

## **ECDL FOUNDATION NEWSLETTER**

### **HIGHLIGHTS OF THIS EDITION**

ICDL launched to 4,000 Schools - Indonesia

ECDL Foundation Meets with Government to Raise National Skill Levels – Rwanda

### **WELCOME TO ISSUE 3, 2013 OF THE ECDL FOUNDATION NEWSLETTER**

### **ECDL / ICDL IN ACTION AROUND THE WORLD**



#### **ICDL LAUNCHED TO 4,000 SECONDARY SCHOOLS IN INDONESIA**

This official launch of the ICDL programme in Indonesia was preceded by a Memorandum of Understanding that was signed in September 2012 between the Government of Indonesia and 'Yayasan Pendidikan Indonesia' (YPI), the ICDL Asia Accreditation Partner in Indonesia.

The shared objective for making ICDL available in schools is to provide young Indonesians with access to an internationally recognised computer certification, at an affordable cost.

Speaking at the launch in Jakarta on 13 March, ECDL Foundation Chief Executive, Damien O'Sullivan, welcomed the partnership between ICDL and government:

*"This forward thinking is a great example to any nation that puts importance on the digital literacy of the next generation. By targeting students at school level, Indonesia is investing in a generation that will be well-equipped, and certified, to handle the ICT challenges of the workplace and university. "I'm confident that the benefits of such an implementation will show themselves soon, and be seen across society".*

#### **PROPOSED ICDL AFRICA-RWANDA GOVERNMENT COOPERATION TO RAISE NATIONAL SKILL LEVELS**

This cooperation was recently discussed during a meeting between Daniel Palmer, General Manager, ICDL Africa, and Hon. Jean-Philbert Nsengimana, Minister for Youth and ICT (MYICT). Other key attendees included Rosemary Mbabazi, Permanent Secretary, MYICT, and Jerome Gasana, Director General of the Workforce Development Authority (WDA).

Key points from the meeting were the discussion of successful government-led ICDL initiatives around the world, including Singapore, Kenya, and Egypt, and the proposal to move forward with collaboration on a national ICDL implementation project in Rwanda. Cooperation between ECDL Foundation, ICDL Africa, MYICT, and the WDA will solidify Rwanda's position as an innovative ICT economy in Africa.



**“** In developing countries, 16% fewer women than men use the Internet.

Source: 'The World in 2013: ICT Facts and Figures' ITU (2013)



The term ICT (as a school subject) should be reviewed and the possibility considered of disaggregating this into clearly defined areas such as digital literacy, Information Technology and Computer Science.

Source: 'Shut Down or Restart? - The Way Forward for Computing in UK Schools' The Royal Society (2012)



According to Daniel Palmer (ICDL Africa):

*"This visit has provided an exciting opportunity to work with Minister Nsengimana and his team to integrate ICDL into Rwanda's vision to become the 'Singapore of Africa'. We look forward to progressing our collaboration further in the weeks and months ahead."*

### **ICDL TO PROVIDE ARMED FORCES WITH ESSENTIAL ICT SKILLS – LIBYA**

The National Libyan Army aims to provide its national armed forces with an internationally recognised digital literacy certification. After several meetings between the ICDL National Operator in Libya, LQAS, and the Training and Development management of the Libyan Army, ICDL was selected as the certification of choice for the implementation of this project.

The project will target more than 100,000 soldiers nationwide, with the initial phase of the project certifying 2,000 candidates. Meanwhile, considerable work is currently being done to increase the capacity of the Army Schools – which will act as ICDL training and testing centres - to accommodate the large number of candidates being targeted in the second phase of the project.

The first step is to prepare the Army Schools to meet the international quality assurance standards of the ICDL programme, in order to carry out continuous ICDL training and testing. This is being done through cooperation between LQAS and the Libyan Army.

A minimum of 2,000 soldiers are expected to be trained during 2013. Four Army Schools are already in the accreditation process to become ICDL Accredited Test Centres (ATCs). Twelve additional schools will be prepared as ICDL ATCs for the next phase of the project.



### **ECDL NATIONAL OPERATOR RECEIVES PRESTIGIOUS NATIONAL E-LEARNING AWARD – SPAIN**

ECDL Spain representative and ATI (Asociación de Tecnicos de Informatica) Vice-President in Catalonia, Dr. Pedro Luis Barbara, recently received the high-profile 'AEFOL Award' in recognition of his contribution to national e-Learning programmes. This awarding ceremony formed part of the opening ceremony of the '12th EXPOELEARNING' (International Congress and Trade Show), which took place at on 13 March, in Madrid. The AEFOL Awards were launched up in 2006, and have since achieved great international recognition as 'the Oscars of e-Learning'. They are a public acknowledgment of AEFOL's recognition of professionals, companies and organisations, for their contribution to the development of e-Learning, and for their cooperation with AEFOL and the EXPOELEARNING congress.

### **ECDL NATIONAL OPERATOR A KEY STAKEHOLDER IN THE 'DIGITAL SCHOOLS' PROGRAMME – POLAND**



The 'Polish Information Processing Society' (the ECDL National Operator in Poland), working together with the 'Centre For Citizenship Education' (a well-respected local NGO), and the national 'Centre for Education Development' are organising a series of seminars devoted to the implementation of the national 'Digital Schools' programme' ('Cyfrowa Szkoła' in Polish).

During the course of the seminar series, 40 trainers will gain knowledge in areas such as: managing ICT networks and hardware at school, assessing teachers' digital competences, and basic ICT troubleshooting.

After completing the initial train-the-trainer phase of the programme, these



In the developing world, 31% of the population is online, compared with 77% in the developed world.

Source: 'The World in 2013: ICT Facts and Figures' ITU (2013)



40 trainers will then organise the network of 1,800 moderators and 24,000 ICT coordinators currently working in Polish schools. The Digital Schools programme was launched by the Polish government in April 2012. Its aim is to develop digital skills of students and teachers and change teaching methods, so they encourage creativity, and stimulate operational and critical thinking skills.

## OPPORTUNITY FOR EU FUNDING FOR ICT SKILLS TRAINERS - CYPRUS

A unique opportunity for ICT skills trainers across all EU countries is currently being offered through the EU's 'Grundtvig Programme'. Specifically, ICT trainers can apply to their national 'Lifelong Learning Programme (LLP) National Agency' and receive funding, which covers training costs, airfare, accommodation and living expenses, to participate in two exciting training programmes in Pafos, Cyprus.

The programme 'Bridging the Digital Gap' examines ways to face the digital divide in education, while the one titled 'Managing the Fast Technological Change' addresses a problem faced by the education sector: how to catch up with the rapid and accelerating pace of technology development.

The training is offered by one of the oldest and most active ECDL Accredited Test Centres in Cyprus, and is also supported by the ECDL National Operator in Cyprus.

The deadline for submitting grant applications to National Agency is Tuesday, 30 April 2013.

## FOR DISCUSSION



### THE NEW EUROPEAN E-CLASSROOM: ELECTRONIC, ENGAGING.

Last month, [BBC News](#) reported from a school that is "pushing the boundaries of education". The Essa Academy in Bolton, England, claims it is helping students and cutting costs by giving every student and teacher their own iPad. It's what headteacher Showk Badat calls "a natural evolutionary progression".

Technology integration is happening in classrooms around the world, from [Sydney](#) to [Nairobi](#). The benefits are still revealing themselves, with one [study](#) finding that technology in the classroom could reverse child illiteracy rates as it "benefits the slow learner and reduces restraints on bright students."

Integrating information and communication technologies (ICT) into learning can also enhance students' employability. [Education.com](#) recently asked a group of professionals from top Silicon Valley companies what skills every teenager should have before leaving school. The answers were almost unanimously ICT skills; including typing, word processing, spreadsheets, email etiquette and database use.

There is one link in the education chain that must be secure to enable all these developments though: teachers must be sufficiently confident and trained to combine ICT with learning.

It is an issue that has not escaped the attention of the European Commission. Their '[Rethinking Education](#)' policy is a response to the EU's youth



2.7 billion people – almost 40% of the world's population – are online.

Source: 'The World in 2013: ICT Facts and Figures' ITU (2013)



Every child should be expected to be 'digitally literate' by the end of compulsory education, in the same way that every child is expected to be able to read and write.

Source: 'Shut Down or Restart? - The Way Forward for Computing in UK Schools' The Royal Society (2012)

unemployment levels and the need to strengthen the link between education and the labour market.

It is also a key concern for the 'Grand Coalition for Digital Jobs', a multi-stakeholder partnership set to tackle the projected shortfall of 700,000 ICT professionals in Europe by 2015.

When the Grand Coalition launched on 4 March 2013, it announced pledges it has collected from companies, industry associations, and Member States to support the aims of the coalition with new jobs, training places, start-up funding and more.

One of the strands of the ECDL Foundation's own pledge leads right back to the classroom. The new ECDL / ICDL module 'ICT for Educators', which will be piloted in 2013, will give teachers the competence to use ICT as a tool for learning in all subjects. This will allow the benefits of an ICT classroom reveal itself, as well as producing the digitally literate students needed for the Europe of tomorrow.

"Technology is not separate to teaching", the head teacher of Essa Academy told the BBC. "In fact, the greatest teachers use their technology to make their teaching even better".

It's a lesson that ECDL Foundation and the Grand Coalition hope to teach the rest of Europe as well.



90% of the 1.1 billion households not connected to the Internet are in the developing world.

Source: "The World in 2013: ICT Facts and Figures" ITU (2013)

## INTERNATIONAL RESEARCH AND REPORTS

### **'THE WORLD IN 2013: ICT FACTS AND FIGURES' THE INTERNATIONAL TELECOMMUNICATION UNION (2013)**

The ITU (a UN body that specialises in ICT) has released global 2013 figures in relation to internet connectivity and mobile penetration.

### **'SHUT DOWN OR RESTART? - THE WAY FORWARD FOR COMPUTING IN UK SCHOOLS' (2012)**

This report from the Royal Society in the UK examines the, unsatisfactory, current situation of ICT in education and advocates for universal delivery of basic digital skills to all school-goers.



In 2013, there are almost as many mobile-cellular subscriptions as people in the world, with more than half in the Asia-Pacific region (3.5 billion out of 6.8 billion total subscriptions).

Source: "The World in 2013: ICT Facts and Figures" ITU (2013)