGOs, researchers, industry, law enforcement and others on new and important ways to combat these threats to better protect children from further harm.”

“Dialog Axiata takes great pleasure in partnering with ICDL Sri Lanka to promote safer use of the internet among Sri Lankans. This campaign organised in conjunction with international Safer Internet Day 2015, is of significant importance, as this partnership aims to promote the safer use of the internet particularly among youth and children. We wish to extend our appreciation to ICDL Sri Lanka for giving us this opportunity.”

SWITZERLAND

MY ECDL ONLINE PROFILE WITH SOCIAL MEDIA SHARE FUNCTION

INTRODUCTION

Every candidate that signs up to the new ECDL programme is provided with a personal ECDL Online Profile linked to their personal ECDL registration number. Straight after taking a test, the candidate can access their test results and all certificates in PDF form. Exam results and certificates can be shared directly on the social media platforms Facebook, Twitter, LinkedIn and XING. This strengthens the ECDL brand (image) with existing candidates and introduces ECDL to their Facebook friends and Twitter followers.



Taking the ECDL Foundation’s original concept of the Online Profile, we added the option to easily share positive as well as negative test results to several social media platforms. For the different platforms we defined default share messages for passed exams, certificates and diagnostic test results. In addition, candidates see a short message from ECDL Switzerland when they log in after taking an exam. We either congratulate the candidate on doing well, or encourage candidates with low scores to retake the test. With this, we are putting our focus on the candidate and hopefully encouraging them to communicate their ECDL test results with their friends and family.

With our ECDL Online Profile, our candidates are able to very easily access a record of their results and their certificates in PDF form. Candidates especially appreciate the PDF they can create with all their passed modules, which they can use for job applications.

Our goal is to engage with our candidates, encourage them to take further modules and keep in touch with them after they have received an ECDL Base certificate, to encourage them to keep on enhancing their skill set with e.g. a Standard or an Advanced certificate.

As our Online Profile is popular with candidates and has been visited by 75% of them (see impact) we will continue to develop it as a marketing tool.

CAMPAIGN DELIVERY

The ECDL Online Profile, including the social media sharing function, was developed for the ECDL Switzerland Group by a Swiss web application company. It has a direct

interface with the test provider Sophia Testing and is used in German, French, Italian, English and Dutch.

How Do Candidates Learn About Their Personal ECDL Online Profile?

The PDF with the ECDL ID Number (former Skills Card Number) each candidate receives also has his or her personal login data for the Online Profile on it. This PDF is handed to candidates by their Test Centre and automatically sent by email after taking the first certificate exam.

In addition, the Online Profile was introduced to ECDL Testers during face-to-face training courses. These Testers could then call attention to and explain the benefits of the Online Profile to their candidates.

IMPACT

For Switzerland overall, the new ECDL has had a positive effect on the number of candidate registrations and has also led to an increase in the volume of tests taken. The ECDL Online Profile is an important element of the new ECDL in Switzerland and has certainly contributed to the positive general development.

75% of all new ECDL candidates have visited their Online Profile at least once.

The following data show the use of and interaction with the ECDL Online Profile in the first year:

- 11,688 users (54% male; 46% female)
- 34.3% returning users
- 16,991 sessions
- 79,713 page views
- 12,552 page views for “My Results”
- 8,035 page views for “My Certificates”
- On average, 4.7 pages are viewed per session
- The average session duration is 3.53 minutes

A brief qualitative analysis shows that the ECDL Online Profile has been very well received by candidates and Test Centres.

AFGHANISTAN**ENGLISH LANGUAGE AND COMPUTER LEARNING CENTERS (ELCLCS) IN AFGHAN PUBLIC UNIVERSITIES****INTRODUCTION**

In order for students and faculty members at Afghan universities to keep up with global standards and to communicate with other academics, basic knowledge of computer skills and English language are essential.

The Afghanistan Higher Education National Strategic Plan 2010-2015 includes these as high priorities.

Computer skills and English language are the main areas to be developed at Afghan public universities under a project implemented by Educational Support

Organisation (ESO), which is ICDL Asia's Accreditation Partner in the territory of Afghanistan since 2012.



Beside the other educational activities, an outreach goal of the ECLCL project is to provide computer skills training programmes through ICDL Curriculum to at least 10,000 Afghan university students and faculty members per year. The centres under this project are operated to serve as programming platforms offering computer training classes, access to reliable Internet connectivity, library facilities, and programming venues at universities throughout the country.

After having been trained at the ELCLCs, university students will have the required computer skills to gather resources from international academic journals and online libraries. They will learn to use these resources in their assignments as well as in doing extensive research in their major of study. University faculty members, on the other hand, can use the mentioned resources to update their teaching materials and to explore the new findings of famous scholars in their respective fields of expertise. Additionally, the ELCLCs' trainings improve participants' chances to be selected for international scholarships and job market.

PROJECT DESCRIPTION

The English Language and Computer Learning Center (ELCLC) system is completely Afghan-led and Afghan-staffed. This system was built upon the needs of Afghan universities in terms of computer literacy and is organisationally mature after three years of implementation by ESO. The project is funded by the Embassy of United States of America in Kabul, Afghanistan.

This project manages ten centres at: main facilities of Ministry of Higher Education, Balkh University, Balkh University Faculty of Education, Herat University, Herat University Faculty of Education, Kabul University, Kabul Polytechnic University, Kandahar University, Nangarhar University and Sheikh Zayed University of Khost. Every ELCLC is equipped, at minimum, with classrooms for instruction, computer labs, high-speed internet access and Computer Assisted Language Learning (CALL) technologies. The centres provide computer skills training through classes, primarily courses leading to receiving the International Computer Driving License (ICDL).

ELCLCs' centres accept new beneficiaries through a quarterly admission process. All beneficiaries are called for a placement test and placed in related ICDL modular courses. Programme participants will be evaluated based on a pre- and post-test procedure. They will also pass practical tests prior to actual ICDL certification tests.

Education for women has always been a challenge in Afghanistan. The ELCLCs actively recruit female participants and female ICDL trainers and provide separate training for them if required to increase female participation. Currently, 35 percent of the trainees are female (in the context of an average of 20 percent or less female enrolment at Afghan university level).

IMPACT

ICDL training programmes have been a success as they have dramatically improved computer skills of universities' students and faculty members as well as the Ministry of Higher Education's employees. Since 2012, a total number of 32,943 beneficiaries (students, faculty members, staff) have received training of at least one ICDL module.

ICDL training programmes have enabled and met every individual's specific needs. The professors and lecturers are now able to use computers and the internet for updating their methodologies, making PowerPoint presentations rather than lecturing from their books, communicating with their students through emails and making their handouts in Word Processing, calculating the students' scores through spreadsheets and keeping their records digitally through databases. Furthermore, the students are able to use computers and the internet to do their assignments and communicate with their lecturers and administrations through emails.

Nowadays, having computer skills is an important requirement for job opportunities as all the national and international offices in Afghanistan are looking for and hiring the applicants who can operate a computer and can communicate through emails. Fortunately, ELCLCs' ICDL training programmes have offered ICDL to thousands of students, who have then used their ICDL knowledge for hunting jobs.

Due to limited amount of funding, the project is committed to introduce 100 top students to the ICDL certification programme per year. Other willing candidates will register for the ICDL certification programme at their own cost. The candidates' passing rate has been 95%.

QUOTES

“Our lecturers are extremely interested in updating their resources and methodologies and are always looking for ways to do things faster and better. ICDL training programmes have provided them with valuable tips and skills on how to do computer-based and online research activities.” — Prof. Abdul Tawab Balakarzai, Deputy Chancellor for Academic Affairs of Kandahar University

AUSTRIA**VOCATIONAL EDUCATION TEACHERS GO FOR ECDL****INTRODUCTION**

Digital media have arrived in the classroom. Personal computers, notebooks, tablets and smart phones have become part of regular class. Students grow up with digital media. It is, therefore, essential that teachers learn media skills and keep up-to-date or they will be overtaken by their students in the digital world. Furthermore, today's school administration runs on digital media and no teacher can escape from the digitalisation of the school administration. Teachers must enter absences as well as exam dates and marks in computer programmes. Class preparation is also done digitally. Therefore, each teacher must have a minimum of media competence.

PROJECT DESCRIPTION

Within the vocational education training (vocational education teachers) the University of Teacher Education (PH) Vorarlberg offers the subject Applied Informatics. It aims at enhancing media competence. Future teachers are trained to take the ECDL Base exam here. The Federal Province of Vorarlberg supports this project and covers 50% of the exam fees (i.e. approx. € 80) for teachers who pass the exams.

Teachers are also encouraged to use their ECDL skills at school. ECDL is also offered to students at vocational education schools. After their own successful exams, some teachers pass on their newly acquired knowledge to students and prepare them in class for ECDL exams. The business where the apprentice is trained covers 80% of the exam fees (approx. € 225).

IMPACT

Teachers are trained in handling digital media. This makes daily work at school easier. In addition to preparation work and teaching in class, there is a massive workload of administrative tasks. Digitalisation can make life easier for teachers but only if they have the necessary skills. ECDL gives them these skills. The teacher's self-confidence in dealing with digitally competent students in new media is also raised. After the ECDL exams teachers are familiar with the technical terms of the digital world.

Students can also have their computer skills certified by the ECDL. This is especially important for job applications. A standardised certificate allows the prospective employer to get a better idea of the skills of the applicants. Besides, ECDL and the automatic test

system, Sophia, raises the reading competence of the students. Reading competence is a crucial factor for success on the labour market. That is the reason why the business where the apprentice is trained takes over most of the exam costs.

QUOTES

“The digital world changes quickly. For me, as a teacher, it is a great challenge to keep up with this speed. I must keep learning and have my knowledge certified. ECDL is a perfect choice here, not least because it is an international standard. I can use the contents of word processing, presentation and spread sheet one-to-one at school. This makes my life as a teacher much easier.” — Bruno Bereiter, Teacher at the vocational training school Dornbirn 2, Vorarlberg



IRAN**TRAINING TEACHERS & STUDENTS AT SCHOOLS IN SUBORDINATED REGIONS OF EDUCATIONAL DEPARTMENTS****INTRODUCTION**

ICDL Iran conducts multifaceted and diverse training programmes for various individuals in society. As ICDL Iran is regarded as a subdivision of the Ministry of Education, one of the substantial objectives of ICDL Iran is teaching computer skills to the students and other employees of the Ministry of Education.

To achieve this objective, a training programme was conducted for the students and teachers, starting in April 2014, via the ICDL Iran Foundation centre, as well as at affiliated locations, in order to improve the level of technology in training and education. As the main centre is located in the capital city, consultations and execution of the training project were conducted in seven of the nineteen educational districts of Tehran.

**PROJECT DESCRIPTION**

In order to achieve implementing computer science and expand digital knowledge in the education system, ICDL Iran and the education district expressed their readiness to participate in the learning and examination.

ICDL Iran explored the technical capabilities of school system, and if they met the criteria, ICDL Iran sent educators to these schools. After completion of the educational programme and examination, the certificate is issued. A total of 1000 students and employees registered and received logbooks, and among them, 300 have succeeded in obtaining ICDL certificates.

Executive Obstacles

The costs and expenses of the logbooks and conducting the examinations resulted in a lower number of students and teachers welcoming the programme. We were able to resolve the issue by providing some discounts for the participants.

IMPACT

The programme has created an eagerness to learn, specifically in the elementary school level.

Likewise, the teachers' capabilities to manage and deliver knowledge and skills to classes improved and became more effective. As the majority of the schools in the Islamic Republic of Iran have paved the way through teaching more intelligently, most teachers realised the need for the minimum standards of digital knowledge. With the completion of these courses, a vast number of instructors are interested in learning other pertinent ICDL skills, and they also encourage their colleagues to learn ICDL skills.

The costs and expenses of the examinations and training programmes are provided by both the students and teachers who participate in these courses.

QUOTES

School principals

1. The work efficiencies of teachers have improved.
2. The programme resulted in enhanced efficacy.
3. The course contents are transferred to the students in a more practical way.

Teachers

1. Participation in the courses has resulted in a situation which we are able to present items by using applied programmes such as Word and PowerPoint in the classroom.
2. Delivering the educational materials more easily.
3. We deliver useful information from internet to the students.
4. Participation of the student in educational projects enhanced.

Students

1. We are more involved in our class activities during the course.
2. By using learned software, we are quite able to complete projects and present them in the classroom
3. Understanding of subjects in the course is easier.
4. We have gained the access to the extensive source of information.

Students' parents and guardians

1. Our children are more eager to attend in school.
2. Our children encourage us to attend the ICDL training classes and getting the certificates.
3. Our children dependence to complete their homework has been reduced.



KENYA**OPERATION GO DIGITAL WITH ICDL****INTRODUCTION**

Operation 'Go Digital with ICDL' is meant to offer a high quality and relevant end-user programme that promotes mastery of knowledge and skills that will contribute positively to nation building and provide responsible leadership. The ICDL programme is ideal in providing quality, relevant and professional education as far as the usage of ICT is concerned in its diversity. This operation was implemented from September 2014 to February 2015. The project target group was O-level leavers.

**PROJECT DESCRIPTION**

The project was implemented in the following ways:

1. Development of state of the art learning labs fully equipped with modern ICT facilities which include projectors, projector screens, whiteboards and flat screen monitors.
2. Reliable Local Area Network and internet connectivity.
3. Quality content delivery through PowerPoint presentations using projectors.
4. Classrooms projected simulated practical oriented demonstrations.
5. Self-taped video and audio of trainers projected in classrooms to reach out to students unable to attend regular sessions.
6. Installation of branded ICDL sitting shades located at strategic sites with high traffic of targeted audience.
7. Usage of neon billboards to enlighten high school leavers about the benefits of pursuing ICDL programme.
8. Well co-ordinated and disseminated tests.
9. ICDL Profile certificate issuance through ceremonies where students are awarded certificates. Afterwards, the in attendance audience is taken through the importance of going digital with ICDL certification.

IMPACT

The following effects were noted:

1. Increased candidates/client enrolment, from 30 to 87 students
2. Increased phone-call inquiries about the ICDL programme as follows:
 - September to December 2014 – 41 inquiries.
 - January to February 2015 – 109 inquiries.
3. Increased traffic in our social media such as our Facebook page and email inquiries.
4. Regular visits by high schools to our modern facility.

QUOTES

Client Quotes

“This college is going places. Thank you for the excellent work going on here” — Abu M Simidi

“Awesome place and learning environment” — Derek Lwembe

“Well served. Excellent institution” — Betsy Jepkoech

“Thank you, the services were helpful and professional” — Zipporah Wanyoike

Test Centre Feedback

“Satisfied by extensive teaching” — Mark Njoroge

“Am satisfied with notes offered and mode of teaching” — Joyce

“Satisfied with content delivery” — Jemimah Kamau.

“Well co-ordinated exam sessions” — Lusweti David.

POLAND

COMPETENT E-TEACHER

INTRODUCTION

The “Competent e-Teacher” project was carried out between 1 September 2013 and 31 June 2014 in the Silesian area. The main goal of the project was to raise the competences of 100 teachers, mainly from rural regions, in the field of using ICT skills in education. The detailed objectives of the project were: effective use of media in education, ability to use Open Educational Resources and cloud computing, proficient use of interactive whiteboards as well as e-learning platforms in self-education of teachers and students. The knowledge that participants have gained during the training courses was validated by external EPP e-Teacher certificate issued by Polish Information Processing Society (PTI), as a part of ECDL Profile curriculum. The trainings conducted during the project were compatible with the EPP e-Teacher syllabus. It is supposed to enlarge teacher’s knowledge and prepare them—with other ECDL modules—to use ICT in education and upbringing work at school, which is an institution of information society.



PROJECT DESCRIPTION

The project was initiated by the Association of Computer and Matters of School KISS, which cooperates with ECDL Poland. The EPP e-Teacher test was created to cover the needs of the teachers in the area of ICT knowledge and skills. The project actions were closely related to the EPP e-Teacher syllabus and divided into two parts. The first part of the course lasted 40 hours and it prepared the participants for the EPP e-Teacher test. The e-learning platform was prepared especially for them. It provided training materials, exercises and the possibility to ask some questions to the coaches at any time. The exams were conducted in Silesian Examination Centre KISS and 100% of the participants passed them, achieving good results. The second part was practical training at their workplaces. They were divided into 10 groups (10 people each). The classes were carried out with a use of modern educational practices such as interactive whiteboards, computers, tablets, smartphones and the internet. Additionally, participants could still use the e-learning platform to get some extra lessons as well as to individually talk to the coaches to prepare their final work for the practical EPP e-Teacher test. The result of the participant trainings was scripts of the lessons, which are a good example of using ICT in

education, for other teachers in Poland who use those scenarios to date. The realization of the practical part of the test was the real challenge—trainers and testers worked very hard to help participants get the best possible results. 84% of the participants tried to pass the second, practical part, which is more difficult than the first one, and got the full EPP e-Teacher certificate. Their works were uploaded to the cloud platform and graded by independent ECDL testers. All participants were invited to pass some ECDL modules in the future to achieve the ECDL Profile certificate. At the end, the participants presented their best works and received the e-Teachers certificates. It all took place at a special conference which hosted authorities of ECDL Poland's organisation. The Competent e-Teacher project was funded from European Union funds. It was approved by Silesian Superintendent of Schools and it appeared in the nationwide 'Digital School' programme, which stood for raising the ICT competences in education.

IMPACT

The "Competent e-Teacher" turned out to be a successful project for the society of teachers, Association KISS and ECDL Poland. 103 people took part in the project (72 women and 31 men). 85 of them were hired in primary and middle level schools located in rural areas. The ECDL examination conducted before and after the project showed a significant increase of knowledge and abilities of the participants.

Thanks to the project, teachers gained:

- a lot of ICT knowledge and skills useful at work in modern schools
- a valuable certificate, which enriches their CV
- self-confidence and the ability to effectively use the modern ICT appliances

The project host – Association KISS benefits:

- new possibilities in the field of sharing a good practices
- acquired a lot of new, active members
- initiated the educational platform that can be used by anyone
- received plenty of new examples of good practices in the area of using ICT for educational purposes

ECDL Poland benefits:

- EPP e-Teacher and ECDL Profile certificate dissemination
- worked out and verified procedures of passing the EPP e-Teacher test and EPP e-Teacher practical part
- increase of interest in EPP e-Teacher certificate in Poland

QUOTES

In his letter, Silesian Superintendent of Schools said:

“The projects that give the teacher an opportunity to educate himself, gain new competences and make use of the owned knowledge in practice are extremely precious. It is very important to bring the digital devices into general use in the process of education. E-learning course in using the modern technology in education, carried out during the project, was a valuable and interesting initiative.”

Beata Chodacka, the representative of ECDL Poland took part in the conference. She handed over the certificates to teachers and gave an opinion about the project. Mrs. Chodacka said that it is a very valuable initiative and that the organisers put their hearts and a lot of effort into this project which was a good example of advertising ECDL in education environment in general.

ROMANIA**DEVELOPMENT OF DIGITAL LITERACY FOR SECONDARY STUDENTS THROUGH INNOVATIVE MEANS****INTRODUCTION**

The Baccalaureate in Romania (final exam at the end of high school) includes, since 2010, a mandatory Digital Competencies testing session that can be validated with the ECDL certificate.

It is known that students who possess digital skills will enjoy a rich educational experience and will be better prepared for life, work and further studies. Using technology in the learning process means better performing in school and better motivation to learn.



Together with implementing New ECDL in 2013, ECDL ROMANIA developed a special ECDL PROFILE BAC certificate according to the high school curricula for Baccalaureate that was widely promoted by all ECDL Test Centres in Romania and with support from the Ministry of Education and the County School Inspectorates.

The project 'Development of Digital Literacy for Secondary Students through Innovative Means' is co-financed by European funds and is the initiative of two County School Inspectorates together with ROMFRA ECDL Test Centre, and gives the opportunity for 4,100 secondary students to be trained and to get their ECDL PROFILE BAC certificate with no costs.

PROJECT DESCRIPTION

Starting April 2014 and until August 2015, the County School Inspectorates in Teleorman and Dolj together with the Romanian – French Friendship Association, ROMFRA, and SIVICO Romania are implementing the project 'Digital Literacy for Secondary Students through Innovative Means' (ID 142344). The project is co-financed by the European Social Fund.

The general objective of this project is to support the modernisation process of school education by expanding learning opportunities for students, aiming at developing skills and improving school performance, in order to avoid functional illiteracy, through the use of innovative tools for teaching, learning and assessment, for the target group of the project, consisting of 4,100 students in secondary education. Apart from ECDL training and testing

sessions, 1,500 of these students also attend programmes for active citizenship and entrepreneurship, and 3,000 of them will benefit from guidance and counselling services.

25 high schools in 10 cities in Teleorman and Dolj county are involved by the School Inspectorates in the project. The ECDL training and testing sessions take place in these selected schools for the students to easily attend.

The students in these 25 high schools were able to subscribe for the ECDL, active citizenship and entrepreneurship sessions and will also benefit from counselling regarding their future career.

The ECDL training and testing sessions are including the following ECDL Modules that form the ECDL PROFILE BAC for secondary students: Computer Essentials, Online Essentials, Word Processing, Spreadsheets, Using Databases and Presentation.

There are 45 hours of face-to-face ECDL Training for each group of students, 14 hours of on-line courses and 6 hours of testing. A group is generally formed of 20 students. Also, there are 43 ECDL trainers and accredited testers involved, who are teachers in the selected schools. The project includes high school students of all grades, and aims for the graduates to benefit from the opportunity to validate their ECDL certificate as Baccalaureate.

IMPACT

Through its activities, the project will generate a number of benefits, such as: increasing digital literacy among students, improving school performance and student achievements on national tests, increasing interest in education, primarily for the study of ICT, and shifting the emphasis of the educational process towards individualised and personalised learning.

Benefits for students, through involvement in project activities, consist of the opportunity both for verification and certification of digital skills acquired in relation to the baccalaureate standards and in relation to current labour market requirements.

Students will benefit from the proposed activities through the guidance and counselling system, helping to improve school performance and, in the long term, to improve the educational level of the population in general.

RUSSIA

THE INTEGRATION OF THE ECDL STANDARD INTO EDUCATIONAL INSTITUTIONS IN RUSSIA

INTRODUCTION

The current situation on the Russian labour market requires specialists with advanced computer skills. Unfortunately, basic educational programmes in universities do not include enough courses aimed at a significant increase of students' computer skills. Moreover, the majority of teachers in the universities do not have enough computer knowledge. Considering that we are in the 21st century, the above mentioned problem is very current. Graduate students could not find proper jobs, mainly because their computer skills are insufficient. That is why ECDL Russia is highly motivated to improve the quality of life of teachers and students by providing them the opportunity to significantly increase their computer skills through the ECDL programme. The aims correspond highly with Russian government initiatives. Various companies in Russia provide different courses of computer skills improvement. These courses are costly, especially for students. Moreover, courses provide some narrow computer skills.



The main approach is to integrate the ECDL standard into educational institutions. The ECDL programme after Courseware approval procedure will be mandatory for students in our partner universities.

PROJECT DESCRIPTION

The total number of ATCs in Russia is more than 35. Until now, the ATCs in Russia used the ECDL programme as an extra course for students and teachers. Several pilot projects are showing the possibility to make the ECDL programme requested or mandatory.

Project Erasmus+: In 2014 ECDL Russia started the procedure of organising the consortium and looking for partners for the EU project, under the Key Action Cooperation for innovation and the exchange of good practices, Capacity Building in Higher Education, Joint Projects with the draft title of the project "Tuning of ECDL Modules in degree programmes in Russia and Azerbaijan". The main beneficiaries of the project are teachers and students of Russian and Azerbaijan universities. Teachers will significantly improve their computer skills, which is of crucial importance considering modern education

methods, and will become ECDL Trainers with International Certificate. Students will be more attractive for leading companies and enterprises when graduated with International Certificate.

ICT competency framework for teachers: as best practice from one of our centres, we can use the ECDL courses (7 Modules) as qualification upgrading courses for teachers and administrative personnel. The candidate will receive the Certification of professional development (state form) and ECDL Certificate Standard. Due to the national standards, the teachers have to pass upgrading courses every 5 years. The skills of using personal computers is the second requirement in the list of frameworks approved by the Ministry of Health and Social Development Russian Federation.

Part of the Curriculum: One of the main Institutes - The Institute of Public Administration and Management in the Russian Presidential Academy of National Economy and Public Administration (RANEPA) started the authorisation process of the Courseware. 4 ECDL Based Modules were chosen for the evaluation grid. The working plan of the curriculum is prepared for each Module and passed to ECDL Russia for authorisation. The Courseware clearly positioned as training that supports the ECDL Foundation Certification. These Modules will be part of the ICT Curriculum for the 1st year students.

IMPACT

Project Erasmus+: The key innovation of the current project is that ECDL education modules will be integrated in curriculum of universities and colleges involved in the project. Moreover, graduated students will receive ECDL certificates together with university diplomas.

We would like to express our gratitude to all of our partners - Qafqaz University (Azerbaijan); Azerbaijan Tourism Institute (Azerbaijan); Technologiko Ekpaideftiko Idryma Athinas (Greece); Vyautas Magnus University (Lithuania); Waterford Institute of Technology (Ireland); ICS Skills (Ireland), and 7 Russian partner universities – Moscow State University of Geodesy and Cartography; Don State Technical University; Moscow City College of Technology and Law; Lobachevskiy State University of Nizhniy Novgorod; Moscow Region State University; Sholokhov Moscow State University for the Humanities; Tver State University; Tula State Lev Tolstoy Pedagogical University.

We have to keep our fingers crossed for the results in 2015!

Part of the Curriculum: From September 2015 it will require to sit the ECDL exams

(4 Modules) as part of the curriculum for the 1st year student in Institute of Public Administration and Management in the Russian Presidential Academy of National Economy and Public Administration (RANEPA). The Institute of Public Administration and Management includes 4 faculties, 2 departments, 17 chairs, 22 scientific centres and 9 scientific laboratories. The total number of students in this Institute is more than 5,000.

ICT competency framework for teachers: 100 people from educational institutions (heads of schools, deputy directors, heads of structural divisions, tutors, teachers and administrative staff) have finalised the offered courses based on ECDL Syllabus. The training and testing were financed from budgetary funds. The candidates received the Certification of professional development (state form) and ECDL Certificate Standard.

ECDL is ideally suited for the staff of the educational organisations comparing to all other programmes because the context of ECDL modules accurately coincide with the necessary skills applicable by the legislation and stated at job profiles for teachers in Russian Federation.

The ECDL courses will be highly requested by administrative staff and teachers of the educational organisations – primary, secondary schools and universities.

SRI LANKA

ICDL CONTRIBUTES TO THE RISE OF DIGITAL LITERACY IN SRI LANKA

INTRODUCTION

“Empowering Teachers with ICDL has had a significant impact in the improvement of the digital literacy in Sri Lanka” Mr. Anura Dissanayake – Secretary, Ministry of Education at the launch of New ICDL

Sri Lanka has had the highest literacy rate in the South Asian region during the last few decades. In the early two thousands, even though the literacy rate was a near 100%, the island’s digital literacy rate was confined to a single digit.

At a time when ECDL was gaining popularity in Europe it was almost unheard of in Sri Lanka. In 2003, due to increasing popularity of ECDL in Europe, a decision was taken to offer ECDL world over under the new name “ICDL”. We in Sri Lanka foresaw a need for a tool such as ICDL to drive the country forward by raising the level of digital literacy.

Our efforts made us the first organisation to be accredited to offer ICDL in South Asia. No sooner, as early as in 2004, we made a conscious effort to reach out to the teachers of the country as we were confident that it is they who could influence the landscape of education in the country. Our partnership with the Ministry of Education on ‘ICDL for Education’ has brought about significant results in digital literacy where ICDL has been recognised as a significant contributor towards today’s level of digital literacy which is over 40%.

Over the years, thousands of children, youth and adults in Sri Lanka have successfully completed ICDL training. The e-Citizen programme too was introduced as an improver level training and certification for those with a limited knowledge of computers and the internet. The qualification was extremely useful for basic level users to facilitate their participation in the Information Society. ICDL Sri Lanka has provided ICDL training and certification with the partnership of several large scale training assignments in both the private and public sectors.



PROJECT DESCRIPTION

The Government of Sri Lanka, through the Ministry of Education, has recognised and adopted ICDL over the years, as the required ICT skills qualification for the society, and particularly teachers and principals.

The projects 'ICDL for Education' for teachers and 'E-Citizen for Principals' commenced in the year 2003, aimed at improving the ICT literacy level of teachers and principals, helping them to use ICT as a mechanism to enhance the learning experience of children. Fully supported and funded by the Asian Development Bank (ADB), the Ministry of Education engaged with ICDL Sri Lanka on several large projects, which had to be carried out in all parts of the country.

We were able to take on such large scale projects only because we had Accredited Test Centres in all parts of the country covering every district and province. We are pleased that we were able to provide the maximum reach to the MoE as even during the height of the civil war that prevailed in the country, we were able to provide our services in the war effected areas.

As the national operator, we maintained a constant communication channel with the Accredited Test Centres, in order to provide assistance and ensure the timely transfer of key information. Support was also provided to the centres by way of carrying out train the trainer sessions to instructors in the test centre network, providing examinations on time, and assistance given in carrying out the exams in compliance to the quality standards. The test centres were also assisted with any technical difficulties they encountered during the testing sessions. In certain areas where online examinations could not be conducted due to the ongoing war at that time, manual based exams were carried out for the participants, to encourage them and provide assistance to achieve success.

The provision of 'ICDL for Education' courseware provided by Aston Swan made the learning very relevant and meaningful to teachers as they were able to relate their experiences to what they do in the classrooms.

IMPACT

It was reported that some of the participants had never used or even touched a computer in their lives. Therefore this programme provided a great opportunity for the participants to get hands on practical training on basic ICT skills. After the successful completion of the programmes, the participants received their ICDL and E-Citizen certificates endorsing their skills, which enabled them to become part of the worldwide e-community.

Having seen the results of projects carried out, the Ministry of Education was provided with more funding by ADB to continue ICDL for many others. The success rates of the participants at ICDL, as stated above, raised our profile to a level where key institutions in the country such as the ICT Agency of Sri Lanka, Microsoft Sri Lanka and many other private and public sector organisations partnered with us to offer ICDL to other sectors of society.

The Sri Lankan Government has announced that the digital literacy rate of the country has increased from 11.4% in the year 2006 to 40% at present, according to the latest mid-year fiscal report released. In this context, ICDL Sri Lanka is proud to have contributed to this improvement and enhanced the lives of people through the ICDL training and certification. Especially through large projects carried out in partnership with the Ministry of Education.

SWITZERLAND

EMPOWERING TEST CENTRES AND PROMOTING THE ENDORSED TYPING SKILLS TEST

INTRODUCTION

With the introduction of the New ECDL in Switzerland we also launched the concept of the ECDL Profile Certificate introduced by the ECDL Foundation: an ECDL certificate where the module combinations best suited to candidates can be chosen. In Switzerland only Test Centres can decide which module combination they offer in their ECDL Profile Certificate.

ECDL Test Centres can put together a Profile

Certificate choosing freely from all 14 ECDL modules

offered in Switzerland (Base, Standard, Advanced and Typing as shown in figure 1). By

adding the recently endorsed Typing Skills module we enhanced the product range from

which Test Centres can pick their modules. A Test Centre has the possibility of adding the

sentence “recommended/approved by [name of organisation]” to the ECDL certificate as

shown in figure 2. ECDL Switzerland AG is promoting the ECDL Profile Certificate as a

tool for Test Centres to adapt the ECDL to their curriculum or internal training plans. We

strengthen Test Centres by letting them define their courses and making it easier for new

customers to include the ECDL programme.

PROJECT DESCRIPTION

The goal of the ECDL Profile Certificate in Switzerland is to give the schools and businesses that offer ECDL certificates more flexibility. For them it is a chance to integrate ECDL into the courses they offer instead of fitting their courses into the guidelines of ECDL. Additionally a lot of Test Centres appreciate their name being printed on the ECDL Certificate as well.

ECDL Switzerland communicated the concept of the ECDL Profile Certificate in the customer magazine ECDL INSIDE, at the annual ECDL information day, on the website and in workshops. Shortly after introducing the new concept, customers started making requests for their individual ECDL Profile Certificates. Test Centres need to apply for an ECDL Profile Certificate containing at least four modules and are advised in their choice by the ECDL Switzerland team. Test Centres can file for more than one ECDL Profile Certificate. Almost a quarter of all approved ECDL Profile Certificates contain more than the required modules.

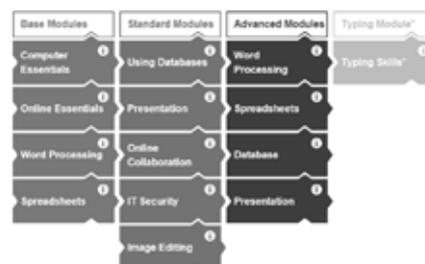


Figure 1: All ECDL modules offered in Switzerland

For the Kantonsschule Zürich Nord, the largest secondary school in the canton of Zurich, the ECDL Profile Certificate is the perfect product to fit the requirements of the department of education in Zurich. In accordance with the curriculum of the canton of Zurich all students of the FMS complete the following modules: Online Essentials, Word Processing, Spreadsheets and Presentation. PATEK PHILIPPE, a renowned Swiss watch manufacture, uses three different Profile Certificates to meet the demands of different job positions: One for administrative employees, one for technical employees and one for general employees.

At schools where grades 5 to 9 are taught most Profiles contain all ECDL Base modules plus Presentation or Presentation substitutes Spreadsheets. At vocational schools they prefer to substitute Computer Essentials or Online Essentials with Presentation or Using Databases.

Typing Skills Endorsed by ECDL Foundation as an Optional Module

ECDL Switzerland AG and many Test Centres in Switzerland consider touch typing the basis for working with computers. Developed by the Austrian Computer Society (OCG), this touch typing exam has been in use in Switzerland for the past eight years. In 2014 it was endorsed by the ECDL Foundation and has thereby become part of the ECDL programme. Thanks to this endorsement ECDL Test Centres can now not only offer the Typing Skills exam as a stand-alone certificate but also as part of an ECDL Profile certificate.

About Typing Skills

In this online exam candidates copy a text on their PC or Mac in ten minutes as quickly and accurately as possible. With 1,000 characters and an error rate under 0.5% they reach the Standard level, from 2,000 characters on up the Professional level and above 3,000 characters the Expert level certificate. The exam can be taken in English, German or French. As tests for all 14 modules including the Typing Skills test are offered by the test provider Sophia the ECDL Typing Skills exam can be administrated in the same database as all the other ECDL modules.

IMPACT

The possibility of defining the text on the certificate and of choosing the modules they want to teach and offer has strengthened the relations between ECDL Switzerland and these Test Centres. The popularity of the ECDL Profile Certificate can be seen in the following figures: Since June 1st 2014 94 Profile Certificates at 66 Test Centres have been approved. This means that almost one quarter of all Test Centres in Switzerland have requested an ECDL Profile Certificate.

By endorsing and integrating Typing Skills the already popular Typing Skills exam has also benefited substantially. In total 40 Test Centres offer the Typing Skills Certificate in Switzerland. At 12 different ECDL Test Centres Typing Skills is part of 17 different ECDL Profile Certificates. In December 2014 ECDL Switzerland communicated the integration of Typing Skills into the test administration tool. Since then 11 additional Test Centres have added ECDL Typing Skills Tests either as a stand-alone certificate or as part of an ECDL Profile Certificate to the modules candidates can choose from.

While in Switzerland we try to push the number of taken ECDL Advanced modules, we see that the ECDL Profile Certificate can play an important role in reaching this goal: two out of three ECDL Profile Certificates contains at least one Advanced module.

QUOTES

“We are pleased to be able to offer our teachers a training well suited to their work life with the ECDL Profile certificate consisting of three Base modules as well as the Standard module Presentation.” — Werner Heiniger, office of education City of Winterthur

“More and more Swiss universities of applied sciences demand ICT skills as an entry requirement. With our ECDL Profile Certificate as part of the school programme at the FMS Zurich (UPPER SECONDARY SPECIALISED SCHOOL) our pupils are optimally prepared.” — Christian Alpiger, department head ICT, Kantonsschule Zürich Nord



Figure 2: One out of three ECDL Profile Certificates by PATEK PHILIPPE

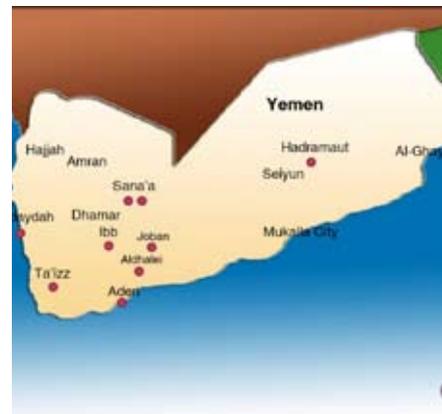


Figure 3: ECDL Profile Certificate with the endorsed Typing Skills Module

YEMEN**ICDL AT THE UNIVERSITY OF SCIENCE AND TECHNOLOGY IN YEMEN****INTRODUCTION**

In July 2011, the University of Science and Technology (UST) expressed an interest in establishing an accredited ICDL training and testing centre. Staff of ICDL Yemen advised UST to submit an online application through the ICDL administration system and they went over the steps one by one with UST staff until the whole application was filled online.

After reviewing the application by the National Operator, it was provisionally accepted. In the normal circumstances, ICDL Yemen would send an officer to conduct an accreditation visit to the centre to ensure that it meets all the requirements, and that what was filled-in does indeed match the reality. However, Yemen had a civil war at that time, and the National Operator was unable to send an officer to make immediate inspection of the facilities. Therefore, UST was asked for images of relevant facilities, which were reviewed, and it was concluded that the centre meets the requirements, and that a visit would be conducted when circumstances allow. The visit was indeed made several months later!



UST has decided in 2011 to adopt ICDL for all its students. It cancelled basic courses in computer skills and computer applications from the study plans, and required all students to obtain ICDL as a requirement for passing from the second year to the third year. This applies to all students registered in all programmes within the university faculties at large. This decision was very encouraging to the National Operator, and it was properly used to expedite marketing the ICDL programme in Yemen.

PROJECT DESCRIPTION

The project started by accrediting the ICDL centre at the main campus of UST in Sana'a. The National Operator trained staff of the ICDL centre in all aspects to enable them conduct their tasks smoothly and efficiently. Through this training and the interaction with the staff of the National Operator, UST staff appreciated the ICDL programme, in addition to obtaining necessary operational skills for dealing with candidates and the software for administration and testing. After the ICDL centre started its operation, the relations between staff of the National Operator and the university administration were strengthened, especially between senior management of both organisations. This

created the atmosphere for further cooperation in ICDL and expansion of the programme to include all branches of UST. It is to be noted that UST campus in Sana'a comprises colleges in medical sciences, dentistry, pharmacy, science and engineering, computing and information technology, administration, humanities and social sciences, and faculty of open education. However, the university has branches in other major cities such as Aden, Hadramout, Hodeidah, Ibb, and Taiz. Moreover, it has another branch for female students only. Current enrolment of UST in all branches exceeds 10,000 students.

There are now ten ICDL centres at UST at the following locations: main campus, girls branch, Aldhalei, Hadramout, Joban, Aden, Hodeidah, Ibb, Taiz, and lately at the remote island of Socotra. The number of candidate Registration Numbers at all branches is now about 7,500. About one third of these are at the main campus, whereas the most recent centre of Socotra has only 80 Registration Numbers. Out of these, about 6,800 Registration Numbers are assigned to candidates; the remaining ones are still to be assigned as the need arises. The great majority of candidates are university students; however, some of the university administrative and academic staff have also registered for ICDL. Additionally, the university is open to candidates from the community and there are number of candidates that came from outside the university.

Slightly more than 2,400 have obtained the ICDL Certificate, whereas about 4,600 candidates are still in progress. This means that there are twice as many candidates as those who have obtained the ICDL are still in the "pipeline"; which means they have sat for one or more tests but have not earned a Certificate yet. Students usually take their time to complete the tests, depending upon their work load and other classes. Overall, about 42% of the Candidate registrations are female. This is very impressive in a quite conservative country such as Yemen. The number of females that have already earned an ICDL Certificate is close to 1,000. Candidates at the university have sat for about 43,000 tests over the past four years. The success rate is about two-thirds, which is comparable to success rates of candidates in other Arab countries.

The National Operator faced number of challenges over the past years. The most severe was the political situation in Yemen, which greatly limited the mobility of staff of the National Operator to the country as well as within the country. When the National Operator started its responsibilities in Yemen in June 2011, the country had a civil war. For almost one year, staff of the National Operator were unable to conduct missions to Yemen, as it was totally unsafe to enter the country. On the other hand, Yemen is among the low income countries, and the affordability of citizens is quite low. Families of students at this

university are in better economic situation than the average Yemeni citizen, and hence they were in better situation to afford the cost of ICDL certification. Also, funding provided by the Skills Development Fund helped other citizens to obtain the necessary training and certification.

IMPACT

This project is indeed a success story, as it has already achieved an excellent impact thus far. The future is even more promising, provided that the political situation in Yemen improves. The project enabled about 7,000 Candidates to register in the ICDL programme. This enhanced the image of the university in the public opinion, after it introduced an international certificate to all its students. The ICDL centres at the branches of the university are now considered by the public as focal points for ICDL certification in all regions of Yemen, as the university spreads over all the geographic locations of the country. Students who earn the ICDL master the ICT skills more professionally, and this helps them in their studies, research, projects, etc. Therefore ICDL plays an important role in improving the quality of graduates, and also their preparation to join the labour market.

Since UST was the first university in Yemen to adopt the ICDL programme, this encouraged other universities to follow. There are now about a dozen other higher education institutions in Yemen that have accredited ICDL centres. Some of them are even considering the adoption of the ICDL syllabus into their curricula. Because of the importance of higher education institutes in the country, this further encouraged other organisations to adopt the ICDL as the basic ICT skills development programme. All this had a great impact on the spread of the ICDL programme in the country, and consequently on the business of the National Operator.

QUOTES

The university administration is quite happy with the ICDL programme, and its relationship with the National Operator. This is evident by the rapid expansion of the network of centres to reach all branches of the university. The quality of the ICDL programme and the excellent services provided by the National Operator led to the adoption of the programme by the main funding organisation in the country, namely, the Skills Development Fund. This adoption enabled thousands of candidates from the community to register in the ICDL programme at the university centres and others, with funds provided by this Organisation. Generally speaking, candidates that obtain the ICDL are proud of this achievement and consider this a boost to their profile and skills when they add this fact to the CV.

ZIMBABWE**UNIVERSITY OF ZIMBABWE FEMALE HOSTEL PROJECT****INTRODUCTION**

Driven by the United Nations Millennium Development Goal Number 3, which promotes gender equality and empowerment of women, Elizabeth Mlambo and Precious Mwatsiya, librarians from the University of Zimbabwe, decided to embark on a computer laboratory project for female students at the university.

The whole project was born out of the GRACE (Gender Research into ICTs for Empowerment)

project. The focus was on ICT and the empowerment

of women – documenting experiences of women in the use of ICT. 14 teams participated from 12 countries in Africa, namely Zimbabwe, South Africa, Mozambique, Morocco, Senegal, Zambia, Nigeria, Kenya, Uganda, Cameroon, Egypt and Tanzania. The Zimbabwe chapter focused on ‘Women and Online Learning in Zimbabwe’, a study of the University of Zimbabwe.

**PROJECT DESCRIPTION**

A tour of some labs on campus showed male students dominating the labs, and computer booking sheets in the library also dominated by male students. In order to address the problem of inadequate access to computers by female students, the two ladies drew up a number of objectives to present to the Vice Chancellor:

- To have a computer lab dedicated to female students
- To have computers in all halls of residents
- To have more computers – every department having a computer lab
- Policy change – encouraging use of ICT
- Cultivate the culture of ICT usage by students to promote a good computer experience.
- To address the gender digital divide which is further entrenched by a gender blind policy.

They attended a workshop organised by Computer Aid, where they learnt about Computer Aid projects and the possibility of getting refurbished computers at low price. They then approached the International Development Research Centre and got a grant of US\$7000 to purchase 50 refurbished computers from Computer Aid.

The University of Zimbabwe provided the material needed to create functional labs at the female hostels. Computer Aid got interested in the project and decided to find a donor who would sponsor the project further. A donor was found and they agreed to pay for 100 computers, which would cater for 100 female students from disadvantaged and poor backgrounds; mainly orphans. Since Computer Aid International signed an MoU with ECDL Foundation to work together to supply refurbished computers to deprived communities and educational institutions across Africa and give poor people access to online educational tools such as the ICDL, to help them to gain employment, the donor made funds available to pay for the training and testing in the ICDL Base Modules for the 100 students. In addition 4 trainers had to be identified and trained so that they would, in turn, train the students.

IMPACT

4 very eager trainers have gone through the Train the Trainer course centred on the ICDL BASE modules. They picked up tips on how to train the students effectively and are committed to the success of the project.

They are, in turn, training the 100 students. The training of the students is ongoing and the whole project will be completed on the 22nd of May 2015. The students have time to revise on their own after normal working hours, as they have the computers readily available. The computer labs are open until 12 midnight.

Most of the resident students who come from rural backgrounds and are lacking in knowledge of ICT will get a chance to acquire this knowledge and be able to type their assignments and submit them online. They will also be able to research and access scholarly material on the internet and cite internet sources. Students and staff members who were not part of the initial project are also interested in joining and also going through the ICDL programme.

QUOTES

“I am lost for words. I never dreamt that I would be able to one day use a computer let alone have someone pay for me to do my ICDL modules. Thank you, Computer Society of Zimbabwe, University of Zimbabwe and Computer Aid International for this opportunity!”

— B. Nyamhanza Honours in Rural and Urban Planning first year student

“I grew up in the rural community and have been computer illiterate since. Such an opportunity is a once in a lifetime opportunity. I am so grateful that I will finally be able to research using the computer.” — M. Sithole Honours in Rural and Urban Planning first year student

“The introduction of computers in our hostels has greatly helped in that we are now able to search for tutorial videos on YouTube and search for practical write-ups on Wikipedia.”

— Nobukhosi Dube, Medical Student

“I have found the computers to be of paramount importance as I am now able to communicate with my lecturers and also search for video tutorials on YouTube.” — Zanele

Dube - Medical Student

“I am thankful that I am now able to type my assignments and do some research.” —

Pamela Homero, Hospitality Management

“The computers have greatly helped me with my research and coming up with good essays.” — Martha Chirawu, Sociology

