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BEST PRACTICE AWARDS 2017



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ECDL / ICDL IN EDUCATION

COLOMBIA — ICT IN EDUCATION MODULE IN LATIN AMERICA: SCALABLE AND CONTINUOUS STEPS

Introduction

How do you promote a sense of leadership and interest in implementing ICT in the classroom amongst the teachers of millions of Colombians?

The National Training Service of Colombia (SENA) is a national public institution under the Ministry of Labour of Colombia, that aims to invest in the social and technical development of Colombian workers by offering and implementing free, comprehensive, and professional training for the incorporation and development of people in productive activities that contribute to the country's social, economic and technological development. In 2014 alone, 5 million people took free classes in SENAs 116 facilities all over the country.

The instructors working at SENA receive training and assistance through the 'Rodolfo Martínez Tono' National School of Instructors. In 2015, a total of 2,000 instructors achieved an ICDL certification. In 2016, a certification project for the Academic Coordinators of the entity was developed under the form of b-learning classes (50 hours of classroom courses and 40 hours of online courses), including the Online Collaboration and IT Security modules, as well as the ICT in Education module offered for the first time in Latin America.

The project's main objectives were:

- > Boost the capacities of SENA Academic Coordinators and the use of technological infrastructure in order to allow the instructors and students to benefit from an innovative vision thanks to the successful use of ICT in the classroom.
- > Promote the ICDL certification in the education sector as a tool for improving the teaching, learning and evaluation process in the classroom thanks to a proper ICT implementation.
- > Develop the first pilot in Latin America of the ICT in Education module.
- > Promote the country, and its entities, as leaders in digital transformation in educational environments.

Project Description

SENA has invested in technological infrastructure for its training facilities in order to achieve its objectives, strengthening the instructors' abilities in this matter for an optimal use of the new equipment and guaranteeing a positive impact on the students.

The National School of Instructors is a SENA initiative to promote excellence amongst its instructors through plans, programs and projects that make an impact on the quality of professional education.

The National School of Instructors also identified the need to adopt international standards to support its instructors' qualification process and to fulfil the institutional policy of offering global quality education, where ICDL Colombia contributed with an international standard certification of quality.

The project's beneficiaries were 129 Academic Coordinators from SENA, who are in charge of guiding and accompanying the educational and technical performance of the Instructors. After receiving b-learning training in the cities of Bogotá and Medellín, 79 of them were certified in the ICT in Education module, and 50 others were certified in at least one ICDL module.

During the sessions, the participants developed the required abilities to approach the ICDL certification, especially the ICT for Education module. The tests were taken in the Autonomous University Foundation of Colombia (FUAC), an ICDL Accredited Test Centre in Bogotá, that meets the infrastructure, technological and personnel standards necessary to guarantee a positive experience for the participants.

Impact

Accomplishing the first pilot of the ICDL ICT in Education module in Latin America entailed a significant challenge for the team in adapting the module structure to the local requirements. The main goals achieved were:

For the Academic Coordinators at SENA

- > Strengthening their orientation and academic management abilities by using ICT.
- > Developing abilities for the proper use of the available technological infrastructure.
- > Commitment and ability to use ICT in the teaching, learning and evaluation process by the beneficiaries, as well as identifying resources and platforms for educational purposes.

For SENA

- > Alignment of the institutional policy of SENA with international digital skills standards for a world-class education.
- > Scalability of the skills developed between academic coordinators, instructors and trainees.

For the country

- > Innovation in the educational processes and in the internal management of SENA, benefiting more than 800,000 trainees thanks to their certified academic coordinators.
- > Contributing to the fulfilment of the institutional goals and reinforcing the adoption of new technologies in education related initiatives
- > Projecting the country and its entities as leaders in digital transformation of educational environments.

For ICDL

- > Launching an initial test of the ICT in Education module in Latin America.
- > Improving its positioning as an international certification institution in digital skills for the use of ICT in the classroom.

- > Being considered as the standard in digital skills for the use of technologies in the classroom, allowing them to serve as a guide for the development of institutional policies within SENA.

Quotes

“The new ICT in Education module goes a step further in the formation of digital skills, because in addition to knowing about the available ICT tools and applications, it allows the instructors to analyse and decide on the best options for each type of class or group of students, maximizing the available resources, expanding multimedia learning alternatives among many advantages that technologies give in education. For SENA this is fundamental, since they are looking for high quality training”.

Juan Carlos Morales, Trainer of SENA Instructors

INDIA — ICDL INDIA DIGITAL CHALLENGE 2017

Introduction

The ICDL India Digital Challenge 2017 is part of the continent-wide exercise being conducted by ICDL Asia to encourage students to test their ICT skills. The project in India started on March 6, 2017 and is ongoing.

The main objectives behind undertaking this huge pan-India project were:

- > To raise awareness amongst the vast student community and stakeholders in the education sector about the digital skills gap between the employable Indian youth and the requirements of the workplace and to make a strong case for digital literacy.
- > To introduce ICDL at higher education institutions across India through a participation in this challenge from J&K to Tamil Nadu.
- > To plot the digital skills map for India and identify regional variations. This will be very useful when lobbying the government.

Project Description

The ICDL India Digital Challenge 2017 is being carried out by a dedicated Digital Challenge 2017 Team that consists of a National Project Coordinator with four Regional Coordinators to carry out this pan-India exercise, under the supervision of ICDL India core team. Supporting this 'Team DC-17' in New Delhi is a team of 18 student volunteers spread across several Indian cities to raise awareness and mobilize participation.

This fantastic student-dominated team, spread across cities, was put together in a very short period of time. Webinars and Skype meetings were organised for their orientation and induction into the programme.

Localised content and campaigns have been developed to maximise outreach. A comprehensive communication strategy, including physical post and emails to 1,500 colleges, a social media campaign, dedicated inbox and phone lines, posters and widespread WhatsApp messaging has ensured the message reaches all corners.

It has been a conscious effort by ICDL India to make this project a student driven exercise, for which, the regional coordinators as well as the volunteers on ground, were all selected from the student community. This gives the program a lot of credibility, since it has become 'of the students, for the students, by the students'.

The Digital Challenge is being projected as an advocacy drive to raise awareness about the importance of digital skills. ICDL testing exposes candidates to the benefits of formal and universally benchmarked assessments.

Testing for the Qualifying Round (15 April to 15 May, 2017) was done through the network of volunteers on the ground and the control room in New Delhi.

More than 3,000 students (18 to 25 years of age) across the length and breadth of the country are already expected to take this challenge.

Challenges faced:

- > Vast geographical spread of participation: 25 cities
- > Coordination with 70 colleges/universities for student registrations, test dates, system checks and other unexpected troubleshooting. The uneven level of digital literacy across the country compounds the challenge of coordinating activities from New Delhi.
- > Driving the team of student volunteers to spread the word about the ICDL India Digital Challenge amongst students.
- > This being the peak examination season across India, the challenge to get institutions and students to participate was significant.
- > The same challenge was faced in putting together the team of student volunteers who have been the ICDL infantry on the ground, visiting colleges, meeting with students, and getting registrations!
- > Internet connectivity in remote areas
- > Printing & dispatching of collaterals (4,000 posters, 2,000 registration forms, 'DC-17' envelopes) within a short span of time.

The ICDL India Digital Challenge is completely aligned to the Indian Government's mission of 'Digital India' to transform India into a digitally empowered society. It comes at a time when the national focus on skill development and youth empowerment through digitisation has been unprecedented. The project is completely funded by ICDL India.

Impact

- > 70 colleges/universities across 25 cities in India are aware of ICDL as a result of the Digital Challenge campaign
- > While the project is ongoing, it is already a huge success with a commitment of over 3,000 students for the Test
- > Enthusiastic participation from, not just Tier 1, but also Tier 2 and 3 cities suggests 'DC-17' communication has raised awareness about the importance of ICT skills and the need for institutions to assess their students' skill set.
- > The uniqueness of this project lies in the fact that it is a completely student-led initiative
- > 100 university students with top digital skills in India will be certified on Spreadsheets and Presentation modules.
- > The wide reach of this competition will enable the possibility of ICDL accreditation for participating institutions in the coming months

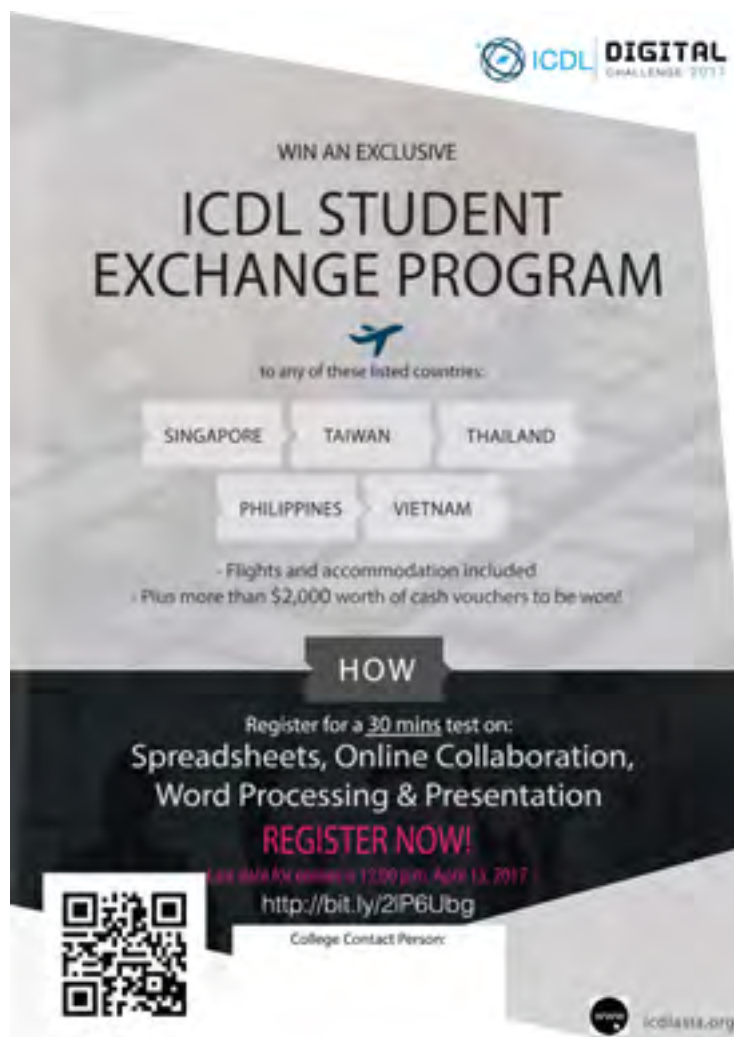
There have been many lessons for us in this program:

- > Leveraging student power and making them the ambassadors has allowed a fresh perspective. It helped us connect with the target audience for this program much better. Moreover, using the student community as interns has proved to be extremely cost effective.
- > Principles of sales were applied in the planning and execution (i.e. 5% conversion rate). Hence, 1,500 institutions were approached of which, 70 converted.
- > Awareness drives and pro bono activities prove very effective in laying the groundwork for nascent markets.

Quotes

“It is really a fantastic opportunity for the students of our college to showcase their skills. As an Institute, we are also actively participating and encouraging the students to grab this opportunity of digital challenge by ICDL. We would love to see our students to win this challenge.”

Neetu Singh, ICDL Coordinator, IMS Noida (Accredited Test Centre)



ISLAMIC REPUBLIC OF IRAN — ELECTRONIC ELECTIONS

Introduction

Ehsan School is one of ICDL Iran's Accredited Test Centres in Fars province. It started ICDL training programs in 2014 for students, parents and teachers at the school. At the beginning of each year, at the Parent-Teacher Association (PTA), parents elect a number of people, from among their own, as representatives to work together to improve the quality of activities and education at



the school. A Student Council is also held to assist students in school activities. It is composed of seven student members, and each member is responsible for an activity in the field of scientific-educational, cultural-artistic, health and food nutrition, exercises, training, or events and exhibitions. By implementing training courses for parents and students, they are given the appropriate level of e-literacy, but because most students' fathers are working abroad, they can't participate in the PTA elections. In this regard, it was decided that the Student Council and PTA elections should be carried out electronically, so that the parents of the students can also participate actively in school activities and monitor their children's lessons and activities in school.

Project Description

At first, parents and students took part in training classes and after passing the test successfully, the PTA electronic election program began in 2016. The electronic election program was launched on the school's portal. Parents participated in voting online for PTA elections. In order to increase the participation of parents in cyberspace, the parents of students had two rights to vote (one vote for the mother, and the other for the father). 250 people participated in the election. In order to implement the student's elections, a site was dedicated to this work, including 24 systems in school. 114 people participated in voting. The election results were visible to the students in electronic form. Ehsan School was responsible for all costs of setting up the electronic election project.

Impact

Having students, parents and teachers following ICDL modules had a positive impact for the school and led to implementation of good activities in this field as follows:

- > The school and teachers held a virtual meeting online for parents and students using the LMS (Learning Management System) and LCMS (Learning Content Management System) of the school. Content, such as educational games, training, exercises and tests related to the courses are provided on their portal. Test results of every student will be kept as an electronic file on the portal so that parents can be informed of the progress of their students. Fathers who are away from their

home will be aware of activities of their children and can take necessary action when it is needed.

> In 2016, a general population and housing census was held in the Islamic Republic of Iran by the government. According to the government plan, it was held electronically, so a proposal was offered to the Governor of the city by the school. In this proposal, it was suggested that students of school, who had participated in ICDL classes, help the people who do not have the ability to use computers. The proposal was accepted by the Governor, so during that period, people who were not digitally literate came to the school where students helped them to enter their data online. With the reporting of this on radio, television and social media, other schools were keen to adopt ICDL training, and students of Ehsan School were more motivated to learn ICDL Skills.

On the other hand, some of the parents are working in neighbouring countries and, because they have international certificates, their certificate is accepted as in-service training, helping their job promotion.

Quotes

Students

“Learning ICDL and collaboration in school activities has increased our self-confidence.”

“We would like to learn more ICDL skills.”

“Electronic activities in school and our participation in these activities is exciting, even on days when we are sick, or on holidays, we’d like to go to school.”

Centre manager

“Good results have been obtained for the centre because of training ICDL skills.”

“Working online is taught to students from childhood.”

“In addition to the computer classrooms, practical activities are done for students in order to increase their enthusiasm.”

Parents of students

“We are able to become aware of our children’s activities online.”

“It was very interesting to participate in the Parent and Teacher Association elections for those who are working far from our home (abroad).”

IRELAND — TECH WEEK - TOWARDS A DIGITAL STRATEGY FOR SCHOOLS

Introduction

Tech Week is Ireland's annual festival of technology, fostering interest in technology and celebrating the innovation and creativity of our students. Teachers, parents and students do activities from the specially created worksheets that bring the magic of the digital world alive, as well as organising and attending exciting events country wide.

Tech Week 2017 was launched on 29 March 2017 and a range of events and activities organised by ICS Skills culminated in a series

of Grand Finale events across the country, for several national competitions were held, including Scratch programming and the Bebras Computational Thinking Challenge.

The main objective was to create an environment where the benefits of the ECDL Computing Module would be recognised, as our young people engaged actively with technology, from digital literacy to computational thinking and coding, so that they might be motivated to take the Computing module, helping to give them the experience and knowledge to make informed choices about future study and careers.

Project Description

The idea of Tech Week emerged from the investigations and research carried out by ICS Skills to find out how to engage students with technology, to inspire them to explore its many facets, beyond the narrow focus that they were accustomed to, and to consider studying ECDL Computing.

A significant media campaign was embarked on, with the help of a professional PR agency. The plan covered the dedicated website (www.techweek.ie), an app, key social media platforms, exposure to radio interviews and television reports, as well as print media exposure. The huge media coverage meant that more than 120,000 young people had a chance to see technology beyond their mobile phones and social media, and to understand some elements of the problem solving and coding processes that make it all work.

Students with this kind of knowledge are more likely to be motivated to study material covering computational thinking and coding, and will be well served by the Computing Module when it is introduced to Irish schools in the autumn. In addition, we believe that the impact has been strong enough to encourage new clients for ECDL through the Computing module, because of the enthusiasm generated by Tech Week.



ICS Skills funded the week-long event, with support from Science Foundation Ireland. We also garnered some additional support for this approach by including IT Professionals Day and the launch of the Irish Digital Skills and Jobs Coalition in the week, and showcasing the new ECDL module to a corporate and professional audience.

The Tech Week initiative and introduction of ECDL Computing are timely in Ireland, as the government is currently drafting a new Computer Science Curriculum for second level schools.

Impact

The main successes of Tech Week were:

4,444 Tech Week activity packs were downloaded.

Tech Week was covered by 6 radio stations, which had a combined reach of 714,856 viewers. Images of the launch landed in 4 national newspapers.

School engagement increased with schools doing their own social media, hosting activities, writing school blogs and ordering Tech Week Activity Packs.

We added 15 new partners, including the Irish Girl Guides, a national organisation with 12,000 female members.

Website traffic increased, and a new events page was developed where hosts uploaded their events for public viewing, and a resources section was created with areas for primary and secondary education, and scouting.

Government support was shown through the attendance by representatives at many Tech Week events and IT Professionals Day. David Puttnam, Ireland's Digital Champion, recorded a special message for IT Professional's Day.

The Bebras Computational Thinking Challenge was a great success with 200 students taking part. It consists of fun, engaging questions that can be answered without prior knowledge of informatics concepts. Teachers commented that Bebras consumed student's attention easily and that they enjoyed the competitive aspect of the challenge and completing the tasks, and were ready for more formal instruction in computing, with the new ECDL Computing module.

Tech Week was evaluated in a semi-formal manner, in the following way:

- > Debrief meetings with management, marketing and the Tech Week events team to analyse the event.
- > Advisory board: The Board met multiple times prior to and after Tech Week, to complete the deep dive review.
- > Stakeholder review with sponsors, partners and stakeholders to ensure that their needs were captured.

We also carried out phone-interviews with teachers who registered events. 86% said their students' attitudes towards STEM and computing subjects had improved.

We ran an online questionnaire for activity hosts to complete. 23% of registered hosts completed the questionnaire. 55% said their students' attitudes towards STEM subjects and computing had improved.

Next year, we will run Tech Week again, but will have a more structured focus on standard objectives and learning outcomes for students, and we believe that this will be enhanced by the availability and uptake of the ECDL Computing Module.

Quotes

Engagement with Tech Week was very positive, and outcomes surpassed expectations.

86% of primary teachers telephoned, had held an activity during Tech Week.

57% of secondary teachers called, held an activity during Tech Week.

83% of other centre activity hosts (e.g. Scouts or youth clubs) called, held an activity during Tech Week.

There was great participation in social media competitions (Snapchat, Twitter and Facebook) and an SMS competition to increase participation were all developed to increase participation and awareness by encouraging the use of #techweekIRL and posting of selfies with the Tech Week frame.

There were 781 respondents to our survey, with 56% expressing an interest in working in a technology related job. The top category of technology related careers they would like are Multimedia (17.25%) and IT management (16.08%).

Teachers, parents and students were very complimentary about the impact of Tech Week on the attitudes to STEM and computing, as an option for further study in school or as a career.

94% of evaluation form respondents thought that participating in Tech Week would help with their school work.

85% of respondents were more interested in studying technology at third level.

61% of respondents were currently studying a technology subject in school.

“I think that the event has been really good so far, it really got me interested in doing a tech subject at 3rd level.”

Activity hosts questionnaire

86% of teachers said that their students' attitudes towards STEM subjects and computing had improved.

Event/Activity Questionnaire

100% of primary teachers noticed a change in students' attitudes towards STEM subjects and computing afterwards.

57% of secondary teachers noticed a change in students' attitudes towards STEM subjects and computing afterwards.

50% of other centre activity hosts noticed a change in students' attitudes towards STEM subjects and computing afterwards.

The image shows a screenshot of the Tech Week 2017 website banner. At the top left is the 'TECH_WEEK' logo. To the right are navigation links for 'News', 'Events', 'Resources', and 'IT Professionals Day'. Below these are two red buttons: 'Get Involved!' and 'Share your Tech Week story'. The main banner area has a red background with white text and icons. On the left, it says 'JOIN THE 2017 TECH WEEK CHALLENGE NOW! WE HAVE EPIC PRIZES UP FOR GRABS!' followed by four icons (a person, a gear, a right arrow, and a close icon) and the text 'PRACTISE TECH WEEK, FOLLOWED BY YOUR NAME TO US FOR TO GET INVOLVED'. On the right, it says 'REGISTER TO CLIMB BY TEXT IN THE RUN UP TO AND DURING TECH WEEK. WANT FOR ANSWERS ON THE TECH WEEK WEBSITE REGISTER NOW - THE FIRST CLIMB IS COMING ON APRIL 14TH!'. Below the red banner is a photograph of three people in school uniforms. A man in a suit is in the center, and two boys are on either side. Overlaid on the photo is the text 'TECH WEEK 2017' and '22ND - 28TH APRIL'.

KENYA — SAFER INTERNET DAY

Introduction

This year's Safer Internet Day (SID) celebrations took place on Tuesday, February 7, 2017. With the theme, 'Be the change: Unite for a better internet', the day called upon all stakeholders to join together to make the internet a safer and better place for all. At Greensteds International School in Kenya, this day was championed by ICDL candidates. Greensteds International School is a co-educational day and boarding school, which provides an outstanding education based on an adapted form of the National Curriculum of England from Reception to 'A' level.



The ICDL Candidates undertook the Online Essentials module from January 2017, when they reported in school and learnt about internet security to enable them come up with a skit to educate their schoolmates, school staff and the general public. The project started on 7 January 2017 and ended on 7 February 2017. The main objective of the project was to sensitise the school and the general public on the techniques of safely using the internet.

Project Description

Safer Internet Day, which was solely funded by Greensteds International School, was carried out in 3 phases, namely:

- > Learning Phase: In this phase, candidates were trained on the Online Essentials module together with other modules.
- > Preparation Phase: In this phase, candidates were able to prepare literature about the project, which included PowerPoint presentations and videos that contained messages about safer internet usage.
- > Showcasing: This was the last phase of the project, which saw Greensteds invite all students in the school and the neighbouring members of the public. On this day, ICDL candidates got the opportunity to educate the school and general public on how to stay safe on the internet through PowerPoint and multimedia presentations. This was all possible because the candidates had also learnt other ICDL modules like Presentation and Word Processing.

The skit enabled students from Greensteds to demonstrate their digital literacy skills after training and certification. This is due to the fact that ICDL has been taught in Years 10 and 11 as a mandatory course to all students. The quality of presentations from the students was excellent and this showed clearly that Greensteds is raising a digitally literate population that is in line with Science, Technology and Innovation as a development enabler of the Kenyan Vision 2030 initiative.

Some of the challenges that were encountered include:

- > Convincing neighbouring adults to attend a skit that was being performed by high school students. Not many people believe that they can learn from people who are younger than them. However, with the good reputation that the school holds, people had the confidence to give Greensteds an opportunity to educate them, and from the feedback gathered from them after the skit, they were happy that the skit was a great learning experience. They now look forward to more of such events from the school.
- > Limited Time. The project started on January 7, giving the ICDL students exactly a month to execute the whole project through its three phases, not forgetting that these were still full time students with other subjects to study for. However, with the support of other ICT students from higher classes, ICDL students were able to adequately prepare for the skit and have their presentations in time.

Impact

One of Greensteds' objectives is giving students the opportunity of exhibiting the knowledge they have gathered from their courses, and in this specific case, the ICDL program. From the IT security skit, it was clear that they had not only grasped the content, but also mastered the most essential skills when it comes to digital literacy.

The skit was a success, since it saw ICDL students from Greensteds educate their schoolmates together with the general public in an area that is under-emphasised here in Kenya: staying safe on the internet. The feedback from the students and adults who attended was positive, as most of them acknowledged learning a lot of new useful things.

Quotes

“We have learnt a lot from the student presentations”

A member of support staff

“I did not know that we are exposed to so many threats while using the internet. I will start being more careful with social media now”

Student

“Tell me to invite my pupils when you have this event again”

Teacher from a nearby primary school

POLAND — CLASS WITH ECDL

Introduction

Teaching of computational thinking, and of programming in particular, in today's schools is, of course, very important. Especially if it is taught beside ICT, and not instead of it. If we look at DigComp (the Digital Competence Framework), 'Programming' is just one of four framework competences in the 'Digital Content Creation' area, and just one among 21 framework competences presented in the whole framework. Other DigComp areas (Information and Data Literacy with three framework competences, Communication and Collaboration with six framework competences, and Safety with four framework competences) largely covered by ICT are very important in the effective use of ICT for better teaching other subjects at school, as well as, in general, for young people in today's world. However, it is crucial to teach ICT in a very effective way, giving more space for computational thinking in the whole computer science curriculum. This is why the Polish Information Processing Society (PIPS) introduced the 'Class with ECDL' (Klasa z ECDL) programme in 2016, to help teachers to teach and students to learn ICT, in a very effective way.



Project Description

The 'Class with ECDL' programme is targeted at students aged between 11 and 18 years in all school types. It is free of charge for schools. Schools (after signing an agreement with PIPS) are enabled to create their ECDL lab for free (and join one of our ECDL Test Centres) and teachers can become ECDL testers. Teachers get help from PIPS in the methodology of teaching, as well as in integrating the ECDL syllabi in the ICT curriculum. They get free access to the 'Class with ECDL' exercise e-book, prepared by PIPS and available online (www.exebook.pl). Teachers get support from PIPS Programme Coordinators and via an open Facebook group as well. They can collaborate with other 'Class with ECDL' participants. Students, if they wish to do so, can take ECDL tests with a 10% discount off the reduced, student's price.

Impact

Until now we have 77 agreements signed with schools from Poland. A list and a map of schools is displayed at on the ECDL Poland website (<http://ecdl.pl/klasz-ecdl/lista-klas-z-ecdl/>). A very good example of 'Class with ECDL' programme implementation is 'Technical School (ZSET) No 5' in Leszno. They have taken part in the project since September 2016, when the agreement with PIPS was signed. There are 357 students who participate in the programme. Other students can take part in ECDL classes for two hours a week, which is financed by the Education Department of the City of Leszno. The main purpose of the programme is for first-year students to gain the ECDL Base certificate and for older students to gain the ECDL Standard certificate. A group of teachers prepared

an extra-curricular teaching programme, which was accepted by the Pedagogical Council of the school. The programme was published on the ECDL Poland website (http://ecdl.pl/wp-content/uploads/2016/11/Klasa_z_ecdl_program-1.pdf) as an example of a good practice. The learning ICT programme 'Class with ECDL' covers 32 hours during the school year. Until now, there were 44 students who proceeded to the ECDL Computer Essentials test, and 35 students who proceeded to the ECDL Word Processing test. Teachers at ZSET are aware that the most important 'element' in the project is the student. The students very willingly develop new practical skills, and are very involved in the project. They want to improve not only their qualifications, but also their knowledge. They all know that it is not a waste of time, but they realise the appropriate material during the classes and use their own potential. It will be easier for them to find a good job having an ECDL certificate, and their CV will be competitive. Not all students can afford to pay for the certification and this is why some students decide not to take tests, but they still get the knowledge and skills. Students are informed about the procedure of taking tests during the ECDL classes. Students can take part in additional classes to revise all the material before the test. On a school platform, 'Class with ECDL' students can find all the necessary exercises concerning modules.

Quotes

Feedback from teachers

"Preparing for the ECDL test in core ICT classes is a very beneficial learning concept. It contains material that is based on the core curriculum of the subject, and at the same time gives you the opportunity to get a certificate."

"The implementation of ECDL into the curriculum in Class I on ICT is a very good solution. This means that young people have the opportunity to acquire a European certificate in compulsory classes (they do not have to attend extra classes) and thus more people are willing to take the certificate."

"Candidates during the learning phase can take advantage of the tutorial on the www.ecdl.pl platform. They will find not only theoretical but practical issues."

Students' opinions

"It is a really good way of getting a certificate"

"It's a good time spent on the ECDL course during classes"

SOUTH AFRICA — GOOD WORK FOUNDATION

Introduction

For Good Work Foundation's (GWF) Bridging Academy (BA) students, ICDL is so much more than just a computer and application course. Acquiring digital skills opens up a world of opportunity to our rural learners, which for most would never have been possible before completing the course. These skills give our learners access to the world, and a life of possibility that is literally at their fingertips.



GWF is a non-profit organisation that is pioneering a new, digitalised model of education for rural African people. One way of achieving this was through its Bridging Academy (BA) 2016 project, which started in January 2016 and took one year to complete.

The BA creates an access bridge between school and work or further education training, preparing rural school leavers for life in modern business environments. As GWF scales its operations, it continues to implement best practice education programs for the thousands of rural young adults who are unemployed and who do not have access to tertiary education. In pursuit of that goal, GWF has developed the BA curriculum, including ICDL, which is a year-long course that enables adults to become proficient in skills that are required in a 21st century workspace.

The BA proudly supports the core principals of the South African government's 2030 National Development Plan, in particular, its commitment to 'enhance the innovative capacity of the nation' by building a base of science, technology, innovation and skilled human resources. In developing the model of rural digital learning campuses, featuring the BA, GWF is demonstrating an ability to identify the major pressure points in South Africa's education system and, using technology and 'home-grown' programs, create systemic change.

Project Description

Students applied to GWF to participate in the BA 2016. A selection process was carried out and successful students were enrolled to begin classes in January 2016. The BA was implemented at GWF's state of the art digital learning campuses in the heart of rural South African communities. Students attend classes daily and follow a carefully put together curriculum that has developed into what it is today after years of experience and refinement. Past challenges indicated that students do not only need IT skills, but that they should be well rounded, so in 2016, a number of components were introduced to supplement the ICDL course.

The first part of the Bridging Academy year equips learners with improved digital and English proficiency, using the ICDL course, which provides critical digital training for rural adult learners. Throughout this process, the academy provides learners with practical seminars that focus on media, leadership and life-skills.

In 2016, the academy partnered with Barclays Bank to incorporate the widely acclaimed 'ReadyToWork' programme, an online portal that delivers rural students with work skills, people skills, money skills and entrepreneurial skills so that they are better equipped to find employment or create self-employment. Building off the skills created in the first part of the programme, in the second part, each learner has access to a career-assessment tool that informs an online study module choice. Available modules are chosen to complement the employability skills requirements of a particular area and, in South Africa's Mpumalanga province, include a wide range of modules in hospitality management and media.

The BA is carried out by a dynamic team at each campus. Facilitators are all previous BA students, and in this way GWF tries to offer employment opportunities to graduates. The team is made up of 10 full-time facilitators, nine of whom are women. In 2016, 320 students completed the BA programme, 82% of whom were women learners. The project was funded by Absa Bank. Meet the ICDL team in this video (<https://www.youtube.com/watch?v=y39KoONvKek>).

Impact

Since 2012, 1290 students have completed the BA programme. In 2016, 320 students graduated. One of the ways that GWF assesses the effect and results of the implementation of the BA is through tracking the progress of graduates. At the end of 2016, for example, 18 graduates were placed in a newly opened major retail centre. Read more about this on the Good Work Foundation website (<http://bit.ly/2fSXaNA>). Many students also proceed to GWFs second and third year courses.

To support the development of local economies, retaining a share of graduates and their new skills within rural communities, each digital learning campus provides second year Career-Training programmes for graduates of the BA who, once digitally literate, are able to apply for these programmes.

These programmes respond to the needs of the community in which the campus is located and include hospitality management, conservation and wildlife monitoring, ICT infrastructure, ICT classroom integration, and media studies.

This innovative training model provides for each Career-Training Academy or programme to be linked to an enterprise established in partnership with an industry leader in the business sector. The purpose of the enterprise is to employ graduates and fund the learning programmes, resulting in the creation of a sustainable and lasting social enterprise.

A successful case study of this non-profit and for-profit integrated platform is the T-Systems South Africa (TSSA) Customer Interaction Centre (CIC) or 'call centre' that is operational, in a pilot phase, at Hazyview Digital Learning Campus (HDLC).

The CIC is the extension enterprise of the HDLC IT Career-Training Academy, which provides advanced IT infrastructure training accredited by CompTIA.

For TSSA, a rural-based CIC translates into a 30% cost reduction, and the IT Career-Training

Academy at HDLC means that there is a pool of skilled human capital that can be recruited to staff the CIC.

For GWF, the CIC will deliver previously unheard of rural job creation, retaining people and skills in rural South Africa. It also provides a revenue stream for the campus, where a share of the profits generated are invested back into the Open Learning Academy and the Bridging Academy.

Paris Moeng registered to study at GWF's Hazyview Digital Learning Campus when he was just 17. Having never used a computer before, Paris surprised the HDLC team by completing his Bridging Academy year (including ICDL) in record time. He then went on to enrol in HDLC's IT Career-Training Academy where he completed his CompTIA A+ and Network+ training certificates.

Paris is now a qualified IT Support Engineer. Working from the campus where he studied (where T-Systems South Africa, a Deutsche Telekom subsidiary, has established a call centre), Paris provides support to people from three major South African companies.

The BA has been very successful in its implementation and outcome and continues to have a significant impact in the communities. It has raised awareness about the importance of ICT skills and it's clear by the growing demand for the course that community members want to empower themselves with these skills. Partly based on the number of female students, GWF's Hazyview Digital Learning Campus won the national PwC Empowerment of Women in the Community Award, which brought attention to the course.

GWF is constantly striving to offer its students the best in digital education and therefore is always looking for ways to improve its programmes. As is mentioned above, it's evident to GWF that IT skills alone do not create a well-rounded individual and that one must also build soft skills. GWF has added media skills which include an introduction to Google, social media, social media ethics and email ethics. GWF has also partnered with Barclays 'ReadyToWork' and with Lobster Ink (an online hospitality training service provider). In this way GWF actively seeks partners to collaborate with so that students can practice and develop the skills that they are learning.

As the digital cloud billows out from Johannesburg and extends to South Africa's rural areas, there is an opportunity to reimagine rural life. Why, for example, can we not setup IT call centres in rural areas? Not only can call centres be more operationally cost-effective when setup outside of urban areas, but they also create substantial employment opportunities (one call centre can employ hundreds of people).

Two reasons have prevented this kind of rural investment in the past. The first is infrastructure, including access to reliable power and connectivity. The second is human capital, including access to young semi-skilled people who are trained for the new digital marketplace.

We are successfully addressing the problem of human capital, and it all begins with ICDL.

Quotes

“Job seeking with authentic qualifications is much easier than having nothing to show. Today I am applying every skill that I have acquired from Good Work Foundation’s Hospitality course in my workplace. Food and Beverage course, ICDL and Front Office certificates are the reason I am working as a cashier today. To all GWF students, I want to tell you this: the opportunity you have for learning at GWF’s campuses is real and very important. You will all collect your dues once you graduate with qualifications that will change your living situation at home for you and your family”.

Nomsa Ubisi (working at Nandos)

YEMEN — UNIVERSITY MAKES A MIRACLE: ICDL TESTS GROW DESPITE CIVIL WAR

Introduction

An ICDL accredited training and testing centre was established at the main campus of the University of Science and Technology (UST) in Yemen back in 2011. Yemen had a civil war at that time, and close cooperation took place between staff of the University and the National Operator that led to the accreditation and operation of the centre. A visit was carried out to the University several months later, when the situation became calmer.



Back in 2011, UST had decided 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 third year. This applies to all students registered in all programs within the University faculties at large. The reason behind such a decision was to raise the quality of graduates and their ICT skills to the international standard.

Despite the civil war in Yemen and the hard economic situation during the past few years, the University administration decided to keep ICDL as a requirement. ICDL tests have been ongoing over the past three years, slightly affected, but uninterrupted, during the civil war. Students are still taking their tests and certificates during these very difficult days.

Project Description

After accrediting the computer centre at the main University campus to offer ICDL training and testing, Specto trained staff of this centre, not only on how to manage the centre and use the administration and testing systems, but also how to get other centres accredited. The objective was to establish ICDL centres at all the branches of UST, covering the whole country. A plan was prepared by both parties and they started equipping and preparing the centres one after the other, training their staff, until all 10 centres were accredited and became operational. One of the centres was established in the island of Socotra, which is quite far from any city in Yemen, and has rather poor infrastructure (e.g. internet connectivity, etc.).

With the accreditation of centres at all UST branches, these centres were able to provide ICDL training and testing to University students and citizens in the local communities. Moreover, the university was able to attract funds to train and test employees at public and private organisations to upgrade their ICT skills, thus strengthening the links between academia and enterprises. For University students, they didn't pay for the testing, but this was covered at the University's expense from the tuition and fees that students pay.

The number of candidates registered in the ICDL program grew with time from 2011 until 2014. After that, a slight decrease took place in 2015, as compared to the previous year. This was due to the beginning of the civil war in Yemen, which affected everything in the country. Specto and UST management had meetings to investigate the matter and took proper measures. Better results were achieved in 2016, and the results for 2017 are, so far, very promising. The total number of candidates registered in the ICDL program at UST until now exceeded 13,000 persons in all the 10 branches of the university. About 43% of these candidates were at the main campus in Sana'a. However, other campuses also have good number of registrations, such as the girl's branch (14%) and Ibb branch (13%). Over the past two years (during the civil war in Yemen), UST centres are almost the only centres in Yemen that are conducting ICDL tests. Other centres have either completely stopped operations, or have an extremely small number of candidates. This fact is worth noting and the management of UST and its cooperation with Specto are to be commended for this success.

Impact

The ICDL project at the University of Science and Technology was a great success. The total number of certified candidates so far exceeds 4,600 persons, about 46% of them are female. Additionally, there are about 8,500 candidates who are still in progress; they started their tests but have not yet completed the tests to earn a certificate. Knowing that students study and take tests at the university rather slowly, this ensures the growth of the program for the coming years.

The enormous impact of the ICDL program at the university, in society, and for the National Operator is multi-fold:

- > It improved the quality of UST graduates and their relevance to the labour market, as far as basic ICT skills are concerned. The level of ICT skills of graduates was quite high, as they all passed the ICDL tests early in their studies.
- > Good ICT skills helped students to perform better in their studies and projects due to better connectivity, use of social media, and better skills for preparing reports, presentations, etc., which they used at the university.
- > It enhanced the attractiveness of the University to new students. Offering the ICDL as part of the educational package at UST encouraged students to select UST as compared to other higher education institutions.
- > It strengthened the cooperation between the University and enterprises. The University signed a number of contracts with the government and other organisations for capacity building of their staff. One contract with Ministry of Education included certifying 1,000 teachers in ICDL.
- > It enhanced the role of centres for consultation at the University, and better marketed their capacity building programs and other services.
- > It enabled the University to achieve additional revenue through ICDL training and certification, and other training and consultation programs.
- > It assisted in the widespread use of the ICDL program in the country at large, which raised the

level of ICT skills of citizens to the international standard.

- > It promoted a better appreciation of technology in the society.
- > It strengthened the relations between the University administration and the ICDL National Operator.
- > It assisted the National Operator to achieve better adoption of the ICDL program, and accredit more ICDL training and testing centres in Yemen.
- > It helped in establishing ICDL centres in other countries outside Yemen. This is due to the close cooperation between UST and Specto, and the presence of other businesses owned by UST owners in these countries.

The main reason behind the great success of this project, and achieving such a high and tangible impact, is the very strong support of the administration and owners of UST, and their genuine belief in quality education and internationalisation. Contrary to many owners of private education institutions in the Middle East, the owners and President of UST consider education as a mission to produce the best possible graduates, paying little attention to the financial aspect. This was very much welcomed by the National Operator, which also extended all possible support to enable UST achieve this goal. During the past three years of civil war in Yemen, several high-level meetings were organised between the management of UST and Specto. Challenges facing UST were discussed, such as the devaluation of Yemeni Riyal and its impact, students that left Yemen and continued their studies in other countries, and others. The two parties agreed on number of measures to address all these challenges in a manner to guarantee the continuity of the ICDL program in Yemen and the other countries where UST students went to.

Quotes

Regarding the situation in Yemen and the university strategy, the President of UST, Professor Hameed Aqlan, mentioned that they “transform the challenges into opportunities”. The war in Yemen prompted the owners to invest in other countries in a number of fields, such as education and training, health, and others. Moreover, concerning the importance of the ICDL program at the University, Aqlan stated “ICDL becomes very important for students, since it furnishes students with new skills, such as computer skills, and helps them learn how to deal with computers professionally. ICDL also enhances students’ knowledge and skills in their academic discipline and provides them with greater career opportunities in the labour market.” He added, “The University of Science and Technology has done the right job by adopting ICDL to support specialisations of students.”

The Director of the Computer Centre, Mr Rayyan Al-Hammadi stated, “the University of Science and Technology is keen to keep up with technological development. It has also endeavoured to provide students with various skills beside their specialisations, such as computer skills and its applications that students need after graduation. The University was the first to adopt ICDL in 2012, which later became a compulsory course for all students in the main campus and branches. More than 4,000 trainees have benefited from the ICDL program.”

Student, Mr Ibrahim Mohammed Ali, stated: “I study civil engineering and I have studied ICDL, which added computer skills to my academic discipline. My specialisation also depends on the computer, so ICDL enhanced my skills and experiences in my specialisation.” Another student added, “I studied ICDL and I learned how to deal professionally with computer. ICDL provided me with greater career opportunities and acceptance in the institutions. I can deal with the internet easily. My career efficiency has been improved.”

Student, Ms Hamas Saleh, stated, “I have studied ICDL and learned how to deal with Microsoft software. We used to suffer from many problems in the past, but now and after examinations, I have learned a lot in computer skills.” Another female student added, “I learned a lot by reading ICDL books, word processing, the computer system, and its different concepts. I also learned how to use computer properly and professionally, and programs that may help me in my study.”

ZIMBABWE — ICDL TRANSFORMING LIVES AT THE UNIVERSITY OF ZIMBABWE

Introduction

After a tour of some computer labs at the University of Zimbabwe, two librarians, Elizabeth Mlambo and Precious Mwatsiya, were pained to note that the male students were dominating the labs whilst the female students were being left out. They expressed their concerns to the University's Vice Chancellor, but there was no immediate solution that could be provided.

After the two attended a workshop organised by Computer Aid International, they discovered that there was funding available to help with their kind of problem.

After several documentation exchanges, Computer Aid International signed an agreement with the Computer Society of Zimbabwe pledging to equip the female hostels at the University with 100 computers and paying for the training of the selected girls on the ICDL Base modules. This was Phase 1 of the project, which was very successful and saw the 100 female students completing their ICDL program successfully.

When Computer Aid International saw that the project had been a success, they found a new donor, SITA (a multinational information technology company providing IT and telecommunication services to the air transport industry), to fund Phase 2 of the project. This project started in October 2016 and will be completed in April 2017.

Project Description

The University of Zimbabwe ICDL Project Phase 2 began in October 2016 with the careful selection of 100 female students from poor and disadvantaged backgrounds. The students were selected through the Dean of Students' office. This time, the project would include two hostel wardens, two janitors, as well as the two librarians who were the project champions.

Four trainers from the University of Zimbabwe were selected to train the students. The Computer Society of Zimbabwe was responsible for monitoring the project.

After the students were selected, they were invited to complete a Baseline survey, which was created by Computer Aid International. The purpose of the survey was to gauge the students' IT knowledge and appreciation. After they complete the Base modules, they will be required to complete another survey sharing how ICDL would have benefited them. The students were encouraged to download the ICDL app onto their phones so that they could familiarise themselves with the modules that they would be undertaking. A WhatsApp group was set for the students so that information concerning the project could be easily disseminated.



Since the students had differing time constraints, they were split into several groups for the training and testing. The first training was done in October 2016 and the first Computer Essentials exams were taken by seven students. They all passed at the first attempt, much to the delight of their trainers.

A few more exams were taken in November, then there was a break until end of January. Even though the university had not yet resumed lessons, the students were committed to the project, so they opted to attend ICDL training and testing during their semester break!

Impact

The progress on the project has been successful so far. The project is due to be completed by the end of April 2017.

The project has raised the general awareness of the ICDL program. The University of Zimbabwe has been left with no option but to accredit as an Accredited Test Centre (ATC) so that it can offer the ICDL program to the male students, as well as the rest of the female students who are not part of the selected 100.

The janitors who were working with the selected students expressed great interest in the ICDL program. Computer Aid International agreed to include them in the project. They are currently going through the training and will also complete at the end of April 2017.

Computer Aid International was very pleased with the progress of the project. A representative from the funding organisation SITA visited the University of Zimbabwe in November 2016, together with Ludovic Gautier from Computer Aid International. The two managed to interview a few of the students and they concluded that the students were enjoying the ICDL program and it was helping them in their other studies. The two were quite impressed with the ICDL program and they requested if they could be allowed to do diagnostic assessments so they could measure their skills. They were allowed to do so. After this, the representative from SITA met with the Computer Society of Zimbabwe and agreed to fund another project focusing on training a total of 30 teachers from 10 selected schools in Harare. The teachers will be trained on the Base modules as well as the ICT in Education module.

Great Zimbabwe University, which is a university in another town, heard about the ICDL projects at the University of Zimbabwe, and they also went on to accredit as an ATC so that they could offer the program to their students and the surrounding community as well.

Computer Aid International is quite pleased with the progress of the projects, and they have pledged to support similar projects in other African countries. The countries they are looking at are Sierra Leone, Ethiopia, Kenya and Zambia.

The one major lesson learnt from this project is that, for any project to succeed, there has to be proper monitoring and evaluation.

Quotes

“The ICT training that we received at the University was too theoretical and not practical enough. In comparison, ICDL was far more practical and this was more useful to me.

“Students who don’t have access to ICDL will not be sufficiently trained and capable of completing many tasks on a computer.”

Trish – ICDL candidate at the UZ

“Access to software (such as SPSS) was the main benefit to me and also learning general ICT skills through ICDL. Before completing the Computer Essentials module, it was most likely that you wouldn’t know how to access and use that software. Simple tasks such as sending an email, which I previously couldn’t do, are now quite easy. I am now able to print documents, which is useful for my studies.”

Alice – ICDL candidate at the UZ

“From the Baseline survey, most of the candidates were confident that the ICDL program will be of benefit to their job searches. 96.7% of them are now interested in a job that requires them to use a computer.

“93.3% of them said that computers would be useful to their friends and they cited the ICDL as a program that the friends should adopt. They all indicated that they would market the ICDL program to their friends and families.

“The ICDL program will go a long way in improving the quality of teachers in Zimbabwe as well as other countries. The ICT in Education and the other ICDL modules are key to raising the level of digital literacy for teachers.”

Amber – SITA

A large white circle is positioned on the right side of a grey background, partially overlapping the white space. The word "MARKETING" is written in bold, black, uppercase letters on the white space.

MARKETING

GERMANY — GIPFELSPIEL (IT SUMMIT GAME)

Introduction

The 'Gipfelspiel – Data protection catches on' is a game designed for pupils aiming to raise awareness for IT security and data protection. The game was funded by the Federal Ministry of Education and Research (BMBF).

The online competition of the game started on 3 October and continued for a whole month, until 4 November. The game was continued at the IT summit from 16 to 17 November. The objective was to raise awareness of ECDL modules in general, but especially for the IT Security module and the endorsed Data Protection programme.

Through the 'Gipfelspiel', teachers and pupils got more into ECDL and their interest for the other modules was raised. After the 'Gipfelspiel', more schools were interested in becoming test centres.

Project Description

More than 100 questions about IT security and data protection, based on the ECDL syllabus, were developed to put into the game. Through a marketing campaign, schools and individual classrooms were invited to register for the game.

The marketing campaign was an initiative of DLGI, MINT-Zukunft schaffen, BIBB - Federal Institute for Vocational Education and Training, and Yeepea.

A teacher's manual was delivered to the participants in order to help them follow the game's rules. Knowledge from the ECDL IT Security module and the endorsed Data Protection programme was indispensable for correctly answering the knowledge questions.

4,000 pupils from secondary and vocational schools, aged 14 to 20, were involved in the game. The three best schools were honoured on 7 December by receiving a prize.

The game was so successful that, on the first day of the game, we had to increase server capacity, as the interest in the game exceeded by far all our expectations. The game was funded by the German Federal Ministry of Education and Research (BMBF) and implemented by the German Informatics Service (DLGI), in cooperation with Yeepea, the knowledge and games platform. This year's theme of the national IT summit was 'Teaching and learning in a digital world'.

Impact

The whole campaign, including the game, was a full success. Many more schools than expected were interested in the Data Protection programme and IT Security module, and therefore in the game. Server capacity had to be increased straight away on the first day.

Each question gave explanatory feedback in case of a wrong answer. So while playing the game, pupils learnt from their wrong answers, and the learning aspect showed great results. At the official IT summit, students knew much more than other people who played the game without having the extra week of playing before the summit.

All through the game, the software measured the increase of competence, Yeepea Schools are asking for the next game, maybe for other modules. That means that, due to the game, people were interested in ECDL and got to know other modules, which in the long run means more candidates.

We were overwhelmed by the success and the great interest generated by the game. Therefore, for this year's IT summit, we are in the process of developing a game (Gipfelspiel) for e-Health, which will be played in June. We introduced the game as a marketing tool to raise awareness for ECDL. In this aspect, results fully reached our expectations.

Quotes

Testimonials:

Students

“Some of the questions made me realise the problems and risks I run dealing with my data.”

“Playing the game I surely learnt something about data security.”

Schools

“At the THS Baunatal School, we considered the Gipfelspiel a great success and are sad about the fact it only lasted a week. The quiz was indeed very motivating and did not mean any additional work for the teacher. What else could you wish for?”

“I personally consider that this kind of competition and learning at the same time is very useful. Please do have similar events more often.”

MINT delegate at the St. Josef Schwandorf girls secondary school

“Due to the repetition of questions, learning success in the fields of data protection and IT security was for sure, and students awareness for these topics was raised.”

Playing beyond Europe, the German European School Singapore

GREECE — LAUNCHING ECDL DIGITAL MARKETING WITH DIGITAL MARKETING

Introduction

The launch of the campaign started on 13 March 2017 and ended on 3 April 2017.

Our goal was to:

- > create awareness for the new ECDL Digital Marketing module
- > refresh interest in the other ECDL modules

Target audience:

- > People who are not aware of digital marketing training/certification.
- > People who search for digital marketing training/certification - people who have the need but, naturally, they are not aware of the new ECDL Digital Marketing module yet.
- > People who visit our website.

Project Description

PEOPLECERT designed, developed and implemented the campaign.

Required skills such, as copywriting & SEO, graphic design, campaign set up, management and monitoring, software development and project management were all available in-house.

The following digital marketing activities were implemented:

- > A Google Adwords campaign to target people searching for digital marketing certification, digital marketing etc. and educate them by sending them to our website.
- > A Google Display Network campaign targeting prospects who are not aware of digital marketing training/certification and drive traffic to our website (ECDL Digital Marketing web page). Banners were placed on the Google Display Network.
- > Remarketing campaign (Google & Facebook). We remarketed visitors of the ECDL Digital Marketing web page or any other www.ecdl.gr page with two goals:
 - > increase exposure for the new module (especially to those who didn't visit the new module's web page) and/or,
 - > engage with interested prospects by offering discount vouchers via email sign-ups (offering a discount to an ECDL module if the candidate took the ECDL Digital Marketing test).
- > In Social Media we did a series of:
 - > Tweets (Twitter), which linked to the ECDL Digital Marketing module web page.
 - > Facebook posts, which linked to the ECDL Digital Marketing web page.
- > Moreover, we:

- > Sent mass email to our test centres introducing the new module and explaining its benefits for the test centres and candidates.
- > Placed an ECDL Digital Marketing banner at our homepage offering a one-click path to the ECDL Digital Marketing webpage.
- > Designed, printed and distributed A3 posters to all our test centres across Greece.
- > Adapted ECDL Foundation's brochure and distributed it to the test centres (A4 brochures).
- > Launched a business-to-business promotion for the ECDL Digital Marketing module for our test centres (to increase push sales).
- > Within April:
 - > We will run an email campaign to previous ECDL candidates, with a package offer (including the ECDL Digital Marketing module).

Impact

The campaign was successful, as it increased awareness for the new module.

We measured the following impact:

- > 30% increase of our website traffic (from same period in 2016)
- > Within the launch period, the ECDL Digital Marketing module web page:
 - > accounted for the 2.3% of our website unique page views, making it the most popular product page of our website.
 - > was the number three (3) landing page of our website
- > Our Facebook page likes increased (currently 7,075 likes) and our Facebook post engagement increased 299% compared to the month before the launch.
- > The remarketing campaign played an important role primarily in awareness, as the banner had about 195,000 impressions in the approximately two-week period it ran (to people that had visited our website - not necessarily the ECDL Digital Marketing web page).

The launch campaign has ended just now and we expect it to help registrations.

We will continue to work on increasing awareness, consideration and conversions for the all ECDL modules by running new campaigns, including the new modules, by optimising our web content for social and search for more traffic, and by taking even more initiatives.



INDIA — LAUNCH OF DIGITAL MARKETING MODULE AND LEARNING CENTRE BRANDING

Introduction

The technology landscape is fast changing and so are the digital skills associated with those technologies. The question is, are the Indian youth equipped to embrace these changes and integrate themselves into the new digital economy? India has emerged as a digital outsourcing hub for the shifting focus to the digital platforms, leading to a high demand for a workforce possessing digital marketing skills. The worldwide launch of the ICDL Digital Marketing module provided a window of opportunity to address these questions on a public platform to a wide-ranging audience.



ICDL India launched the Digital Marketing module on 8 November 2016 at the PHD Chamber of Commerce, New Delhi. This event was marked by a wide participation from government representatives, industry experts, academia and representatives of commercial training organisations (CTOs).

Project Description

The ICDL Digital Marketing module was launched in India as part of an event titled, 'India's Youth Dividend: The Future of Digital Skills', hosted by the PHD Chamber of Commerce and Industry, and organised by ICDL India. The Chief Guest for the event was Mr MWV Prasada Rao, Director of UGC-NET, CBSE – India's nodal government body for school education. Other prominent panellists included Mr Kamlesh Vyas, Director of Ernst & Young, India, Ms Poornima Rai, Head of Online Sales at Aircel, Mr Anup Sharma, Strategy Consultant, Dr KJS Anand, Director of IMS Noida, Mr Ravi Pillai, former head of City & Guilds India, and Dr Jatinder Singh and Mr Tahsin Zahid, Co-Chairs of the Skills Committee at PHD Chamber of Commerce and Industry.

The audience was an enthusiastic mix of skills training organisations, as well as academic experts, all with an interest in digital marketing as the must-have skill for fresh graduates in the job-market. Because this resonates with the Indian Government's vision of a digital India, the event also attracted government officials, especially in the education departments such as NCERT.

A PR firm was engaged to ensure widespread coverage was given to the event and the launch of the module in local and national press.

See the following links for examples of coverage:

- > http://www.business-standard.com/article/pti-stories/icdl-launches-digital-marketing-skills-certification-module-116110900964_1.html

- > <http://indiatoday.intoday.in/story/icdl-launches-digital-marketing-skills-certification-module/1/806427.html>
- > <http://www.careerindia.com/news/icdl-and-phd-chamber-launch-industry-standard-for-digital-marketing-018236.html>

Impact

The most significant outcome of the module launch was in the sprouting of ICDL authorised learning centres across the Delhi/NCR region, as well as in neighbouring cities of Jaipur and Chandigarh. The ICDL Digital Marketing module is a significant value proposition for commercial training organisations that are looking to diversify into digital marketing and expand their client base.

The establishment of these learning centres, imparting ICDL Modules mostly to college students, has also laid the groundwork to enable ICDL India to enter the education market. This is the most important return on investment of the launch event.

For example, IMS Noida was invited to participate in the launch event for the Digital Marketing module. It allowed us to establish an excellent rapport with the Director of the institute and facilitated the smooth accreditation of IMS Noida (with 2,500 students) as an ICDL Accredited Test Centre (ATC) over the following months. The main areas of interest for IMS are digital marketing and spreadsheets for management students.

Similarly, ICDL branding in over 20 centres across Delhi region has created a significant brand presence in the commercial/retail market. With peak season for private centres expected to begin in May, ICDL India is gearing up for a healthy number of candidate registrations. This is being promoted through an effective social media campaign with localised content as well as key account managers hired to service these learning centres.

Quotes

“In today’s competitive environment, it is essential to differentiate yourself from your peers. ICDL certifications are a great tool to upgrade your skill set and enhance your career prospects.”

Poornima Rai, Head – Online & Digital, Aircel India

“The Digital Marketing module launched today will be very useful for the youth. We can even take these programs to rural India”

Rishikesh Patankar, Head Operations – Education, CSC eGovernance, India

ISLAMIC REPUBLIC OF IRAN — DONATING FREE EQUIPMENT TO SCHOOLS AIMED AT EDUCATING STUDENTS, TEACHERS AND PARENTS

Introduction

To expand technology in schools and facilitate the use of it, and due to the lack of hardware facilities in some schools, and with the aim of creating equal educational opportunities and making efforts moving toward social equality in education technology, one of the ICDL Iran's Accredited Test Centres (ATCs) has concluded a contract with some schools. The ATC started to equip schools with hardware in 2016. The objectives of this project are as follows:



- > Equipping schools that don't have computer hardware
- > Introducing and creating a new market for ICDL programs
- > Providing the possibility of ICDL certification for students studying in schools without equipment
- > Promoting a standard of digital literacy for students
- > Changing traditional teaching to a teaching and learning method

Project Description

First, the ATC's manager introduced the project to the principals of schools that didn't have necessary computer equipment. After describing the details of the project, a contract was signed between the school principal and the manager of the ATC. According to the contract, the ATC was committed to donate some items, including 10 computers and a data projector. The ATC was committed to train students using ICDL courses. Students took part in test sessions after finishing the courses, and those who passed the tests were awarded certificates.

In this contract, students, teachers and parents of students who were between 7 and 50 years of age followed ICDL courses. Hardware equipment was awarded to schools for free. Training costs were also discounted by 50%, so that most people could participate in this project. Fifteen schools were covered by the project and were equipped with technology.

Impact

Each school organised a ceremony to award the certificates. Up to now, such a project with these conditions has not been done. Other schools were eager to implement the plan in their schools, and

other ATCs were motivated and made efforts to attract more candidates. This project has received good social feedback.

Quotes

Students

“If we wanted to learn ICDL skills, we would go to centres that were far from our houses, but now we can be trained in our school.”

“Parents are very satisfied that we learn computer skills in our school.”

“Now that we are familiar with ICDL skills, we can use it to do our homework.”

Manager of ATC

“An opportunity was created for the trainees to develop educational activities of themselves.”

“We can train the students until the schools are accepted as an ATC.”

School Principals

“The idea and implementation of the plan for our schools that did not have the ability to equip themselves with computer systems was valuable and successful.”

“Students and their parents are very happy that they are trained in ICDL skills at school.”

“Teachers and school staff use ICDL skills in their work by learning it in schools.”



PHILIPPINES — WHAT THE HACK - IT SECURITY BOOTCAMPS IN THE PHILIPPINES

Introduction

The 'What the Hack' (WTH) event is a marketing strategy implemented by Global Knowledge annually as a form of promotion to the public, both in IT and non-IT industries. The boot camps are follow-through activities for the interested parties to be trained and certified.

The idea for the 'What the Hack' started in 2005, more than 10 years ago. Global Knowledge anticipated that there will be a need to educate/raise awareness of people (users) on the importance of keeping abreast of developments in information and communication technology and on minimising risks while using it.

Having felt the great need for raising awareness on IT security because of the rapid progress of technologies, the lack of knowledge and skills of the users, and thus a greater threat to security, Global Knowledge specialised in cyber-security issues and hacking. They established an IT training centre and, later on, developed the 'What the Hack' event as a venue to address the growing needs for IT security.

Project Description

ICDL IT Security is timely as people are beginning to realise the threat and risks, but nobody is prepared – the government is not prepared, the institutions are not prepared, the users are not prepared and these are the weakest link, especially the rank and file, in the workforce which is the focus of ICDL.

Last year's WTH event was participated in by 2,600 people from different sectors and industries. ICDL was a major sponsor of the event. During the two-day event, the participants were given a sample of the IT security training, and from there, are encouraged to take the test when ready. Others were encouraged to join short term or long term courses (6 semesters, tri-semesteral), which could be completed in two years.

The WTH Event was followed through by boot camps held in Cebu City and Cagayan de Oro City to enable interested participants from distant areas to participate.

The Objective of the two events include:

- > Increasing awareness of the public on the need to prepare, and threats on security (everybody is on the internet, yet not many have information on IT security)
- > Improving the skills of the users for better security

The two projects required heavy marketing and promotion efforts. Global Knowledge invited the public (IT and non-IT, as it will benefit both), and credible speakers to the event. They also partnered with some sponsors/vendors and invited volunteers. They made continuous follow ups, up to the

event, and thereafter. They used social media to widen the coverage of promotion. They formed committees to work on the event – prior, during, and after the event.

During the event, they conducted training and a mock review (classroom mock review is the norm) to let the participants have a taste. Those who are ready to take the test are given schedule at the Accredited Test Centre (ATC). Others were sent to further review, trainings, or boot camps.

Challenges Faced

Marketing, Price, and Funding – Difficult to market because it is new to people and the long distance to travel to be trained and take the tests. Global Knowledge is most active in marketing (especially to private sector) and they utilised all forms of media, especially social media. The cost of marketing is very high. The WTH venue and overall cost is very high as well, even though there are volunteers helping, they are still paid a minimal amount.

Impact

Through the participation, ICDL

- > Increased awareness
- > Improved skills for both Global Knowledge staff and customers – some feedback includes:
 - > Raised confidence after training and passing test
 - > More credibility after passing test
 - > Knowledge that there is as affordable (internationally known) certification program

Accomplishments for 2016:

- > More than 1,000 people commenced training
- > To date, about 100 people who took the modules, all passed; and many are still taking them
- > Attained a high pass rate – 94%
- > Productive and efficient workforce
- > Boosted confidence and performance of people

There is good future for ICDL certification in the Philippines, especially with strong back up from DICT and other government entities. However, this will happen only if we could make ongoing campaigns and marketing.

Quotes

“A diploma is not enough, when we train and certify customers to be globally competitive, we are producing educated graduates who will join the local workforce and thus improve the work environment in the Philippines. In addition, if they join the international labour market, then they enhance the international labour force and produce a ripple effect.”

Ms. Roselle Reig, CEO of Global Knowledge Management Center

POLAND — TIK? TAK! (IT? YES!) NATIONWIDE IT CONTEST

Introduction

The 'TIK? TAK!' Nationwide IT Contest for students from primary and secondary schools has been organised by the Polish Information Processing Society (PIPS) every year, starting in 2011.

The main goal of the contest was to promote ECDL certification and to encourage school teachers to validate their students' IT competences using ECDL tests. Another goal was to develop young peoples' interest in IT, and to prepare them to operate in the digital society. It was also an opportunity to check their own IT knowledge and competences, and

a possibility to select talented students and to support them in the development and broadening of their IT interests. In 2016, PIPS – to celebrate its 35th anniversary – prepared a special edition of the contest, addressed to everyone, not only school students. It was named 'OTI (Nationwide IT Test)', and was publicly accessible online in the week of 16 to 22 May. The main goal was to promote different fields of knowledge of IT and digital competences, as well as ECDL certification. Another goal was to give an opportunity to everybody to test their knowledge and competences in IT and computer science. At the end of the test, every participant got information about the ECDL level they most likely achieved, and how to enrol to the real ECDL tests.



Project Description

Every year we registered about 25,000 to 30,000 students for the TIK? TAK! Contest, representing 800 to 1,000 schools of different levels. The contest had three stages: the first consisted of completion of an online test for all registered students at their schools. The best 100 students from each educational level (primary, lower secondary, upper secondary) passed to the second stage, which consisted of the completion of a 45 minute-long test, organised regionally (using questions and tasks that conform to the ECDL syllabi). The best ten students on each educational level participated in the third stage – the final game, which consisted of answering questions publicly in the real time voting system (the number of correct answers, and the time of answering were considered). The final game and award ceremony took place at the World Communication and Information Society Day event in Warsaw, in the presence of Polish Government members, local authorities, sponsors and parents. Every finalist was granted a free ECDL test voucher and prizes from other sponsors. Schools having the best results were also rewarded. Every year, the contest was supported by local authorities, ministries, education boards and business, and this is why, every year, we had a lot of

sponsors. ECDL Regional Managers were involved in the contest organisation, leading information campaigns at schools and with local authorities all over the country, so that a large number of people were informed about the contest and ECDL. Every year, about 60,000 people were reached with such information. When combined with ECDL Poland marketing information on ECDL certification programs and education projects, such campaigns strengthen the consciousness among Polish people of IT competence certification and ECDL's role in the digital society. For the OTI contest, we ran 26,473 tests (13,490 on the Base level, 7,358 on the Intermediate level, and 5,625 on the Advanced level). Each test took up to 7 minutes, and consisted of 50 questions.

Impact

The TIK? TAK! Nationwide IT Contest was a big success, and interest in it among students and their families has been enormous. A lot of teachers confirmed our goals, saying that it was the only publicly accessible contest, enabling honest verification of IT knowledge and competences. Some of the teachers called it 'IT day' and observed an important involvement of their students in the contest, learning much more about IT these days than all the year round in everyday IT classes. Schools' interest in ECDL certification grew, culminating in the launch of the 'Class with ECDL' programme. This campaign was conducted on educational basis, showing the multiple benefits of IT competence certification, especially ECDL. All posters, leaflets, webpages were marked with the ECDL logo. We noted an increased number of ECDL tests taken after the contest each year. It was also a good opportunity for PIPS to show how important the society could be on the IT education market.



ROMANIA — ECDL EDUHUB - THE FIRST EDUCATIONAL HUB IN A SHOPPING MALL

Introduction

After the first successful steps in implementing the newly developed endorsed 3D Printing programme, ECDL Romania saw the positive response to collaborate with the recently opened mall in Bucharest – Veranda Mall – as an important opportunity. Romanians spend an important amount of time in shopping malls around the country and a commercial space that also invests in education for the nearby community could be a concept that should expand.



To test the audience at first, ECDL launched, at the end of November 2016, the ‘Click&Stay’. ECDL Arrives in Veranda Mall and Declares the ICT Days’ campaign. The event lasted two days (from 24 to 25 November) and challenged the Veranda Mall visitors to test their digital skills by doing an ECDL quiz test, and to explore the 3D printing world by interacting with 3D printers. All the visitors that responded to the ECDL challenge had the chance to win a tablet.

This campaign was a test for understanding if education has anything in common with a shopping mall, in order to further develop a permanent ECDL educational hub as a tool for promoting the use computers and other new technologies at an international standard skill level.

The test proved to be a success and the work for developing ECDL EduHub begun, with planning to launch this latest ECDL concept at the beginning of 2017.

Project Description

At the beginning of 2017, ECDL Romania launched a pilot educational space for learning and using new IT technologies - ECDL EduHub in Veranda Mall in Bucharest.

ECDL EduHub is an educational concept that aims to grow with the development of new technologies and the need for diverse IT skills, as a space dedicated primarily to young people who must keep up with digital technology.

ECDL EduHub aims to establish a centre of excellence for the use of computers, based on the content of ECDL modules, and new technologies, such as additive manufacturing, 3D Printing, virtual reality, robotics, artificial intelligence, etc., providing young people access to contemporary equipment. Simultaneously, ECDL EduHub becomes an open space for all trainers in education.

The Hub had a preview release at a public conference on January 20, 2017, that took place at the mall, dedicated to all schools in the Veranda Mall's nearby community. The Mayor and the Deputy of the Sector 2 district in Bucharest, together with representatives of the School Inspectorate participated in the conference. The principals and the IT teachers from approximately 50 schools took part at the event, and ECDL Romania started a promotional campaign in approximately 80 schools in the district by distributing flyers and posters in all these schools and direct mailing the professors that attended the conference.

Starting in February 2017 at ECDL EduHub, children can participate free of charge at interactive IT courses and pupils can pre-test their digital competencies for the Bacalaureate using the ECDL diagnostic tests. Everybody can explore the new technologies by attending 3D Printing demonstrations and having direct access to 3D printers.

At the end of March 2017, ECDL EduHub also opened its doors for educators. An ECDL 3D Printing 'Train the Trainers' free program for a group of teachers in Bucharest took place. The plan is for them to further train children from their school, having the ECDL EduHub premises at their disposal.

The Hub is an excellent space and campaign for promoting the ECDL concept as the most important international standard for computer use that keeps up with the technology development and provides actual needed IT competencies.

ECDL EduHub is an ongoing project that will grow side-by-side with the latest technologies.

Impact

Until the end of March 2017, almost 150 kids participated at the IT fun courses in ECDL EduHub from Veranda Mall. Even though the course is supposed to be fun and interactive, it leads a serious message for parents and for children that makes them conscious that a digitally literate kid and further teenager is a kid that, from early years, learns to understand the use of technology in day-to-day life and in school.

Over 500 pupils have reserved a place in the ECDL pre-tests for Bacalaureate groups, and over 300 pupils have already attended. All these students have the opportunity to apply for ECDL, even in the ECDL accredited schools in their district, and to further validate the Digital Competencies Test in the high school Bacalaureate exam. Until 2016, almost 70,000 high school students in Romania had already benefited from this opportunity.

Since the ECDL EduHub opening, more schools are requesting ECDL accreditation information and a few of them already have started the accreditation process.

Over 30 students already have reserved a future place in the 3D Printing course groups and 10 teachers will be the first ECDL 3D Printing trainers officially trained by ECDL Romania.

There is a proper promotional activity in Veranda Mall for the Hub (banners, floor stickers, flyers, posters, web banners, social media ads, press releases etc.) and the Carrefour retail hypermarket

joined the project by offering gift cards for the youngsters attending ECDL EduHub.

The project has also received good reviews in the media.

ECDL EduHub is an ongoing project.

Quotes

“Currently, the role of a mall is not only to offer visitors a complete shopping offer, but also to be a destination for every member of the family, where they can spend their free time. From its launch, Veranda Mall has often hosted different activities for children of all ages. The cooperation with ECDL also forms part of this series of events, combining a creative educational component with the playful one. Moreover, this opportunity comes to help those who will test their digital skills. Many young people are passionate about computers and technology and we are very happy that we can organise such courses for them”

Andrei Pogonaru, Veranda Mall developer.



SUDAN — SMART MARKETING STRATEGY OVERCOMES CHALLENGES AND PROMOTES ICDL IN SUDAN

Introduction

Sudan is a country with many challenges for businesses. These include low income per capita, poverty, high inflation, low affordability, economic and trade sanctions, devaluation of the currency, no possibility of currency transfer, difficulty in mobility due to road conditions, etc. However, on the other hand, you find many people there who are very nice, warm, and honest. People have high respect for education, they value international degrees and certificates, and they have high respect of others.



Due to the sanctions and the interest in capacity building in ICT skills, the Sudanese government designed its own ‘Sudanese License for Computer Operating’. Because of this, when the ICDL National Operator started working in Sudan, it faced a strong opposition by the government. Nevertheless, it started learning the culture and system in the country, visiting various organisations (governmental, education, military, private, ...), and building its network of people who are willing to work with the ICDL program. In about two years, excellent relations were established with the government, so that a memorandum of understanding was signed between the two parties to collaborate. Now Sudan has about 35 active ICDL test centres, and the market there is quite stable, with good demand for the ICDL certificate.

Regular marketing strategies and business models don't work in countries like Sudan. One has to fully understand the system, people, and culture, and build a specific marketing strategy that suits this situation. This is what was done with ICDL, and it achieved remarkable and sustainable results.

Project Description

Sudan has a population of about 40 million inhabitants and GDP is about \$97 billion. Because of the secession of South Sudan, which contained over 80 percent of Sudan's oilfields, Sudan entered a phase of stagnation and inflation. Since 2011, the inflation rate has been quite high, exceeding 20% per year, the economic growth rate is slow, and the unemployment remains steadily high. Annual GDP growth was -2% in 2011, -2.2% in 2012, and it increased to an average of about 3.5% per year during the period 2013-2016. Such situation raises a dilemma for economic policy, since actions designed to lower inflation may exacerbate unemployment, and vice versa. Similarly, this situation puts major challenges to the ICDL National Operator, which started its operation in Sudan in 2011, exactly in these very hard times!

Education in Sudan is free and compulsory for children aged 6 to 13 years. The primary language is Arabic. Schools are concentrated in urban areas. The literacy rate is about 70% of the total population, male about 80%, female about 60%. Sudan has 19 universities and instruction is primarily in Arabic.

With the above difficult circumstances and countless challenges, the ICDL National Operator introduced ICDL as a measure to enhance employment opportunities to citizens, as well as improve the efficiency at the work force. First, it secured adoption of ICDL to all students at ComputerMan College (which later became Future University), then strengthened an Accredited Test Centre (ATC) at the University of Science and Technology in Khartoum, and accredited a number of centres at public and private organisations, including the military. These efforts led to the adoption of ICDL by Sudatel, a telecommunications and internet service provider in Sudan, which is responsible for the construction and maintenance of Sudan's telecom infrastructure. This centre is now among the top three performing ICDL centres in Sudan.

The Government of Sudan had decided in 2010 to establish its own computer skills and certification program, similar to the ICDL in its structure. For this reason, the government showed strong opposition to the ICDL National Operator at the beginning. However, with the successes achieved by the operator on the ground, and continuous attempts by the operator to build bridges of confidence, it was possible to arrive at a mutual understanding with the Government, represented by the National Information Technology Centre. This gave a formal recognition and a further push to the ICDL program in the country.

Impact

As a result of the marketing strategy adopted by the ICDL National Operator and the efforts in marketing the program, Sudan has now about 30 active ICDL test centres. About 40% of these test centres are established at universities or colleges of higher education, whereas the remaining test centres are at public and private enterprises, and the military. Test centres at academic institutions have about 57% of the total number of candidate registrations and certificates issued. The project has enabled about 9,900 persons to register in the ICDL program so far, where about 4,500 of these have obtained their certificates (Base, Standard, or Profile), representing 45% of the candidates.

ICDL has made major impact on Sudanese organisations and people. The ICDL brand name is now well known and respected, people are more aware of the importance of international certifications and they recognise the importance of ICT skills in their lives (work, study, etc.). Organisations that have ICDL test centres are happy with their centres, as they have more interaction with other enterprises, and they receive some revenue from their centres. ICDL has assisted in the capacity building of staff at these test centres (to become trainers and testers), and also enhanced the income of these staff members. On the other hand, candidates who have obtained ICDL are better skilled and more demanded by employers than others that don't have this certification. Additionally, there are more than 20 people involved in the operation and quality assurance of the program at the country level (conducting audits, supervision of tests, etc.), which means better income and quality of life of these staff members.

The ICDL program has made reasonable impact on the business of the National Operator. Although the program started quite small, the market in Sudan is now stable, and it increases gradually every year, slowly but surely. Given that other territories suffered from civil wars that has greatly impacted the operation of the same National Operator in the other territories, it is good to find a stable (albeit a small) market.

The success in Sudan is due to several factors that one can learn from and may be used in other territories. First, it was necessary at the outset to understand the local context (culture, economy, education, values, etc.) and design a marketing strategy and plan, including communication and cooperation accordingly. Second, the careful identification and selection of the national network of supporters (local ambassadors) is extremely important. Third, choice and appointment of the country manager and other local staff that are fully committed, responsible, and honest are all essential for success. Fourth, investing in people is much appreciated in Sudan. Specto has enabled trainers and testers to achieve the ICDL Advanced certificate, and certified most of them in the new modules as soon as they became available. Fifth, the continuous follow up from the National Operator (Specto) headquarters with ATCs in Sudan kept the cooperation at the highest level, which facilitated the adoption of the new modules rather quickly.

To conclude, the operation of the ICDL program in Sudan has indeed been very successful, and the results achieved are remarkable, given the challenges faced by the National Operator, and the situation in the country in general. Although much of the challenges have been addressed, some are still outstanding and more efforts are being made to overcome these. It is hoped that the lifting of sanctions and embargos on Sudan will make further improvements, and reflect positively on the National Operator.

Quotes

Mr Meki Suraj, who completed ICDL, expressed that his “report quality has noticeably improved” and he is “so much impressed about the present level in using the computer”. His supervisors are also equally impressed.

Mr Abdelkhalik Azab, an ex-manager of the ICDL Centre at UNAMID, who played a major role in expanding the operation since May 2015, said “...Certifying more than 850 candidates is a significant achievement. That achievement would not have been done except by working more than 12 hours per day with no weekends for about 11 continuous months. It was one of the great achievements in my life. I really thank the UNAMID/IMTC, Dr Ahmad Abu El-Haija, and Mr Naseem Abu El-Haijaa for their strong support.”

Many candidates who have passed a number of ICDL modules and obtained ICDL certificates are proud of their achievements. They believe ICDL will open new doors for them, will enhance their position on the job market, and will improve their efficiency and productivity at work. Some of them have expressed their feelings in a few words, as follows: Ms Mariam, one of the most brilliant security officers, said “It was a great achievement for me to finish the whole ICDL program. Now I am an internationally qualified and recognised person.”

Mr Khalid, who works in the Elfasher UN Airport said, “I can’t believe I finally did it. I was attending the courses and performing the tests after working hours from 17:00 to 22:00 ... I worked very hard and I got rewarded from the international community by being recognised as an ICDL certified person”. Finally, Ms Ikram said, “the knowledge I got from the ICDL program makes me able to perform faster in my everyday work and makes me feel self-confident in my life to the extent that I am now the IT consultant in my family.”



ZIMBABWE — DIGITAL MARKETING THROUGH GOOGLE TRAINING

Introduction

On March 15, 2017, Google commenced its commitment to train at least 1 million young people in Africa in digital skills, in four months, as part of its contribution to growing Africa's digital economy. Centum Learning Ltd was selected to conduct the training in Zimbabwe. The Centum Learning Ltd. team then approached the Computer Society of Zimbabwe for assistance.



The Computer Society of Zimbabwe saw an opportunity to introduce the Digital Marketing Module to a wider, previously untapped, market and grabbed the opportunity.

The Computer Society of Zimbabwe agreed to partner with Centum Learning Ltd. on the condition that the ICDL Digital Marketing module would be marketed as the end solution and certification for digital skills training.

After terms were agreed, a Memorandum of Understanding was signed between Centum Learning Ltd. and the Computer Society of Zimbabwe, in the presence of the Deputy Minister of the Ministry of ICT Postal and Courier Services, Dr Mlambo.

He confirmed that the Government of Zimbabwe, through the Ministry of Information Communication and Technology and Courier Services, welcomed Google's initiative, and is pleased with the partnership with the Computer Society of Zimbabwe.

Project Description

The Computer Society of Zimbabwe arranged for most of the training to be run at existing Accredited Test Centres. This presented the opportunity to engage with former ICDL candidates, existing candidates and potential candidates who had not been engaged with before.

The Google training is 2 to 3 hours long, and it touches on an overview of digital marketing from Google's perspective. This training from Google is free to the participants. After the training, the delegates are then pointed to the ICDL Digital Marketing Module for further training and then certification.

Since the Google training is focusing on various people from the market, there is a huge opportunity for the Digital Marketing module to be marketed, and for awareness of ICDL to grow.

There have also been opportunities to market the other modules, like Web Editing.

One of the ATCs has already expressed interest in offering the Digital Marketing to its candidates. The first certification exams should be done by the end of April 2017.

Impact

University of Zimbabwe, one of the ATCs, has decided to launch the Google training together with the ICDL Digital Marketing module at the end of April. They believe that the module is relevant for most of their students, and should therefore be of interest to those studying programs like business studies, marketing and other commercial programs.

This project has spread the ICDL message to a wider audience.

The full results for this project are yet to be realised, but there has been renewed interest in the ICDL program.

Quotes

One ATC that had its staff members and students go through the Google training indicated that they needed more training and they are looking to Digital Marketing as they want certification. They need something to prove that they have the Digital Skills.

Another ATC also mentioned that the Digital Marketing module is what's been missing from the marketing courses they have been running.





ECDL / ICDL IN SOCIETY

AUSTRIA — ECDL FOR CHILDREN AND TEENAGERS SUFFERING FROM CANCER

Introduction

The 'ECDL for children and teenagers suffering from cancer' project was launched in 2002. It has run successfully in many hospitals all over Austria for 15 years now.

The objective of the project was to give young patients the opportunity to participate in free training programmes and tests to achieve ECDL certificates.

Project Description

600 young cancer patients trained in 15 years



In 2002, stakeholders from the Austrian Computer Society (OCG), Vienna's St. Anna Children's Hospital, the Childhood Cancer Organisation for Vienna, Lower Austria and Burgenland (parents' initiative), the Austrian Childhood Cancer Organisation, and the consulting company Die Berater met to develop the 'ECDL for children and teenagers with cancer' project. It has needed the devotion of all parties to keep the project running. Over the last 15 years, nearly 600 young patients have participated in the programme and passed nearly 1,700 exams. More than 90 ECDL Advanced exams were successfully taken.

Partnership enables flexible training and certification in the hospital environment

OCG covers the costs for Skills Cards, Sophia Tests and ECDL certificates, and has agreed to a flexible system for the patients. Personal engagement of the trainers from the consulting company Die Berater, above all Mr Kremser who is in charge of the programme there, and excellent cooperation with the Childhood Cancer Organisations have kept this project alive and successful over the years.

With improved cancer therapies, the children's hospital stays have become shorter. This advantage for the children was a challenge for the trainers. Experienced and specially educated trainers make first contact with the young patients in hospital. For some years, they visited the children at home to continue training. This was very time-consuming and difficult to organise. The development of new technical possibilities made online-learning much easier. The trainers make first contact with the children in hospital and then keep in touch with them via the internet. When the patients leave the hospital, training continues online to reach the goal of an ECDL certificate.

Impact

This project gives young cancer patients the chance to keep in contact with the world outside hospital and it actually helps their recovery process. Most of their energy goes into fighting their illness, that is exactly the reason why they enjoy their ECDL training, because it is outside this daily struggle. It gives them hope for a future after their illness. With an internationally recognised certificate they have proof of their skills and knowledge when they enter the labour market.

ECDL has proven to be a valuable instrument of inclusion, and with devoted trainers and project partners has been able to keep this ambitious programme successfully running over so many years. The Austrian Childhood Cancer Organisation is a well-known and highly respected institution. Co-operation with this NGO gives this ECDL project visibility in the public and reminds us all that we are vulnerable and called upon to contribute our share to social inclusion.

Quotes

Stefan Kremser, head trainer of the project, who has worked with the young patients from the very start, said, "It is always a pleasure to experience the positive energy these young people radiate. Learning for the ECDL is a pleasant break for them in their daily battle with cancer. Their special situation, however, demands a lot of sensitivity and well-trained trainers: Of the children who start out with the training programme, one third finishes the ECDL standard certificate, one third quits for some reason and one third dies."

Professor Dr Reinhard Topf, head of the psychosocial department of Vienna's St. Anna Children's Hospital said, "Over the years many projects with good intentions have been launched, but only few have survived for such a long time. The positive effect for the young patients is invaluable. We are very happy to be able to offer this programme to the children with the help of the OCG."



COLOMBIA — GLOBALLY COMPETITIVE CITIZENS: CLOSING THE SOCIAL AND EMPLOYMENT GAP IN A CITY IN DIGITAL TRANSFORMATION

Introduction

How do you prepare a city for new and more competitive work environments and reap the benefits of teleworking to fuel its growth as a smart and sustainable city?

According to the World Economic Forum, in the next five years, most job positions will have drastic changes because of the inclusion of ICT within organisations. Furthermore, many of said positions as we know them will disappear. At the same time, working towards the development of smart cities according to the Sustainable Development Goals is becoming a more urgent challenge all over the world.

Tunja is the capital of the Boyacá department, located in the central region of Colombia, which has not been oblivious to this reality, identifying the need to transform its workforce into one more aligned with those of smart cities. That is why, between October 2016 and March 2017, the city aimed not only to prepare citizens for a global working environment, but for the first time in the country, worked towards closing the digital, social and employment gap through training, certification and job placement initiatives for certified teleworkers.

The project's main objectives were:

- > Providing full circle training, certification and job placement for teleworkers in the city of Tunja.
- > Certifying the digital skills in the ICDL Teletrabajo Profile (Teleworking), oriented to gender equality and income growth for women and heads of families.
- > Developing projects of ICDL certification with public administration entities as an opportunity to improve the quality of life and employment indexes.
- > Promote the city of Tunja as a smart and sustainable city that stimulates work models inherent to a digital economy.
- > Promote the country and its cities as leaders in digital transformation of work environments in the context of digital economy.

Project Description

With the support of Tunja's Mayor's Office and the Science, Technology and Innovation Special Administrative Unit, ICDL Colombia led the 'Tunja Teleworks' initiative, oriented to developing and globally certifying flexible work related skills for 200 citizens, including women head of families, young people in the search of their first job, women over 30, and people with physical disabilities, to generate income and employment opportunities based on the use of technology.

More than 800 people signed up for the selection process. The 200 people selected for the project received training in the form of b-learning (50 hours of classroom courses and 40 hours of online courses). In those 90 hours, they developed the required skills for receiving the ICDL Teletrabajo Profile (Teleworking).

The implementation process of this project required the use of the infrastructure available in the city, including five 'Vive Digital' points from the Ministry of ICT, which met the performance and connectivity requirements for ICDL.

Besides an international certification, one of the biggest successes of the project was the actual employment of 40 certified citizens, including a woman with physical disabilities working as a virtual assistant and many women head of families located in phone sales positions, becoming the first national project that completes the full circle of training, certification and job placement for teleworkers.

Impact

For the beneficiaries:

- > Improvement of their professional profile, through training and certification of digital skills
- > Transformation of the needs derived from local unemployment into professional growth opportunities on a global scale, through an international standard certification
- > Development of teleworking and online training skills
- > Access to real job opportunities through a proper job vacancy management overseen by the initiative.

For Tunja's local government:

- > Positioning Tunja as a smart and sustainable city, that drives digital economy related work models.
- > Alignment with a vast number of public policies such as the Sustainable Development Goals, motivating territorial entities to adopt this new model of work and developing a local workforce aligned to the global work trend; the 1221 Law of 2008, that promotes teleworking in Colombia; and also the National Development Plan for 2014-2018, including the strategy "Vive Digital Para la Gente", a Ministry of ICT plan that establishes a goal of 120,000 teleworkers in the country in 2018, 50,000 of which will be certified in skills for teleworking.

For the country:

- > Positioning teleworking as an environment for income growth, gender equality and social inclusion.
- > Promoting the country and its cities as leaders in digital transformation of work environments in the context of the digital economy.

For ICDL:

- > Gaining a better positioning as a certification entity of teleworking skills on a global scale.
- > To be considered as standard in digital skills for teleworking.

- > Work to close the digital, social and work gap through initiatives that complete the full circle of training, certification and job placement of certified citizens.

Quotes

“We are very pleased to see how 200 people are receiving their international certification in teleworking, a special competence that facilitates their access to work, which today in the world is proving to be a flexible way of exercising employment from home or elsewhere, overcoming any kind of disability. It gives us joy to know that as a municipality we are fulfilling our obligation to promote these processes.”

Pablo Emilio Cepeda Novoa, Mayor of Tunja

INDIA — HELLA CSR

Introduction

This project focusses on encouraging corporations to play a proactive role in promoting digital literacy, not just amongst their own employees, but also as part of Corporate Social Responsibility, or CSR. All corporate organisations have funds earmarked for CSR activities, which can be invested in digital literacy as an important pillar of socio-economic development.

Project Description

ICDL India approached Hella India with a proposal to use CSR funding for the uplifting of underprivileged children through the introduction of computer education. Hella, which already runs the Bal Swavlamban Trust (BST) in Dhankot, close to New Delhi, for underprivileged children, was shown an excellent opportunity to use the premises of the BST office to run a computer training programme for school children in the neighbourhood.

A trainer, was hired to run training on Computer Essentials and Online Essentials modules for school students. This pilot batch consisted of 20 students.

The main challenge encountered in this exercise was logistical. Ensuring internet connectivity in small towns not too far from New Delhi, the capital, can also become a challenge.

Impact

The project in the pilot phase has been a success. The Hella team is satisfied with the progress of the students. It has helped to bring awareness about digital skills and computer education to a community that is digitally illiterate.

The success of this project with Hella will help ICDL India in taking this template of CSR backing for ICDL to other corporations as well.



ISLAMIC REPUBLIC OF IRAN — TEACHING COMPUTER SKILLS TO PRISONERS

Introduction

With the aim of developing digital literacy in society, one of the ICDL Iran Accredited Test Centres (ATCs) in Kerman Province developed a plan using the EqualSkills program to train illiterate individuals in prison. Following a Memorandum of Understanding (MoU) between ICDL Iran Foundation and the Literacy Movement Organization, the purpose of the project was defined as providing literacy to prisoners, but a part of their training was to cover digital literacy, so that when they are freed from prison, they will be able to return to the society with healthy thought and behaviour.

Project Description

At first, 30 prisoners who could read and write Farsi were trained with 18 systems for three days a week and 4 hours a day. Encouraging the prisoners to learn computer skills was a difficult task and they didn't care for it at first, but gradually, and with the support and help of the Literacy Deputy of the Ministry of Education, the prison's staff, and ATC's trainers, motivation among prisoners rose. These prisoners attended computer training classes alongside the literacy courses held by the Literacy Movement Organization, and, considering that they were less literate and needed more practice, more time was allocated to them for more practice under the supervision of the prison's staff. The training has now been completed, and the prisoners received have their EqualSkills certificates.

Impact

The implementation of this project had a good reflection in society, and other prisons in other cities also showed interest for carrying out such courses. Moreover, it was determined that the prison's staff introduce more prisoners for the next courses. It is anticipated that, in near future, approximately 100 prisoners will be trained.

Quotes

Prisoners

“Starting to learn computer skills was hard for us at first, but we gradually became interested.”

“We do not waste our time in prison and we feel we can be useful people in future.”

“By learning computer, and other skills in prison, people of society do not treat us like criminals.”

Prison staff

“These prisoners need computer skills, so that they are not isolated in society.”

“Teaching computer skills alongside training them for how to read and write Farsi increased their interests.”

KENYA — TRAINING OF PEOPLE WITH DISABILITY

Introduction

Techno Brain, an ICDL ATC, partnered with Agency for Disability and Development in Africa (ADDA) to train students with various disabilities in Kenya who include those with visual impairment, the physically challenged and the hearing impaired. The project, which started in January 2015, was aimed at using the ICDL program to help people with disability, because very few centres have the necessary facilities to make learning efficient for them. Techno Brain is focused on continuing this project in order to impact more people with disability.

Project Description

Agency for Disability and Development in Africa (ADDA) sponsored the project for the first lot of 15 students, while NCPD sponsored the second lot of 8, with Techno Brain continuing to certify people with disability since then. 62 students have been certified with ICDL to date by Techno Brain. Most of the candidates have been fresh high school leavers who wish to advance their digital skills with a few outliers.

Usually, Techno Brain registers these students with the rest of the students in the normal learning classes. The institution then gets translators for the hearing impaired to help them understand what is being said by the instructors. The project has been a success since inception and the feedback collected from them indicates that ICDL is really changing their lives. Some have already secured jobs, while others are self-employed in academic and article writing, data entry and report/proposal writing.

Some of the challenges Techno Brain has encountered include:

- > Accessing classes: When the project started, there were no special facilities to enable those with physical disabilities to access the classes. This meant that sometimes people had to carry the wheelchairs up the building, which was a very tedious task. However, with the continued intake of students with disabilities, the property owner has renovated the building and it is now wheelchair accessible.
- > Getting Translators: Hiring translators for the first hearing impaired lot was a challenge because Agency for Disability and Development in Africa (ADDA) was sponsoring training and certification of the students only; payment for translator services had not been taken into account. Techno Brain has also contributed to the sponsorship by subsidising the prices for these students. With time however, Techno Brain has partnered with the Kenya Institute of Special Education, who give the institution volunteer translators and interns who have made delivery of content easier, thus reducing the cost of training.
- > Getting Screen readers (JAWS): this equipment, meant to be used by the visually impaired, was expensive to acquire at first due to budget constraints of the institution. With time however, the administration of the school has acquired them, making learning easy for the visually impaired.

This project has seen over 60 candidates with disabilities get ICDL certification since it started in 2015 and more are still in the pipeline as they wait to take their certification tests. Techno Brain is keen on getting more partners to ensure that this project benefits as many people as possible in Kenya, which is in line with the Government's key manifesto pledge of making education and training accessible to all, especially those who are disadvantaged in society.

Impact

Most of the disability students received into this project had little or no exposure to technology, giving Techno Brain the opportunity to shape them to become digitally literate and competent. This has been an exceptional project, as the institution's efforts have been recognised by some stakeholders who now wish to tap Techno Brain's ICDL trainees into their organisations.

From this project, 40 candidates have advanced from ICDL to taking various diploma courses at Techno Brain, signifying a conversion rate of 67 percent. Some have secured jobs in the public and private sector through the ICDL program, and they keep referring other people with disabilities to Techno Brain because of its exceptional service and training.

Quotes

"This is an exceptional project seeking to empower Kenyans with disability",

Kenya Institute of Special Education

MALAYSIA — REVAMPING MALAYSIA'S DIGITAL LITERACY STANDARD

Introduction

ICDL Asia is partnering with the Department of Skills Development (DSD), a department under the Ministry of Human Resources (MoHR) to revamp the obsolete National Competency Standard (NCS) for ICT Users.

DSD is responsible for co-ordination and control of skills training for Malaysian citizens. It researches and develops standards to evaluate job expertise and competency.



This adoption exercise will be facilitated by the National Occupational Skills Standard (NOSS) Unit. The National Occupational Skills Standard (NOSS) specifies the level of competency required by a worker to perform a specific job at different levels.

ICDL Asia has been lobbying the Government to have this project approved for about 2 years, and the initial work formally started towards mid-2016.

By taking this NCS for ICT Users, which will be equivalent to ICDL, Malaysian citizens will be on par with international standards, and stay relevant with current digital workplace trends. ICDL would be made available through NOSS Institutes all over Malaysia, which will also go through the accreditation process with ICDL Asia to become Accredited Test Centres.

Project Description

ICDL Asia and DSD organised a series of workshops to carry out this adoption exercise.

The first workshop was organised by ICDL Asia in the presence of all the relevant government departments involved in setting up and vetting the development of the standard, such as:

- > Malaysia's Occupational Skill Qualification (MOSQ), responsible for the accreditation and management of the NOSS Institutes.
- > Malaysia Digital Economy Corporation (MDEC), responsible for developing, coordinating, and promoting Malaysia's digital economy, information and communications technology (ICT) industry, and the adoption of digital technology amongst Malaysians.

Next, DSD organised a three-day intensive technical workshop to write the standard via reverse engineering.

The workshop conducted of two phases, featuring a panel of experts comprising of ICDL Asia, NOSS, MDEC, and other representatives representing the private sector and different types of training centres. It is crucial for NOSS to have all these different players involved in developing a standard.

After the standard is approved by a Board Committee, ICDL Asia will then work together with MOSQ to streamline the Accreditation Processes, Test Centre Audit and everything related to implementation of the standard.

The country's Standard for ICT Users has not been updated for 17 years, and is not being implemented in the country. ICDL will ensure that Malaysian citizens are equipped with international standard basic digital skills that will enable computer users to use technology efficiently and productively.

Although NOSS target vocational education, making sure school leavers are trained and certified, this project is also helping ICDL Asia's existing Accredited Test Centres (ATCs), as ICDL is formally recognised and endorsed by the government.

Impact

There are 1,200 NOSS test centres in Malaysia. Although ICDL Asia and NOSS are still in the process of finalising the standard, DSD has invited ICDL Asia to join a country-wide roadshow, where ICDL Asia would advocate and promote ICDL to NOSS institutes in different states. The roadshow started in the beginning of April, and ICDL Asia's staff were deployed in selected States that were identified as having the most potential.

There is still a lot of work to do in terms of building ICDL's brand awareness in Malaysia. This collaboration and endorsement from DSD will propel ICDL to another level. The roadshow is the first step to explore opportunity in other states.

The existing and potential ICDL ATCs are very much thrilled for this endorsement from the government, as it is more appealing to Malaysians to have a certification programme that is recognised both globally and locally. The ATCs have indeed shared that it is challenging for them to approach other government agencies, for instance, to implement ICDL without a local endorsement.

Working with government agencies certainly has its challenges, and it took quite a while to get to this point. However, it is crucial to understand and accept how they work, and all the processes they must go through to conduct such project. It is crucial to keep lobbying them, managing relationships with the different players as well to stay visible, as DSD for example would have many other projects to attend to besides ICDL.

NETHERLANDS — TACKLING THE DIGITAL DIVIDE

BONAIRE

Introduction

Bonaire is a small sunny island in the Caribbean and part of the Dutch Kingdom. On the island, we have Spanish and Dutch speaking people, as well as elderly and disadvantaged districts with high poverty. Our project is called: 'Tackling the Digital Divide Bonaire'. The digital divide makes full participation in society impossible for a portion of the residents of Bonaire. In October 2014, the idea started for a joint effort by ECDL Netherlands, the ICT education company SkillsProf, the local



government of Bonaire, and various schools and businesses on the island, to address digitalisation. The aim of project 'Tackling the Digital Divide Bonaire' was to enable citizens to start developing skills and knowledge in the field of ICT, and to combat digital isolation in a multi-annual project reaching 600 people. About 3% of total island population: people who need it the most! In the first class, some course participants directed their mouse towards the screen as if it were a remote control, and when a couple months later those same participants presented their own PowerPoint presentation, there is no doubt of the positive impact concerning digitalisation. The result was not just an increase in skill level, but also a stronger social cohesion.

Project Description

The residents of Bonaire's most traditional neighbourhoods, elderly people, Spanish speaking immigrants, and parents of children who follow the ECDL Digi Kids program, got the opportunity to subscribe for an ECDL Digital Citizen course funded by the local government as part of the 'Tackling the Digital Divide Bonaire' project. The courses were carried out in various neighbourhood centres and SkillsProf classrooms. Professional trainers from the local ICT education company taught the courses in the spoken local languages. The content of the course was created in a cooperation between ECDL Netherlands and SkillsProf.

Over a period of 6 months, the participants came together once a week for classes. During the week, SkillsProf provided the opportunity for all participants to come by for extra assistance and practice on their computers. Every single participant is assisted personally up until they are ready to do the final exam and receive their ECDL Digital Citizen certificate.

A total of 600 citizens are able to take this opportunity. At this moment, 150 participants are following the program. The first 80 candidates completed the course in October last year and received their ECDL Digital Citizen certificate from the local Representative and ECDL Netherlands Director, Roy Osinga.

The program raised awareness of ECDL on the island substantially. In particular, the news coverage surrounding the issuing of certification helped. There is now no one on the island that has not heard of ECDL and the need for skills. I think that jointly with Ireland and Malta, Bonaire probably has the highest ECDL penetration in percentage of the total population. With approximately 20,000 inhabitants on the island and now more than 2,000 kids in ECDL kids programs, or having concluded regular ECDL modules and almost 1,000 elderly in ECDL programs, we are working hard with the government and local partner, to bridge the gap of the digital divide.

Impact

Besides obvious impacts on digital skills and knowledge, the project has an important role connecting various people on the island. Elderly people who participated in the first round of courses, come by the classroom to assist current participants; parents and children work together, learn simultaneously, and help each other achieving the goals of the program; neighbours get to know each other better as they meet up during the course and share new challenges. New informal networks are created that reach even further than bridging the digital divide on Bonaire. A large part of the islands population is involved in the project.

Surrounding islands have also showed their interest in the successful program, and are asking for advice initiating similar digitalisation projects. The project is being praised for the cooperation between divergent parties, the extensive outreach, and the personal guidance.

Quotes

“For the first time since the death of my father, I see my mother’s vitality and enthusiasm back. She has a new sense of fulfilment, and she got to know more people during the program, than she has over all the years she has lived on Bonaire. The value of your course reaches way further than her new ICT skills.”

Iris Reijnen, daughter of a participant in ECDL Digital Citizen program for the elderly

“At my job I have to create work schedules and write reports. Due to what I learned in the Digital Citizen program, I can do my work so much more efficiently. I am now taking a more advanced ICT course to learn even more, and I am assisting the trainer of the Digital Citizen course to help beginners.”

Joseph Joubers, participant in the ECDL Digital Citizen program

“I now use e-mail, Skype, WhatsApp and Messenger, so I can communicate with my kids and grandchildren abroad. I can even send them pictures! I want to thank the teachers of the course for their dedication and their patience. They were always willing to keep explaining until everybody understood.”

Mario Emerenciana, participant in the ECDL Digital Citizen program

“Those who don’t know anything about computers, please come and learn. Those who think they know, please come and learn more. This course is great! I now promote our family’s pizzeria online, and I can make professional invoices. Have no shame, the participants have fun and help each other out all the time.”

Ginet Duarte, participant in the ECDL Digital Citizen program

“Every week I looked forward to the course. I encouraged other people in the neighbourhood to participate too. We never missed a class. Now we have graduated, we come together in my house to keep practicing our skills. I also visit the SkillsProf office regularly to help out beginners.”

Lizeta Boekhoudt, participant in the ECDL Digital Citizen program

POLAND — ECDL PROFILE DIGCOMP

Introduction

With only 40% of individuals having basic digital skills, Poland ranks 24th in the EU. To improve this score, the Polish Government launched a wide ICT training programme with EU funding, designed mainly for the digitally excluded. The 'ECDL Profile DigComp' project was set into motion by ECDL Poland in June 2015. The objective was to involve ECDL certification in this digital literacy initiative. The implementation phase of the project ended in September 2016 and the project (delivery phase) is continuing.

Project Description

In June 2015, the Polish Ministry of Development announced new guidelines for EU funding projects, concerning ICT training. The old guidelines, published in 2011, pointed to ECDL syllabi as a standard for curricula of such training, and ECDL certification became a natural way of validating results of this training. But ECDL competitors alleged that such rules were unfair, so the Ministry decided to introduce a new standard – DigComp, the Digital Competence Framework. The DigComp Framework was developed in 2013 by the European Commission's Joint Research Centre as a conceptual framework for developing and understanding digital competence in Europe. DigComp is designed to identify digital competences in a number of areas, including, 'information and data literacy', 'communication and collaboration', 'digital content creation', 'safety' and 'problem solving'. It provides a tool for understanding what skills are key in these areas. According to the new guidelines, all ICT training projects financed from EU funds in Poland had to cover all 21 competences (all 5 areas) of the DigComp Framework. ECDL Poland expanded ECDL/DigComp mapping table, originally provided by the ECDL Foundation and developed (in cooperation with ECDL Foundation) some test extensions to cover the entire DigComp framework. We managed to convince the Ministry of Development to reduce the number of obligatory competences covered by every ICT training project to 13 competences (first 3 areas). ECDL Poland defined more than 20 ECDL Profile DigComp Certificates to cover different sets of competences. As a supplement to the standard ECDL Profile certificate, we included a list of DigComp competences covered by every certificate. We created a webpage www.digcomp.org.pl, giving a lot of information about the framework and its coverage by ECDL modules. ECDL Poland has been active as well in promoting DigComp on the national level, including by translating and publishing the DigComp 2.0 report to Polish.

Impact

In the first six months of the project delivery phase, ECDL Poland issued 2,143 ECDL Profile DigComp certificates and there are more than 80 new projects where the efficiency of ICT trainings will be validated by ECDL Profile DigComp certificates (a specimen of such a certificate is attached). Thanks to this project, ECDL Poland sales returned this year to planned values after almost a year of recession, though a lot of competitive 'DigComp certificates' were successfully created in Poland,

taking a significant part of the ICT certification market. The expected number of ECDL Profile DigComp certificates is about 12,000 per year (2017, 2018, 2019, 2020). There is also a significant number of new clients, who consider including ECDL certification into their projects.



SOUTH AFRICA — WESTERN CAPE GOVERNMENT CAPE ACCESS PROGRAMME

Introduction

Cape Access was initiated in June 2004, and is ongoing with 70 ICDL Accredited e-Centres. This programme is part of the Centre for e-Innovation's (Western Cape Government) strategy to stimulate economic competitiveness by providing the means for the citizens of the Western Cape to participate in the emerging knowledge economy.



The objective of the Cape Access Programme is to provide computers with internet access in Cape Access e-Centres, for use by anyone who needs it. The focus is mainly on the poor and marginalised communities of the Western Cape Province. Usage is free of charge, however time will be limited on a daily basis. Each computer provides typical computer productivity tools, as well as access to the Internet. Additional to this, free ICT training is offered at these e-centres to citizens and users. In particular the e-Centres provide accredited ICDL Profile courses and non-accredited basic computer literacy courses.

The Cape Access programme is an ICT for Development (ICT4D) project funded by the Western Cape Government (WCG).

Project Description

One of the main aims of the programme is to improve e-skills within the rural and marginalised area in the Western Cape. When the programme started, only basic non-accredited courses were offered at the various e-centres. Community members found it most rewarding and graduations were held to hand over certificate of attendance.

Since 2013, we have introduced the endorsed e-learner course from ICDL, as we found the community members request a lower level accredited course due to their lack of ICT skills and non-completion of the core course. The result of this was to boost the low confidence amongst learners who have never been exposed to accredited courses.

Introducing the basic level ICT skills, the community members have gone onto achieve very high ICDL exam marks, with many attaining 90-100% in some modules.

Approved funding by WCG (part of the Annual Performance Plan) for the programme increased over the years as the programme expanded. However, we see a need for an increase in the current funding for e-skills training due to the demand. Annually, funds are transferred to an NGO, called Library Business Corners (LBC), which manages these funds in terms of human resources, project operations, procurement, risk management, skill development and expansion of the presence of e-Centres in the province.

The programme has a relationship with all 3 spheres of government (directly or indirectly) and takes their respective strategic goals into consideration.

Through our Department of Local Government, we have established a partnership with municipalities whereby we establish e-Centres within the Thusong centres (multi-purpose centres). We also make use of local libraries within the municipalities to establish such e-Centres. The demand for e-skills increased tremendously and therefore changes the model in terms of our e-Centres to house both a training area and an access area. However, this is also venue-size dependent.

Impact

The return on investment on a financial amount spent during the 2016/2017 financial year and social aspect has provided 807 candidates opportunities, successfully passing the ICDL and e-Learner.

The Cape Access project is ongoing, and has found that the success rate of candidates finding employment has increased. We have employed candidates within their local communities, which has alleviated unemployment in the area.

Other candidates have entered the employment market or become entrepreneurs using their knowledge to provide the quotations for prospective opportunities to grow their business.

Funding for the project has escalated to about R1m (US\$74,000) per annum as the demand grows year by year. We are in the process of restructuring the current model of the programme to provide a variety of modules to the different communities.

We found that some required basic training before proceeding to the ICDL modules, therefore we implemented the e-learner process. Once completed, the candidates would achieve better results.

Clients are using the facilities more frequently with more early childhood development (ECD), youth and even adults becoming more aware of ICT and e-skills.

We have sold 1,137 skills cards since inception of the training project and we envisage completing between 250-300 training opportunities within our current financial year, 2017/2018, which is a third of the budget for training.

The Cape Access programme is directly linked to the National Development Plan of South Africa. As the communities become more aware of ICDL, sales have increased as others within the communities see the difference it has made in other candidates' lives. This has seen a constant growth of new clients wanting to participate in the training courses offered.

When embarking on such a programme a proper needs analysis is required regularly to ensure we keep with the trends so that we address the community needs.

We have found that no one community is the same, and need to bear that in mind with any future plans. We do not fear to change the model if it will benefit the outcome. Based on the successes of the programme, the programme can become its own enemy as the programme evolves.

Quotes

“I am an entrepreneur and did the (ICDL) course to empower myself. ICDL will help me because I can put it into my business. I can use ICDL in my business and administration.”

Leon Klaase – 51 years old Community member from Cape Access Doringbaai

“I did the ICDL in 2014 to provide a better life for my family and enhance my computer skills. ICDL did help me, as I am currently working for Cape Access as a Development Manager.”

Janine Stander – Development Manager from Cape Access Saturnus

“I did the ICDL course because the training is free for the community and it is part of the training for the internship. ICDL will help with seeking employment because everyone nowadays seeks computer knowledge. I will use my ICDL certificate to seek employment, seeing that my computer background is very much enhanced.”

Nigel Alexander – Intern from Cape Access Genadendal



UNITED ARAB EMIRATES — ONLINESENSE.ORG

Introduction

This project is endorsed by the United Arab Emirates' Ministry of Interior - Higher Committee for Child Protection, the Ministry of Interior Child Protection Centre UAE, and UAE Knowledge and Human Development Authority.

ICDL Arabia has launched a website as part of its CSR efforts (OnlineSense.org) dedicated to spreading awareness about cyber safety issues. It is the first content hub of its kind in the GCC region and the first in the world that offers content in both Arabic and English.



OnlineSense underpins one of ICDL Arabia's core values: social responsibility. ICDL Arabia's research team identify and address social and ethical dangers related to cyber safety, as well as opportunities related to how citizens can better protect children online.

This ongoing public safety initiative aims to solve problems revolving around several stakeholders. According to ICDL Arabia's 2016 Cyber Safety Report, the vast majority of teenagers (81%) believe they are safe online, yet a significant percentage of them are not equipped with the skills or the resources to prepare them if they face a problem online.

ICDL Arabia also found that there is very little confidence that adults are engaged with what adolescents do online. 42% of students believe that schools are not prepared to help them if they face a problem online. 1 in 4 parents do not talk to their kids about how to stay safe online. 29% of parents do not monitor their children's use of the Internet at all.

Project Description

In an effort to enhance digital literacy and promote cyber safety in the GCC region, OnlineSense provides a platform with a plethora of content customised for teachers, parents and students. The resources inside this content hub aim to provide information and spread awareness about online dangers and prevention techniques that minimise online risks.

ICDL Arabia re-allocated human resources from its team and created a sub-group who primarily focused on research and development for the project.

Online Sense diversifies and instils ICDL Arabia's mission into new areas of society:

Schools: "Cyber Threats Affect Kids in the GCC Every day. Stay Alert and Help Keep Your Students Aware!"

ICDL Arabia collaborates with academic institutions to teach students on cyber safety topics.

OnlineSense accredits schools via ICDL Arabia. Once they sign up, the schools receive login information to a resource portal, which offers everything from courseware on three ICDL modules (cyber safety, social media, and online search), to printable posters for the classroom to lesson plans. In addition, they receive cyber safety training for at least one faculty member. This person represents the spokesperson for the school, with whom we can communicate for any cyber-related issues.

Parents: “Are You Concerned About Your Child’s Safety Online? Take Action by Finding Out How to Protect Them!”

OnlineSense provides an inclusive platform for parents to ask questions and learn more about how to keep their children safe online. Because this platform is the first of its kind in the region, adults now have the opportunity to share information amongst each other and with their children. Now, there is more open dialogues in ordinary GCC households about why it’s important to monitor social media accounts and staying up to date with what their children do online.

Teenagers: “Bullying and Online Abuse Happen Every day. Let’s Put a Stop to it Together!”

OnlineSense provides adolescents with a resource that integrates education with entertainment. Teenagers now have free access to material that can help them self-sufficiently study the effects of social media. Quizzes are available to test them on material that they would learn in an ICDL module related to cyber safety.

In addition to its new audiences, the OnlineSense project has been used as a catalyst for governments to invest more in cyber safety initiatives and ICDL’s certification programmes.

Impact

OnlineSense.org has established and solidified partnerships with government and private entities within the GCC region. The website has given ICDL Arabia the opportunity to work closely with each GCC country’s child protection centre, and its relationship with the Virtual Global Taskforce has grown stronger as well.

Moreover, through our continuous research on cyber safety topics, we have increased brand awareness through several news publications and parenting blogs.

By establishing OnlineSense (and ICDL Arabia) as a thought leader on subjects related to cyber safety and accrediting schools across the region, ICDL Arabia projects that OnlineSense will see a return of 200 OnlineSense Schools by the end of 2017.

Ultimately, ICDL Arabia’s alternative platform has helped facilitate understanding about topics of importance, many of which have only been discussed in the mainstream irregularly and with very few tangible solutions.

To date, we have conducted 200 information sessions in schools, the awareness sessions target parents and students. We have also participated in several events as we are seen as a subject matter expert in cyber safety. ICDL/Online Sense was the only private member among all decision makers in the UAE government to work on a plan to spread awareness in the UAE.

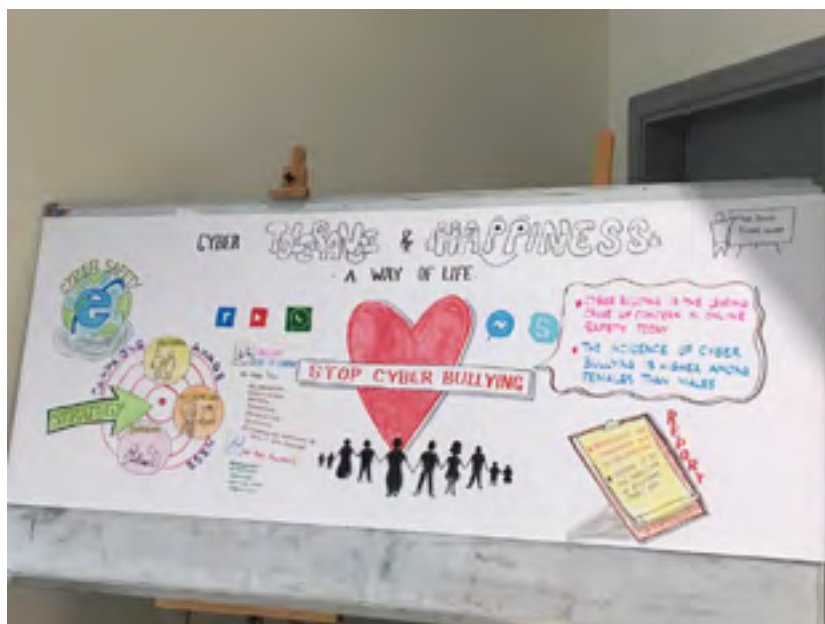
Quotes

“OnlineSense opened my eyes to things I never knew, this session is a must to every parent. I hope all schools will adopt this initiative.”

Mother of two at American International School – Abu Dhabi

“We will always take any opportunity to enhance the knowledge of our students and empower them to become responsible online users.”

Tamara Akhras, Team Leader at Al Mawakeb School (AMS)



ZIMBABWE — EDEN VILLAGE ICDL PROJECT

Introduction

Eden Children's Village, is a voluntary organisation in Doma, Mhangura, Zimbabwe, with approximately 100 orphans aged between 1 and 23 years old. The village runs a school at the orphanage called Eden Christian Academy, all the children attend school, and some are in university at the moment. ICDL was introduced in 2010 with 4 students for a trial. The initial results were pleasing.

It was decided to spread the ICDL program to the other students, since technology is changing every day.



Project Description

Many of the young people that are part of Eden Village have incredibly immense obstacles to overcome to achieve even a 7th grade education. They all come from very disadvantaged backgrounds. For many students, graduation from high school and success in university just isn't a possibility or a dream that they desire. Each child is allowed to achieve absolutely as high as they can, and even a little further, before they are allowed to switch to the vocational track. The aim of this track is to prepare any child who has no ambition for tertiary education to prepare for adult life by acquiring real-life, practical skills to render them capable and desirable in the competitive job market of Zimbabwe.

The ICDL program is part of the solution for these practical skills.

The ICDL students are trained at Eden Christian Academy and then sent to Lomagundi College, a neighbouring ICDL Accredited Test Centre, for testing. This relationship has existed since the introduction of the ICDL program at Eden Village, which was able to only manage the training.

2012 saw a total 12 students being enrolled on the ICDL program. The students managed to complete the profile certificate with 7 modules.

When New ICDL was introduced in 2013, it was a great challenge for the candidates. It was a bit difficult for the students to cope with the new IT skills. With extra effort and a greater involvement from the trainer Bernadette, the students managed to complete all their modules.

Bernadette champions the cause of educating each of the young people in computer literacy and functioning in the modern world. Bernadette received an award last year for having the most improved results among her students of any teacher of ICDL.

Eden Village receives financial support from various organisations, including the Rotary Club of Avondale, in conjunction with other Rotary Clubs in other countries. This support is then used to run various projects at the centre, including the ICDL program.

Impact

The benefit of IT skills has changed Eden Village. The students are able to work with their assignments. Even the ones who are in universities have seen the importance of IT in their everyday life. Teachers at the school, the society, even the schools around Eden Village have recognised how IT is important through the school. The project's aim is to empower the students to achieve their goals with IT, to improve their IT skills in everyday life as well as to be able to re-skill and up-skill in IT.

The computer lab was upgraded with laptops in 2015. It now caters for 10 students at a time.

The ICDL project has transformed the lives of most of the orphans who are currently at Eden Village, as well as the ones that have passed through the orphanage. The children now see a brighter future in their various endeavours.


Quotes

“We encourage each of our children to strive to attain high goals in life.”

Susan Fry - Eden Village co-founder.

“The project's aim is to empower the students to achieve their goals with IT, to improve their IT skills in everyday life as well as to be able to re-skill and up-skill in IT.”

Bernadette Sixpence - ICDL Trainer



ECDL / ICDL IN THE WORKPLACE

COLOMBIA — TELEWORKING IN THE PUBLIC SECTOR: A COMPETITIVE GOVERNMENT READY FOR THE DIGITAL ECONOMY

Introduction

How can a public-sector organisation lead by example, demonstrating that teleworking is extremely beneficial to both civil servants and the entity itself, having also a positive impact in the country?

Under the leadership of ICDL Colombia, the Ministry of ICT, along with the Ministry of Labour, have worked between September and November 2015 on developing an e-learning training project for the international certification of digital skills for teleworking. This initiative allowed a boost in the personal and professional profiles of the civil servants involved, and also allowed the entities to become a reference point on the benefits of teleworking in the public and private sector, at the same time that the country is positioning itself as a leader in the digital transformation of the workspace in the context of digital economy.

The main project's objectives were:

- > Train the civil servants of the Ministries of ICT and Labour, who are responsible for guiding public policy regarding teleworking in the country, in order for them to become globally competitive on the matter.
- > Deliver the ICDL certification standard to civil servants, in order to facilitate the development, implementation and appropriation of new work models in public entities.
- > Serve as an example of how teleworking stimulates the efficiency of public entities, as well as simultaneously furthering the development of personal and professional skills of the civil servants involved.
- > Promote the country and its entities as leaders in the digital transformation of work environments in the context of digital economy.

Project Description

Since 2012, Colombia's government has supported teleworking as a viable work model in the country. In 2014, the Ministry of ICT and the Ministry of Labour adopted a teleworking model for its employees. Nevertheless, it was in 2015, after an objective evaluation of their teamwork skills, that they identified the need to certify them under international standards with the intention of improving their performance and to stimulate the institution's growth.

With the intention of promoting the teleworking culture among all Colombians, in 2015 both the Ministry of ICT and the Ministry of Labour decided to encourage their employees to develop the required skills for flexible work, through a process of training and global certification, where ICDL Colombia participates as a strategic ally, providing all of its experience in the subject and also bringing to the process, the academic support of the University of Pamplona.

70 civil servants of both of the Ministries received 40 hours of online training from the University of Pamplona, in subjects like spreadsheets, tools for online collaboration and IT security, as well as a workshop regarding soft skills development for change management processes. The training sessions also included diagnostic sessions and the certification process in the ICDL Teletrabajo Profile (Teleworking).

With this project, the Ministries gave an effective response to their need of enhancing productivity in teleworking teams, and also making their employees an outstanding example of the benefits that this flexible work model could represent for the country.

Impact

The success of the project can be measured in different aspects:

For the civil servants:

- > 17 civil servants internationally certified under the ICDL Teletrabajo Profile (Teleworking) and 31 civil servants that passed at least one or two ICDL modules.
- > Improving their professional profiles and their work performance. The project allowed the civil servants to work with confidence in order to properly execute their daily tasks.
- > Transforming fears into opportunities of professional growth through an international standard measurement, given that, for the first time, they were confronting a test that would validate their skills and abilities as teleworkers.
- > Development of skills for teleworking and online training.

For the public organisations:

- > More efficient public entities thanks to the recruitment of certified teleworkers with proficient digital skills.
- > Ministries more informed about their workforce skills and training, now being able to make better decisions towards training and strengthening their employees.
- > Public entities become standard bearers, proving that adopting a teleworking model is a viable solution for the public and private sector, allowing organisations to become more efficient.

For the country:

- > Improving the services given to the citizens, making teleworking a tool that enhances government efficiency.
- > Contributing to the achievement of institutional goals and backing new work models and related initiatives, as well as those involving the acquisition and full use of technological infrastructure for productivity and competitiveness.
- > Promoting the country and its entities as leaders in the digital transformation of work environments in the context of digital economy.

For ICDL:

- > Gaining a better positioning as a certification entity of teleworking skills on a global scale, considering that both Ministries are responsible for the public policies in digital skills acquisition in the country.
- > To be considered as the standard in digital skills for teleworking, where ICDL standards will be considered as a guide for the development of public policies.

Quotes

“People who are digitally prepared to face what some call the ‘digital revolution’, or what we call ‘digital evolution’, will have great benefits, not only for knowing how to use a computer or to program it, but also to take advantage of it for better developments, so this certification given today is a wonderful tool to advance in that process.”

David Luna, ICT Minister of Colombia

ISLAMIC REPUBLIC OF IRAN — PROMOTING DIGITAL LITERACY OF TEACHERS TO PRODUCE ELECTRONIC CONTENT

Introduction

Due to a lack of digital literacy and the need for teachers to use new educational tools, and due to the fact that teachers are the best educational reference, an Accredited Test Centre in Qazvin province decided to prepare digital educational content with the help of teachers, by using PowerPoint software. Teachers were of different ages, and it was difficult for some of them, especially the older ones. There are numerous applications in the field of electronic content production, but PowerPoint software is the easiest and the most accessible.

Project Description

According to the contract signed between the centre and the Ministry of Education, 50 teachers participated in ICDL training courses. After passing the course, the teachers participated in the advanced PowerPoint course. During this course, training was project-based, so that, with the help of lecturer of the course, each teacher selected a lesson from textbook lessons, and wrote a scenario for how to train it to their students. Then, the required content, such as text, audio, images, videos, etc. were provided from various sources, and the teachers prepared contents based on their scenario using PowerPoint. Electronic content provided by teachers were implemented in their classrooms. They shared their prepared content on social networks for other teachers, to enable them to use it on their classes, they were interested to receive feedback from other teachers as well.

Impact

After a survey done in these schools, it was found that the training conducted with the use of electronic content has been more effective than traditional training. Teachers who had received the content from social networks believed that they were very effective in the teaching process and were eager to learn how to make it. This method of teaching has been very attractive for students and many of them were interested in learning ICDL skills, so they can use it for doing their homework and conferences.

Quotes

Manager of the Accredited Test Centre

“It was a very successful project and, in this way, we were able to encourage a lot of people to participate in ICDL courses.”

“Now teachers are eager to learn more ICDL skills and consider it as a useful program.”

Students

“This method of teaching is very interesting and prevents us from being bored.”

“We like to learn ICDL skills, and use it in class assignments.”

Teachers

“Training via electronic content is much easier.”

“The educational efficiency of our classes has been increased.”

“This method of teaching led to an increase in the enthusiasm of students for learning and participating in classroom activities.”

KENYA — NAIROBI CITY COUNTY PROJECT

Introduction

Established in 1990, Computer Pride is an organisation with the core of training and developing solutions in information technology and people skills. The company has also singled itself out as providers of up-to-date and thorough training solutions. It is comprised of over sixty young professionals who are experts in their field and provide high quality training and consultancy services.

Computer Pride, an ICDL Accredited Test Centre (ATC) offers courses from ICDL to advanced degrees in information technology and computer science from Middlesex University.



February 2016 marked the beginning of the Nairobi County Project, which ended in December 2016. This Project saw Nairobi City County employees get ICDL certification, which would enable them to attain digital skills to efficiently execute tasks in their respective departments. The World Bank was the official sponsor of this project since inception. This training and certification was necessary to prepare the staff for digital transformation that was taking place at the workplace i.e. digitalisation of some of the functions of the county government.

Project Description

Training was done at the ATC in 3 classes of 20 candidates each. To accommodate all the 100 candidates, the institution had to run morning and afternoon classes. Most of the employees were from the audit department of the Nairobi City County which was fast digitalising its department functions to enable efficient service delivery to the county residents. Among the modules taught were, Word Processing, Spreadsheets, Online Collaboration, Computer Essentials, Online Essentials, Databases and Presentation.

Despite the fact that the training and certification was successful, the following challenges were encountered during the training and testing:

- > Fear of Exams: Some of the candidates were not conversant with automated tests and thus perceived ICDL examination to be complicated. However, after taking the sample tests a number of times, they gained confidence to face the examination.
- > Status quo: Some candidates already held very senior positions in the county government and going back to class to study ICDL as a digital skills course felt demeaning to their current status in society and the workplace.

Impact

A questionnaire was filled by the employees at the beginning, and submitted to the World Bank who sponsored the project. An analysis of the data showed that indeed 80 percent of the employees who filled the questionnaire were not digitally competent in the use of office applications, most of which are greatly utilised by the county government. This led to the introduction of the project of training and certifying 100 county employees.

Another questionnaire was given out after the training and examination whose results indicated that all the candidates had undergone a significant digital transformation and that now they were confident enough to use various office applications in analysing data and writing reports needed in audit.

Feedback from Nairobi City County human resources managers shows that the employees have become more productive and most especially efficient in their work. They can now submit well formatted and comprehensive reports on time.

Quotes

Some of the feedback provided has been included below:

“All is good.”

“I can confidently use office applications.”

“The teacher is well organized for training.”

“May the lecturer continue with the same spirit.”

“(Trainer) generous and industrious.”

“(Course) Fantastic.”

“Good environment for learning.”

“Course was well delivered.”

“It has improved my skills.”

NORWAY — GLOPPEN ALL COMMUNITY TEST

Introduction

The Gloppen All Community Test project started in the autumn of 2015 and has now finished its second phase. The objectives are to analyse anonymously, increase and document ECDL-level skills of all the employees of a community administration.

Project Description

We tested the employees anonymously.

We think this was a crucial reason for the success. If not, many would be afraid of the tests and worried that the management would see the results. With this approach, we were able to have real test results from over 70% of the 550 employees. We have analysed the results over the various departments, age, sex etc. We can prove (to the big surprise of many), that even many young people also failed the first test. And this in a community with a very high level of equipment and networks.

Impact

They estimate themselves savings of 12 to 14 people annually, but they will not fire anyone. They will use this to produce more services to the inhabitants.

Quotes

This is the best IT investment we have made in years, says the community's project manager.



RWANDA — ICDL AFRICA-MYICT PILOT PROJECT IN RWANDA

Introduction

The ICDL Africa-MYICT Pilot Project was carried out in order to prepare certification of the 85,000 employees of central and local government and the general public across Rwanda as stated in the Memorandum of Understanding (MoU) signed between the Government of Rwanda and ICDL Africa. This project started in January 2016 and was carried out for a period of 9 months.

Project Description

In partnership with ICDL Africa, the Ministry of Youth and ICT (MYICT) took an initiative to train civil servants, starting with the security sector. The training was funded by the government through the National Capacity Building Secretariat. Training was provided by a local Accredited Test Centre (ATC) with support from the ICDL Africa team, and was carried out at the respective premises of candidates. The candidates were trained and tested in four Base modules and three Intermediate modules as the MoU stated. The objective of the training was to certify 318 candidates, but because of the kinds of responsibilities that security officers have, it was a challenge to have a full class train all the time, thus certifying only 146 candidates. The training will be resumed as soon as the next batch of candidates is available to train. The project was a success and falls in line with the Rwandan vision of becoming a knowledge based economy, and in line with the National Digital Talent Policy that was developed with ICDL support and that is awaiting approval by the cabinet (for more information, visit: <http://bit.ly/2oUfQ4n>).

Impact

At the end of the training and after testing, the Ministry of Youth and ICT organised a graduation ceremony for 146 candidates out of 318 registered candidates that were due to be certified. Those present included the Minister himself, Rwanda Defense Force and Rwanda Correctional Services representatives and the Deputy Inspector General of Police (DIGP) in charge of Operations, the Director General of Rwanda Management Institute and 146 Graduates. The graduation was a good opportunity for ICDL to become known across Rwanda through news shared by the different media houses and news reporters who covered the event. This project was a good experience for ICDL Africa and will serve as a strong foundation for future activities of the kind. The project was a success based on feedback from candidates and the need expressed to have more people go through the training. From this pilot, ICDL will be offered to more civil servants as the MoU states.

Quotes

The Ministry of Youth and ICT sent a special thanks to the Rwanda Defense Force for the dedication they have shown during training and certification of their officers.

The Minister of Youth and ICT congratulated the graduates for being pioneers in implementing

Rwanda's Vision, these are his words, "We live in a world where no innovation can be initiated without the use of technology. Starting this course with security organs is proof that our liberation struggle has shifted to development. In our quest to develop, we believe security organs should always be a step ahead."

The Deputy Inspector General of Police (DIGP) in charge of Operations said, "This training is very crucial, especially to security agencies. We are currently living in a world where we must use technology in law enforcement and this is why we are glad to have our officers benefiting from this course."

Government representatives present at the event expressed interest in certifying their employees in their respective organisations.



SINGAPORE — FIRST BATCH OF DIGITAL CITIZENS CERTIFIED FOR TABLET FUNDAMENTALS MODULE IN SINGAPORE

Introduction

ICDL Asia launched the new Digital Citizen Tablet Fundamentals module in Singapore in October 2016, the first to be launched globally.

The creation of this module was inspired by discussions and feedback raised by Singapore's major Accredited Test Centres (ATC), in meeting the needs of middle-age Singaporeans with no knowledge of using tablets.

The ICDL Digital Citizen Tablet Fundamentals introduces learners to essential concepts and skills related to using a tablet. This introductory module is designed for beginners, and is open to everyone, regardless of status, education, age, ability or understanding.

Project Description

In 2016, a local news report showed that there is a great shift from a young to aging workforce, and as technology evolves, many of the middle-aged citizens find it hard to keep up with the new advanced working conditions. As a result, many foresee that this would have serious implications for the city state's future economic growth.

The rising trend of incorporating technology into retail industries created an urgent need for all levels to be adequately equipped with the skills compatible to the advanced technology. This was especially the case for the operation staff, who tend to be middle-aged and above.

Due to the rising manpower crunch in developed Asian countries, many food and beverage and retail brands are incorporating the use of tablets, which allow customers to order through an interactive menu or catalogue. Hotels and airlines are also starting using tablets as self-concierge service and check-in stations.

Recognising the market demand, one of ICDL Asia's major ATCs in Singapore, NTUC Learning Hub, submitted a business case to ICDL for the module to be developed. ICDL Foundation, with its social mission of ensuring that nobody gets left behind in the digital age, developed the Digital Citizen Tablet Fundamental Module.

The upgrading of skills in using the tablet enables more workers, especially the senior citizens, to stay relevant in their work domain, and for their personal advantage.

Impact

As forecasted, the module has been well-received by many centres as well as users in Singapore. Upon release, 6 ATCs immediately purchased the equipment needed to deliver the course. Within 6 months from its release, more than 2,200 candidates have successfully completed this module. The numbers are also expected to increase, as more ATCs are in preparation to deliver the module.

THAILAND — DEVELOPING A NATIONAL DIGITAL LITERACY STANDARD FOR THAILAND - THAILAND PROFESSIONAL QUALIFICATION INSTITUTE (TPQI)

Introduction

The Digital Thailand plan was initiated to translate the government's digital economy policy, proposed by the National Legislative Assembly on 12 September 2014, into practice. ICDL Thailand became involved at an early stage to ensure that digital literacy was a key part of the policy. To this end, we had meeting with Deputy Prime Minister Prajin Juntong. He instructed the Thailand Professional Qualification Institute to develop a standard for workforce digital literacy.

Project Description

TPQI formed a committee in early 2016 to develop a digital literacy standard for Thailand. The committee consisted of local businesses, government officials and academics. A local university was appointed to manage the project. ICDL Thailand, together with other providers, provided input related to standards development and shared experiences from around the world.

It was clear from the beginning that ICDL could provide a unique insight into developing digital literacy standards, given our experiences from around the world. The committee were very much focused on local needs and our input allowed them to see the 'bigger picture'.

Specifically, we recommended that they needed to develop a standard in line with national qualifications standards, and ultimately, with the regional ASEAN standard. This was a key input because the Thai standard needs to be aligned to other ASEAN country's standards, as part of the development of ASEAN.

Secondly, the committee was very aware that Thai digital literacy is currently at a low level, and so we were able to advise them to include a more detailed starter track very closely related to our Digital Citizen and Digital Citizen Plus standards.

The committee was able to announce their new Thai Digital Literacy standard for Thailand by December 2016, and because of our input and positioning, we were the first certification body to be mapped to this standard. The initial standard maps to TPQI level 1 to 3, and we are the only certification body that can cover all levels.

Overall, the initiative demonstrates the importance of ICDL being involved in developing national standards. ICDL can guide governments toward the highest international standards and help ensure that the end result is relevant, appropriate, based on best practice, and perhaps most importantly, can be evolved to ensure close fit to future developments.

Impact

In general, the impact of having a relevant national standard for digital literacy is well known and produces very positive results. It is still early days in Thailand, but TPQI have already announced that they want to certify 20,000 people to their level 1 and 2 standard this year. ICDL has taken a lead in assisting TPQI to roll out their certification process and we are currently talking to other government agencies about how best to implement the Digital Thailand initiative.

Due to our involvement from an early stage, ICDL Thailand is positioned to continue to play a key role in the future. We are in talks with the Office of the Civil Service Commission (OCSC) to discuss how to upskill 2.4 million civil servants over the coming years.

We are also able to use our Thai government recognition as a marketing tool with local corporations, and are encouraging them to work with our ATC's to develop their workforce. Indeed, our ATC's are very pleased to have this recognition because it assists them with their own marketing efforts.

Overall, the TPQI mapping project will be a great benefit to our development of digital literacy in Thailand in terms of both large scale government initiatives and local brand recognition.

Quotes

We have a letter of mapping from TPQI.

15,000,000
CANDIDATES

