ECDL Foundation

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Government/Public

Arab Republic of Egypt
Ministry of Communications and Information Technology

UNESCO
United Nations
Educational, Scientific and
Cultural Organization

Egypt: Public/Government
Project Name: Impact Assessment Study of a National ICDL Programme

Introduction

In 2006, ECDL Foundation, UNESCO Cairo Office and the Egyptian Ministry of Communications and Information Technology (MCIT), in cooperation with Ministries of Education, Higher Education, and Administrative Development, launched a programme to certify 1,000,000 Egyptians with ICDL over a five year period.

This programme is available at over 340 training and testing centres across the country. MCIT is committed to ensuring that ECDL Foundation's quality standards are implemented throughout the project. MCIT offers the ICDL training, material, skill cards and the seven module tests free of charge to all applicants.

Clearly this represents a very considerable investment by the State in its education system and it was therefore deemed vital that such expenditure could be justified on the basis of its resultant impact on the socio-economic development of the country, especially in the face of the global economic downturn.

As such, MCIT commissioned experts to devise and implement an impact assessment study focusing on one particular target group – recently graduated students in order 1) to assess the immediate and long-term effects of the New Graduates ICDL Programme on individual Egyptian beneficiaries who have obtained their ICDL certification and 2) to explore the views and suggestions of beneficiaries concerning the various aspects of the New Graduates ICDL Programme and the scholarship.

Project Description

A phone interview survey methodology was used. This methodology was chosen as the ICDL programme had access to the phone numbers of beneficiaries through the registration database as well as to ensure a high rate of beneficiary response. The eligible beneficiaries for this study were youth in the age range 23-29 years who were registered in the New Graduates ICDL Programme and who have obtained their ICDL certification during the period 1/1/2009 through 31/12/2009. A total of 1,255 eligible beneficiaries, selected through a simple random sampling technique, were successfully interviewed by the ICDL programme staff during the months of May to July 2010.

The New Graduates ICDL Programme is mainly targeted at youth graduates in the job market who have not yet been employed. In the beginning of their career, many youths often accept jobs that may neither fit with their career interests nor provide good conditions in terms of security. Some of the youths who have already entered the labour force are able to register in the New Graduates Programme if their jobs do not subscribe to the social security system.

Among interviewed beneficiaries, three quarters were not employed before ICDL training and almost a quarter were already employed albeit with no social security. The proportion of unemployment prior to ICDL was significantly higher among females (80%) compared to males (72%). 43% of all who were employed before ICDL worked for the government and 57% for the Private Sector. Place of employment varied significantly by sex with two-thirds of males working with the Private Sector while more than half of females worked in the government.

Impact

The impact assessment survey and analysis gathered a huge amount of vital data on the impact of the ICDL programme on a national basis, including:

1. Beneficiary benefits at the output level – change in confidence and ability in basic ICT skills
2. Beneficiary benefits at the outcome level – utilisation of skills by category, location, frequency, and impact on working practices
3. Beneficiary benefits at the impact level – contribution of ICDL certification to employment status
4. Feedback on the efficacy of the programme mechanisms – funding integrity, delivery quality, customer service feedback

As such, the survey methodology and analytical model can be used as a best practice template for other national implementations to follow.

Quotes

Sample results from the Consultant's initial report *"A Study of the Effects of Egypt's National New Graduates ICDL Training and Certification Scholarship Programme"*:

"After ICDL training and certification, most beneficiaries (95%) reported that they had progressed in computer knowledge and skills."

"Overall, 67% of all beneficiaries utilised their ICDL skills at home and 58% at work. This saved a lot of time for 59% of ICDL beneficiaries and some time for another 31%. ...The extent and significance of home utilisation of ICDL skills indicates that ICDL skills are contributing to enhanced education, livelihood and leisure of ICDL certified beneficiaries..."

"ICDL skills when used at work change the way people conduct their job. Only 2% of those who utilised their ICDL skills at work experienced no changes, while 45% found that it had completely changed the way they worked and 53% reported that this introduced some changes to their work."

"Overall, the ICDL programme contributed directly to the employment, or enhancement of employment, of 35% of all beneficiaries [within a period of no less than five months after certification]."

France: Public/Government
Project Name: ECDL at the French Ministry of Defence

Introduction
The French Army now requires that all Non-Commissioned Officers (NCOs) show comprehensive basic ICT skills before being introduced to complex military technologies.

Since November 2009, ENSOA, the National NCO School has included the ECDL programme in its curriculum. ENSOA is the first Ministry of Defence (MoD) school that has joined the ECDL community in France. Having agreed to deploy ECDL, ENSOA purchased 1,000 Skills Cards.

In February 2010, more than 200 candidates attended the first ECDL test session. Since then many test sessions have been undertaken by hundreds of ENSOA candidates. With each candidate passing a test session, ENSOA and MoD satisfaction with the impact and quality of ECDL has increased.

Project Description
In January 2009, Olivier Goulas met the Ministry of Defence in Paris, a Ministry known to be very conservative and cautious with innovation and "not-invented-in-France" systems. However, following Olivier's meeting, a presentation was sought and delivered in July 2009 by the Colonel in charge of the ENSOA School.

The meeting was attended by ENSOA School IT Staff in order to assess the requirements for delivering the ECDL certification programme in an offline environment. In total, 15 representatives from the School Management took part in the presentation.

Following on from a successful presentation and subsequent accreditation of the School's technical and quality capabilities, sample tests and materials were sent to the School's Managers for testing and approval.

The decision to proceed with ECDL was made despite strong competition from Microsoft Office Specialist (MOS), the French public certifications body which provide the B2I for Adults and also the C2I which is used primarily by the Ministry of Education.

One of the biggest challenges with this project was the provision of automated testing in a highly secured LAN environment. A solution was found based on an off-line test system made possible thanks to the INCA ATES used by ECDL France.

INCA offers a Client-Server architecture which fits these restricted requirements and has been used in many other restricted environments in France, such as prisons and large commercial companies.

Since the access to Internet was not possible from any PC terminals used by ENSOA Officers, the local server architecture of the INCA platform allowed ENSOA IT technicians to load all test sessions and exam results from one secured place. Once the information was made available at one of the secure online places within the school, the information would be synchronised with the National Server residing in ECDL France.

Impact & Quotes

The impact of introducing ECDL at ENSOA is significant and evidenced by the many comments taken from conversations between ECDL France and Norbert Mattiuzo, the key person at the ENSOA school advocating for the use of ECDL. Norbert explains why ECDL was chosen and its impact within the School just a few months after its introduction:

"We opted for the ECDL first because it is an internationally recognised certification with a real value in the professional world. The obligation to follow the ECDL Syllabus led us to follow an innovative approach in our pedagogy, opening our vision often restricted to the internal tools and existing methodologies of the MoD".

"Another advantage of the ECDL is its flexibility thanks to its modularity and the fact that failing an ECDL test does not mean a personal failure but an incentive to become better and pass the next time."

ECDL is a challenge for all ENSOA ICT Teachers since they must pass the certification themselves, and then bring their students through the certification.

Some of the changes made to IT training at ENSOA:
1. The number of training hours was increased (4 additional hours were agreed to assist those with the least IT skills)
2. A virtual online environment was built to allow everyone to access the courses and exercises in order to better prepare for ECDL

The ECDL training programme is an in-depth comprehensive project within ENSOA. With the dedication of both staff and teachers at ENSOA, this project continues to provide the MoD and their NCOs with the skills they require for the 21st century.

At ENSOA ECDL certification for NCOs is taken very seriously as it represents the final aspect of their training. An illustration of this is the fact that an entire page in the Professional Booklet of every pupil is dedicated to ECDL and the details of results in each module are registered there.

As of today, a large majority of Officers reported a positive appreciation for the ECDL programme. ECDL France is now preparing to offer high-level staff the opportunity to take ECDL which now seems to be a popular undertaking for those approaching retirement as they believe that ECDL would assist them in securing new employment once retired from active service in the military.

As stated by Nobert Mattiuzo, the impact of ECDL has been very positive for ENSOA. The MoD's interest in the ECDL programme is yet another acknowledgment of the importance of basic ICT skills. In September 2010, the MoD has decided to increase its use of ECDL in training of NCOs by enrolling over 4,000 soldiers in the ECDL certification programme.

Images

Iran: Public/Government
Project Name: ICDL Training for Students and Teachers in Kerman Province

Introduction
Since today's life is highly dependent upon technology, it is important to improve ICT knowledge of the students and teachers who constitute an important segment of society. Therefore, in this project the students and teachers in Kerman Province received ICDL training and testing. The aim of ICDL training in this project is to bring social equality to students and teachers in order to be able to use ICT.

The objectives of the project are:
1. To improve digital literacy in public sector
2. To provide a means for low-income groups to learn ICT
3. To provide a standard and equal training for all people
4. To be able to apply ICT in daily life
5. To replace the traditional training methods with new ones
6. To provide an easy way for the students and teachers to access a large amount of information and new technologies

Project Description
In 2009 the "Progressive Schools" Initiative was introduced by Education Ministry in order to equip the schools with computers and the related technologies. As part of this initiative, the project of ICDL training and testing was provided to the students and teachers in Kerman Province. Last year this project became mandatory for the students and teachers of this province and a certain number of the candidates were specified for each region to be trained and tested through the year.

The project was supported by the Minister of Education and implemented by ICDL Iran. ICDL Iran applied a 50% discount for the logbooks and 40% discount for the test costs. 343 teachers and 180 students were able to complete the tests successfully.

The operation of this project was audited in each of 32 regions and 56 officials who did their best to assist and implement ICDL were awarded in a ceremony.

Ministry of Education supported the project by:
1. Holding conferences to instruct the officials how to handle the project
2. Encouraging teachers and students to attend the classes
3. Accepting ICDL certification as an In-service Training Certification for the teachers (which resulted in payment increase for them)
4. Issuing letters of commendation for the teachers who had successfully passed each module (which again resulted in payment increase for them)

Impact
As training and testing of ICDL has become mandatory in Kerman Province, the other provinces in Iran have been encouraged to provide their students and teachers with ICDL training and testing with the support of Education Ministry and ICDL Iran. On the other hand it helped the improvement of ICDL at a national level and established a base for being adopted by other organisations. While the smallest component of the society, which is the family, become

acquainted with ICDL programmes by means of their children, the approved test centres in the province can continue their activities by providing the training and testing of these programmes.

Prior to the start of the project, many of the candidates did not have access to computer training facilities and even did not have computers. By implementing this project the gap was filled significantly and now many students and teachers use computer technologies for their studies and teaching.

This project was very effective in terms of the satisfaction of the candidates and improvement of the teachers' activities.

Images

Korea, South: Public/Government
Project Name: University Capacity Building Project

Introduction

The Korean certification market's main examinees have been concentrated in college student sector for several decades. Moreover, the Ministry of Education of Korea increases governmental supports to universities consistently for promoting and facilitating employment among students. For these reasons, Korea Productivity Centre (KPC) has been focusing on promoting ICDL in Korean universities since the establishment of ICDL Korea. KPC has been leveraging government funds which are called 'University Capacity Building Project' in order to promote ICDL as a vocational training programme in universities since early 2010.

Project Description

Employment among young people is currently a hot potato faced by the Korean government. So that a government subsidy of 515 billion KRW (approx. $430 million) has been set aside for the 'University Capacity Building Project' (including junior colleges) in 2010, all the funds are provided in block grants to 165 universities excelling in pre-determined formula indices, such as: the percentage of employment among the college graduates, excellence in vocational training programmes and etc. KPC has been making a proposition of ICDL certificate as a vocational programme to the funded universities with the aim of allocating their budget for ICDL certification. It is very suitable for universities to accept ICDL certification as a one of good project indices because they need to submit a certain result which can be measured to the government.

Well-trained and ICDL-dedicated marketing personnel of KPC are assigned to win contracts from the funded schools. KPC combined ICDL certification programme with professional tutors and courseware just like a package product for better approach.

Impact

More than 50 universities opened ICDL certification course for their students with the result that they were supported with certified tutors and the courseware by ICDL marketer, KPC. Most of them are expected to continue carrying out ICDL certification course by next year. And over 23,000 of students were examined in ICDL at the end of their ICDL courses. Demand for ICDL in the universities is on the rise because ICDL certification is widely seen as a suitable training course across the funded universities. KPC will expand its business activities to no less than 100 universities in Korea while keeping up with University Capacity Building Project.

Images

ICDL introduction session in a local university

Students take part in one of ICDL certification courses

Kosovo: Public/Government
Project Name: ECDL for Teachers

Introduction

The Republic of Kosova has many human resources that are an important basis for the development of society. One of the key challenges in using ICT for development is support and stimulation of qualified staff, in order to motivate them to work in the educational system.

The Ministry of Education (MEST) has defined, within the priority of increasing the human resources capacities and skills in the education system, as a special priority the development of knowledge and skills for using IT. Regarding this, it is foreseen that all teachers get equipped with necessary competences for successful work in the profiles in which they are engaged, and to have their professional and personal upgrade at the required level.

Project Description

Kosovo Education Reform

Education has been set as one of the priority sectors by the Government of the Republic of Kosova. Within this priority it is aimed to develop an environment where the quality of education, inclusiveness, diversity, Lifelong Learning and continuous human resource development is increased.

Key elements of these reforms are:

1. To increase the space capacity in schools
2. To equip all schools with PC labs and broadband internet connectivity
3. To train and certify teachers and school administration staff in using IT Technology
4. To develop and embed e-Learning contents
5. To enhance skills of teachers and staff
6. To conduct law reforms

ECDL for Teachers

ECDL for Teachers project began in December 2009 and included 5,000 teachers, 750 of whom have already been trained for teaching using computer and received certificates that would be acceptable in most developed countries. The project is being implemented in phases. The first project phase constituted 1,290 teachers of secondary schools across the country. This phase was successfully accomplished in May 2010. More than 70% of candidates achieved the ECDL Start certification, around 50% passed all 7 module exams. This programme is implemented by the American University (AUK) and will last for two years, and about 27,000 teachers in the Republic of Kosovo are obliged to pass it. The entire project will conclude in 2012.

During the certification award ceremony, Minister Hoxhaj addressed the participating teachers and said that *"the century that we are living in cannot be thought the world without theory, technology, information and internet. Thus, yours is the most important part that has contributed to our state. The idea for the state of Kosovo was born in your hearts, and came from your work and sacrifices. But now we are not going to build its education system for the sake of it, but an education system because of the economic situation that we have, thus for us the education has always been and remains the economy and vice versa".*

The project is being jointly financed by Ministry of Education and international donors including the EU and World Bank. The total cost of project will not exceed ten million euro. Completion date of the project is September 2012.

Impact

The programme to train and certify all teachers with ECDL started in December 2009 and is being implemented in phases. The first project phase constituted 1,290 teachers of secondary schools across the country. This phase was successfully accomplished in May 2010. More than 70% of candidates achieved the ECDL Start certification; around 50% passed all 7 module exams.

In May 2010 an additional 4,500 teachers of primary and secondary schools enrolled in the programme.

Quotes

"I started this as a beginner, just like my other colleagues, now I feel much more assertive and rather equal to our pupils because they had much higher level of knowledge in computers" - English language and Literature teacher

Images

Ambassador William Walker, Piotr Mrozinski,
Minister Enver Hoxhaj, Senator Chris Hall,
Ambassador Lukas Beglinger (CH)

Over 750 teachers participating in the certification ceremony (above and below)

Stage and the biggest ECDL roll-up (above and below)

ICDL Maroc

Morocco: Public/Government
Project Name: Adoption of ICDL in Existing National Education Project "GENIE" in Morocco

Introduction
In 2006, Morocco embarked on a major national initiative to introduce ICT in schools to enhance education. The GENIE programme was developed to facilitate the implementation of this initiative.

Among its strategic objectives were:
1. Active participation of teachers in integrating ICT in education
2. Contribution to improvement of teaching and learning quality through educational use of ICT
3. Teachers' ownership of multimedia tools for classroom use

To achieve its objectives, GENIE focused on the training of teachers in two main areas: Basic ICT Skills (OS, WP, SP, presentation & Internet) and ICT for pedagogical use. In 2008, assessment studies showed that there were serious shortcomings in how the training was conducted and the image it built – few IT geniuses! Awareness, communication, accountability, review and updating of training in terms of logistics, supervision, support and content became necessary and indispensable.

Project Description
The above factors led to the development of a new strategic plan (2009 -2013) to support schools with infrastructure, digital resources and training for not only teachers but also educational support staff.

However the project was fraught with many challenges, with two salient ones being:
1. How to get GENIE to abandon its "own programme" and adopt ICDL as the basis for teachers' training and certification
2. How to fund the extra training and testing required for this, especially as budget had been set

In addition, there was external pressure from potential competitors.

Creative solutions were developed after a series of ICDL awareness meetings with key decision makers, closely working with stakeholders and with participation in some of their initiatives. These solutions include:

1. Convincing stakeholders (GENIE management, MOE via SG) of the importance of ICDL in this initiative. This took over 6 months of interaction and culminated with a request to seek funding for 700 master trainers
2. Participating in GENIE post evaluation workshops (with over 1000 participants in 4 groups) and emphasising the importance of ICDL as an international standard in IT Literacy, especially for teachers
3. Working with ECDL and EU on one side and MOE and its Finance Directorate on another to assist in relocating funds from grants already given
4. Support for training and assessment of master trainers (700)
5. Provision of e-learning materials
6. Free assessment (pre-testing)
7. Active participation in open days to explain ICDL and related to GENIE stakeholders

Impact

A MOU has been signed by MOE and ICDL AMR for the training and certification of over 210,000 staff, including 176,000 teachers and the rest being academic, administrative and support staff, over the period of 2010-2013. This ambitious programme will cover 9,620 schools from secondary to primary.

To promote awareness of the programme, the GENIE directorate has published booklets in French and Arabic and has established a task force for the implementation.

Formation / **Partenariat**

Convention MEN-ICDL

Evaluation et Certification des bénéficiaires des formations GENIE durant la période 2010-2013

Période	Nombre de bénéficiaires			
	Enseignants		Directeurs	Inspecteurs
	Enseignants	Stagiaires		
2010	500	-	-	200
2011	59922	3199	1259	2671
2012	64084	3199	1398	--
2013	58801	9597	5572	--
TOTAL	183307	15995	8229	2871
	210 402			

Convention MEN-OFPPT (4 ans)
Formation des enseignants à la maintenance informatique
Réalisation de stages dans les SMM par les étudiants des centres de l'OFPPT

Convention MEN-WLAR (2 ans)
Formation d'enseignants sur l'intégration des TICE dans 2 AREF

Généralisation des Technologies
d'Information Et de Communication
dans l'Enseignement Public

**ETAT D'AVANCEMENT DE LA MISE EN ŒUVRE
DU PROGRAMME GENIE - JUILLET 2010**

Ensemble
pour l'école de la réussite

Reference: http://www.genie.gov.ma/Documents/Symposium15072010/GENIEcpilotage15072010.pdf

Poland: Public/Government

Project Name: Teachers' Professional Training in Information Technology Use

Introduction

Project Duration: April 2008 – June 2012

Main objectives of the project are:
1. To increase teachers' references in information technology use
2. To increase teachers' competitiveness in the labour market

Project Description

The project is carried out by the Regional Labour Office in Cracow and the Małopolska Training Centre in cooperation with Marshal Office of the Małopolska Region and local governments, and it is co-financed by European Regional Development Fund in Human Capital Programme and the budget of the Małopolska Region.

The project is directed at the teachers of non-IT subjects working in the Małopolska Region and provides fixed training (which is an 80-hour course) or blended-learning (16 weeks training on digital platform and 4 stationary meetings during this time). Training is based on 3 areas: computer use, Internet and multimedia in didactics.

Our target is to train 5,900 teachers from both urban and rural areas. Participation in our training gives candidates the possibility to take the ECDL Start exam for free. ECDL is a chance to confirm the teachers' ability of using computer in everyday professional activity and it helps them to gain professional promotion. We have trained **3,441** teachers so far and **820** of them obtained ECDL or ECDL Start certificate.

Impact

There are few main reasons why "Teachers' Professional Training in Information Technology Use" is a successful project, e.g.:
1. Professional trainers cadre (we work with the best specialists in the Małopolska Region)
2. Local governments support
3. The courses are organised in different parts of our region (e.g. in small villages and towns) and in different kinds of schools so that they are very close to (or in) teachers working place
4. Organisation system that the Małopolska Training Centre has developed for the last few years

The project has raised awareness about the importance of ICT skills in our region. All of the participants recommend the project to other teachers so that we still have a lot of applications. They emphasise the use of ICT in their didactic work.

The project has promoted ECDL within the Małopolska Region so that the creation of new ECDL accredited test centres has been necessary, mainly in very small localities. The additional advantage of the project is that most of our trainers are ECDL examiners. The level of the computer courses is high enough, so that there is no need to test the participants before ECDL exams. Most of the participants pass the ECDL Start with over 90% of effectiveness. As it was mentioned before, one of the project's objectives is to train approximately 5,900 teachers. We predict that half of them will obtain the ECDL or ECDL Start certificate.

<u>Quotes</u>

"I can recommend the course to other teachers, as it gives knowledge that can be used either at work or in a private life." - Jolanta Frączek-Gołąb, participant

"A very important element of the course was essential preparation of trainers and their ability to arouse participants' interest in computer as an indispensable tool to work at school in XXI century." - Beata Wiśniewska-Pasierb, headmaster of Group of Schools in Babice

""Teachers' Professional Training in Information Technology Use" project is a very valuable and successful initiative. It is an answer to all of the challenges connected with information society development in Małopolska Region." - Roman Ciepiela, vice marshal of Małopolska Region

"During the realisation of the Teachers' Professional Training project we are interested in every single teacher and his/her evolution. We want to give them the chance, knowledge and skills, so that they can realise didactical course in modern style and involve their students in it." - Andrzej Martynuska, director of Regional Labour Office in Cracow

Corporate/Private

Greece: Corporate/Private
Project Name: Private Sector Toolkit – A Continuous Update

Introduction
The demand for IT Certificates is falling in the Greek market. The main reasons for this decline are: the general market condition (as ECDL is not losing market share) and the decrease in job postings for Public Sector (ECDL is a prerequisite). This was identified as a risk emerging from the recognition of ECDL and other IT Certificates in the Public Sector and the connotations this had to the public, that the IT Certification is a prerequisite for hiring in the Public Sector. In these conditions the necessity of Private Sector acceptance is more than ever apparent. ECDL Hellas back in 2006 has identified the strategic importance of the recognition of ECDL Certificates in the Private Sector.

This analysis led to a project targeting the increase in demand for *Certified Personnel in the Private Sector and more specifically in the recognition of ECDL Certificates.*

Project Description
The project is broken down into two main areas:
  1. ECDL Hellas Private Sector Initiative and the continuous development of it, that aim at the development of a toolkit, which is being continuously updated and supports the project
  2. The ALBA University Research "IT Skills – The Business Gain", Sponsorship

ECDL Hellas Private Sector Initiative
  1. Presentation of the Benefits of Certification to HR Managers/Training Managers and General Managers of Greek companies since 2006 –benefits of certification and drawbacks of the lack of it
  2. Sponsorship of events, including HR Forums 2008 & 2009 and the Personnel Management Association
  3. Sponsorship of the RCI Recruitment Index since 2008
All these are the main components of the *toolkit*.

The ALBA University Research "IT Skills – The Business Gain"
This research is aiming at proving the necessity of IT Certification. A detailed research targeting *120 large Greek and multinational companies* was carried out. The project's aim was to *Evaluate, Train, Certify and the Re-evaluate* a selection of key personnel within these companies. The measurements provided a full methodology to measure the impact of having certified personnel and the cost of not having such. The outcome was a specific methodology that measures and proves *the value of certification*. The findings were presented at an event with more than 100 HR Managers generating greater interest for HR and Training Professionals.
As the Private Sector has been persuaded that the benefits from certified personnel are great, and more importantly that the research in real business is associated with financial value, *the research became a component of the toolkit.*

Toolkit Update
  1. Initiative to support the HR Directors of 30% of Large Companies and a selection of SMEs, through the use of the "Evaluate, Train, Certify and the Re-evaluate" methodology applied to a limited number of employees
  2. Academic Credibility
  3. Statistics & Case Studies
  4. New email campaign targeting all job posting that do not include IT/ECDL Certification as a prerequisite (Image 4). To support this action a whole methodology and system was

developed to "spider" the entire job recruitment market from various websites and sources and to have all the information available (this includes all job postings). The outcomes of the research were developed into a marketing tool.

This Toolkit Update is a very important finding. The Licensee, the recruitment market, the certified individuals and the HR Professionals are part of a continuous interactive cycle. The toolkit helped ECDL Hellas update the way it influenced the market (Image 1).

Impact

The project as was described above was measured with the following *metrics*:
1. *Job postings* in the Greek market asking for Certified IT Skills and more specifically ECDL (this is going to be broken down into both categories)
2. *Companies and Organisations that endorse the ECDL Programme*

Results:
1. Job postings that request IT Competencies, IT Certification and ECDL Certification. Image 2 & Image 3 below demonstrate a *clear progression* in Job postings especially if one takes into account the overall declining market condition in Greece
2. Organisations that endorse the Initiative. From just 11 companies in 2006, we have surpassed the number of 350 companies that have distinctively asked for ECDL Certificates in their job ads over the past 4 years. From these, *22 large companies* formally endorse the project

Moreover, it became clear that the *Continuous enhancement of the Toolkit* that supports the Business Benefits for Certified Personnel is an obvious outcome. This is also fuelled with the parallel benefits:
1. Private Sector Managers are persuaded and, therefore, generate a positive vibe for the initiative
2. HR Professionals have a self interest for certifying personnel and asking for certified personnel

All of the above also result in the following: **OPEN Market & Upselling**

The Private Sector Initiative helps to generate interest from individuals that in a year of crisis aim at enhancing their CVs. Certified IT competence is an extra benefit. The 500,000 ECDL Certificate holders have an advantage but it is not enough. While the whole project aims at supporting the ECDL Certificate holders, it also provides an excellent opportunity to progress from ECDL Progress 3 (three ECDL Core modules that are required in the Public Sector) to the complete ECDL Core and more importantly from ECDL Core to the advanced level (ECDL Expert – 4 ECDL Advanced modules): *ECDL Progress →→ ECDL CORE →→ ECDL Expert*

Future (the target for the Private Sector: IT Competence = IT Certification = ECDL)
1. Enhancement of the ECDL Hellas Private Sector Toolkit
2. Motivation for more research in the field
3. Launching of Microsoft Office 10 in cooperation with Microsoft Hellas
   a. On the shelf: Every Microsoft Office 10 is a chance to win a full ECDL Certification
   b. Tips and Tricks Workshops targeting Greek large scale companies referring to ECDL Certification
   c. The announcement that ECDL Hellas will be the first organisation to offer automated exams for Microsoft Office 10 will be promoted during a road show of Microsoft

Quotes

"The real competitive advantage of having ECDL certification, after the education and the measurement of my knowledge, is that I am more productive and that I feel more confident to use the computers the best way." - Chartis (The world leader Insurance company), Ivi Vaindirli, Administrative Assistant

"In the modern working environment certification simplifies the evaluation of personnel in IT skills and constitutes a useful tool in the process of searching for and choosing human resources." - Frigoglass (The global leader in beverage coolers), Alexander Maniatis, Recruitment & Training Officer

"Excellent training and ECDL Certification raises the hiring possibilities for the holder of ECDL." - Bold Ogilvy & Mather (Multinational Advertising Agency), George Bournakis, Talent &Training Director

Images

Image 1

Image 2
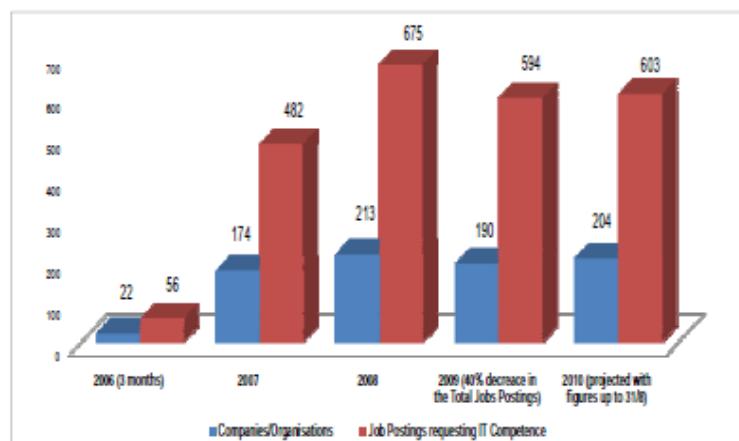
Image 3

	The Total Number of Job Postings requesting IT Competence	Percentage of the total of Job Postings requesting IT Certification		Percentage of Job Postings requesting IT Certification that request ECDL Certification	
2006	56	22	(39%)	21	(95%)
2007	482	212	(44%)	210	(99%)
2008	675	317	(47%)	312	(99%)
2009	594	297	(50%)	290	(98%)
2010	603	331	(55%)	327	(99%)

Iran: Corporate/Private
Project Name: Providing Equipment for Organisations and Then Training in ICDL

Introduction

Given the lack of computing hardware in some schools and universities, one of our training and testing centres launched a project called "ICT Training, Eliminating Illiteracy" in accordance with the goal of ICT development. This project was implemented in order to bring equality in education especially ICT training for underprivileged groups.

The objectives of this project are:

1. To equip schools, universities and other organisations with computers
2. To improve the general literacy level
3. To provide standard ICT training for people with low income
4. To eliminate digital gap
5. To provide equal and standard training for all
6. To utilise ICT in daily life
7. To create job opportunities for more people
8. To replace the traditional training methods with new ones
9. To provide an easy way for the students and teachers to access a large amount of information and new technologies

Project Description

In the first phase, a contract will be signed with ICDL Iran and the schools, universities and organisations applying to provide ICDL training. In this contract the test centre agrees to equip the school/university with computers and the school/university agrees to register a certain number of candidates. According to this contract the test centre has the responsibility to equip the school/university with computers, then to train and test the candidates. Meanwhile, the test centre defines the audience (for example, the students and their parents) in each province and holds conferences for each group to describe the process and objectives of the project, the importance of ICT in life and the necessity to take part in ICDL programmes. After the successful implementation of certain number of ICDL courses and test sessions, specified in the contract, the equipment is donated to the school/university.

To date 550 complete computer systems were donated to around 100 schools and more than 100 job opportunities were created by the implementation of the project.

Impact

The private sector greatly supports ICDL programmes and in this regard providing equipment for the organisations and schools helps the candidates benefit from an equal, high-quality and standard ICT training in their extracurricular programmes.

Since there is no ICT-related course in the curriculum of the schools, this project was highly welcomed by the students and their parents. The ICT training before these courses was informal and was not up to a certain standard. However, after the project was implemented the candidate's awareness of more efficient and standard use of ICT increased.

Poland: Corporate/Private
Project Name: Core Competence Development Programme

Introduction

Poland's European Social Fund (ESF) Operational Programme for 2007-2013 – Human Capital – is evidence of the country's commitment to investing in people and their skills and determination to tackle the challenges Poland faces. More education and training is the key instrument for combating unemployment, social exclusion and strong regional disparities. Improvements to the education and training systems, labour market and the social-economy sector will strengthen the capacity to deliver sustainable success.

Project Description

In 2008, Universal Knowledge Association (Towarzystwo Wiedzy Powszechnej) in Siedlce successfully applied for the project dedicated to the development of core ICT competencies under Human Capital Priority. The project involved training of 1,260 people in multiple locations across the sub-region which included Siedlce, Węgrów, Sokołów Podlaski, Łosice and Garwolin. The project launch date was the 9th January 2010 and information about it was disseminated to the targeted groups mainly via the local media.

Impact

On 14th September 2009, the recruitment was carried out on the first edition of the training. The interest exceeded expectation and for example, in Siedlce over 270 people applied while only 170 were accepted to the programme.

The results of the first edition are as follows: The course was completed by 419 people or 99.76%, 398 people or 94.76% received a certificate, 419 people or 99.76% received a TWP certificate, a plastic card was received 383 people.

On 6th September 2010, we started recruiting for the second edition of the training. The interest is even greater than in 2009. The biggest success of the first and ongoing second edition is that now we have the hard evidence that ICT skills are demanded throughout the society and number of civic organisations as well as private partnerships would like to join and support our efforts in the next edition of the projects.

Images

Singapore: Corporate/Private
Project Name: Empowering SMEs Through Collaboration with Singapore National Employers Federation

Introduction

Singapore National Employers Federation (SNEF), the national trade union representing employers, has a mission to enable employers to enhance workforce competitiveness. It started offering the ICDL programme to all its members through its Training Institute in 2006. To date, it has certified 3,248 candidates at ICDL Core level, and 940 candidates at ICDL Advanced level. More than 100 member companies have benefited from the programme, the majority of which are local small and medium enterprises (SMEs).

Project Description

SNEF has its own training institute comprised of the Corporate Training Centre and the Executive Development Centre. The Corporate Training Centre is set up to provide practical and quality training for SNEF members at affordable rates. On top of the standard Skills Development Fund that the Singapore Government provides to corporate training and certification programmes (including ICDL), SNEF provides additional funding to its members to encourage employers, especially local SMEs, to upgrade their staff. ICDL was chosen as the foundational ICT skills programme in 2006 for its practicality and relevance to industry needs.

In early 2009, Singapore was hit by the global economic crisis and fell into a recession immediately. SNEF formed a tripartite agreement with the Workforce Development Agency (the Government) and National Trades Union Congress (the trade union representing the workers) and quickly developed a resilience package named Skills Programme for Upgrading and Resilience, or the SPUR programme.

Under the SPUR scheme, 90% of the course fee is covered by the government, capped at S$11 per trainee per hour. In addition, the employers which send staff for training will get absentee payroll of 90% of hourly basic salary capped at S$10 per trainee per hour.

SNEF brought ICDL as the first and only basic ICT skills programme under the SPUR scheme. Therefore, for an S$300 course the employer may be able to send their staff for ICDL training and certification at almost zero cost. This package is tremendously helpful to the SMEs, which can now save jobs and send their employees for upgrading, and thus be prepared for the economic recovery.

Having successfully trained more than 3,000 candidates at ICDL Core level, and by talking to the human resource managers of its member companies, SNEF recognised a need to upgrade some of these candidates to a higher level of computer skills.

In July 2009, SNEF launched the ICDL Advanced programme to its members. As one of the first few organisations to introduce ICDL Advanced programme in Singapore, SNEF firmly believed in the value of the programme for its member companies, and provided additional funding. Within a year, ICDL Advanced has quickly become one of the most popular courses offered by SNEF, registering a total of 940 candidates and helping Singapore to become one of the top markets for ICDL Advanced worldwide, despite its small size.

Impact
ICDL Core and Advanced programmes at SNEF have benefited more than 100 companies in Singapore, the majority of which are local SMEs. More than 4,000 candidates have been trained and certified, achieving valuable productivity gain and personal enhancement satisfaction.

This strong track record in the corporate sector has enabled ICDL Singapore to start working with the Singapore Workforce Development Agency to align the national Workforce Skills Qualification Framework with ICDL Core and Advanced level programmes, which will bring more benefits to the general workforce of Singapore and secure higher levels of funding for ICDL and ICDL Advanced certification from the Government.

Quotes

"The ICDL is just such a certification which promotes skills upgrading of the workforce and meets the needs of our employers. SNEF as an established training provider for these programmes helps facilitate employers training efforts with the various government funding. Through SNEF Training Institute, we deliver to our employers skilled candidates with the ICDL certification." - Mr. Koh Juan Kiat, Executive Director, Singapore National Employers Federation

Vietnam: Corporate/Private
Project Name: ICDL Integration Into Vietnamese IT Curriculum
Hai Phong Private University — Vietnam

Introduction
Hai Phong Private University in North Vietnam has used its last five years wisely — it has successfully certified its teachers with ICDL and made the certification a compulsory module in the school's IT curriculum.

The 13-year-old private university, which has 74 lecture rooms and 520 computers, began training its staff ICDL modules in 2006. The Rector, Tran Huu Nghi, recognised that ICDL is a high output benchmark that significantly enhances teaching capability and, as a result, the employability of HPU students. Mr Nghi has since been awarded twice by the Federation of Labour and the university has been granted the ISO Gold Cub by the Ministry of Science and Technology and Top Ten Vietnamese Trademarks by Intercommunications.

Project Description
For optimum success in implementing ICDL into the school curriculum, HPU fully trained its staff before administering it to the students. SpringBoard4Vietnam's Operations Manager visited the university — based in North Vietnam's largest fishing port, Hai Phong — to "train the trainers", help the 323 permanent staff understand goals and best practices, and ensure that teachers could then teach others, as well as refresh the training programme under a global benchmark. Training departments, the library staff and IT teachers took part. Now, all members of staff who have the use of computers in their job description have ICDL certificates and are able to assist students at HPU as they sit the ICDL training course.

HPU invested in facilities that enabled staff to teach ICDL to a large number of students. What started as a small class of 25 students — each with a personal computer — and a teacher, is now a facility capable of administering ICDL training for up to 250 students at a time. The university has invested in an ICDL e-learning study programme that has been located on the local server. This means its students can access it from within the 13-hectare campus, or from home.

Impact
Hai Phong University became an accredited test centre in February 2009 to certify the newfound computer literacy of its students. More than three hundred 18-to-22-year-olds now proudly own an ICDL certificate and five hundred young learners are due to receive their Starter Pack certificates by the end of 2010. As Mr Nghi insists that every student graduating from HPU requires an ICDL certificate, this output is due to significantly increase over the next year. The HPU ICDL Approved Test Centre will annually train 1,500 HPU students and approximately 300-500 candidates outside of the HPU community from 2011 onwards.

Summary of ICDL certificates taken at Hai Phong Private University (to date):

Year 2010	Requested Tests	Certificates gained	% Pass after training
To February	155 Start Packs + 43 Single Tests	119 Start Certs	77% (1st time)
To March		34 Start Certs	Up to 98% (2nd time)
To June	95 Start Packs + 3 Single Tests	92 Start Certs	97% (1st time)

A recent survey carried out by HPU signifies that employers in Vietnam also have a positive attitude towards the project — it is seen in the region as a "new method that allows teachers and students access a modern style of studying while aligning computer literacy to an internationally recognised benchmark". As part of a pragmatic and long-term strategy, which has required huge investment, HPU is dedicated to training every single one of its students ICDL with the aim to make employers throughout the country more aware of the certification and — as a result — encourage other educational institutions to implement ICDL into their curriculums.

Quotes

"New method that allows teachers and students access a modern style of studying while aligning computer literacy to an internationally recognised benchmark" - A recent survey carried out by HPU

Images

Hai Phong University Rector, Tran Huu Nghi, with students at the televised ICDL Awards Ceremony in February

Visiting one of Hai Phong University's new computer labs

Social Inclusion

Czech Republic: Social Inclusion
Project Name: ECDL Testing for and by Visually Impaired People in the Czech Republic

Introduction

The project started in the year 2009 and the first phase was successfully finished when the first visually impaired ECDL tester Marek Sikora obtained his certificate in spring 2010. This was a necessary condition for establishing a non-profit organisation called Eye T.cz which he has founded together with few friends. Currently Eye T.cz works with some support of CSKI on making the ECDL tests accessible to the visually impaired people in the Czech Republic. Eye-T.cz plans to start testing the first weak-sighted or blind clients soon.

For people losing or having lost their sight there is the personal computer, equipped with a special software (magnifying or screen reading), a very important device. It enables them to read texts (not only digital, but also even printed on paper – by means of a scanner), to write letters and other documents, to communicate with other people via internet, etc. To say it all in short: personal computers help visually impaired people to crack the social barriers which otherwise would place them on a lonely island of social exclusion.

Project Description

I would like to drop some lines here about how important the ECDL is to me personally: My name is Marek Sikora, I am 34 years old and I come from the Czech Republic. To make my short introduction complete I must add another important fact: I am almost blind - my blindness is, thank goodness, not total - I have been using my computer equipped with a screen reader called JAWS for more than 10 years. About 3 years ago I heard something about "certain" ECDL for the first time. We started (me and my friends) thinking about ECDL for the visually impaired. Afterwards, as we found out that in Austria ECDL for this minority was no greater problem, we visited the Test Centre in Vienna, where we were kindly accepted and shown how the visually impaired Austrians can do the ECDL tests. Approximately after one year we started studying for ECDL ourselves.

Then my friend Petr, also using the screen reader JAWS, became the first totally blind ECDL Core holder in the Czech Republic. I had been studying for the ECDL Core test along with him. His success encouraged me and I have set myself an ambitious goal of becoming the first severely visually impaired tester in our country: Why not try to step on this maiden path right now? Why not start right now?

There are dozens of people saying "I can work with a computer". But what do they mean by this "I can"? Without a standardised test and a reliable certificate it is only a statement. On the other hand, succeeding in ECDL undoubtedly says: "This man or this woman CAN work with a computer." But how is it, if the man or woman is weak-sighted or blind? ... My vision is: I want the visually impaired people in the Czech Republic to be able to do the ECDL tests as „routinely" as in many other countries. I have worked hard and finally I have succeeded to reach my original goal – I am an authorised ECDL tester since this spring. This achievement is an incredibly big step for all similarly disabled people in our country. It is an unexceptionable proof that ECDL for the visually impaired is no science fiction. And it is also important to my mission because once, when preparing other visually impaired for the tests or testing them, and I still believe in that, I will be able to pass them my own experience.

I believe that my vision can come true. But such an ambitious dream needs much more than one individual, only. That is why we have founded together with two of my close friends (Petr and

Jana) the non-profit organisation called Eye T.cz where we work together with Ms. Fejtova from CSKI on making the ECDL tests accessible to the visually impaired people in the Czech Republic and we plan to start testing the first weak-sighted or blind clients soon. We believe that thanks to ECDL they will be able to find a job more easily, to motivate other similarly disabled people to learn how to operate their specially equipped computers, etc. The value of ECDL for this minority is enormous...

Impact

The fact that we have really succeeded in becoming a tester is an incredibly big step for all similarly disabled people in our country. It is an unexceptionable proof that ECDL for the visually impaired is no science-fiction. And it is also important to my mission because once, when preparing other visually impaired for the tests or testing them, and I still believe in that, I will be able to pass them my own experience. And this kind of experience, as it is known, is the best to share. As mentioned above, it is a big and important step on the way to my vision, but only one step of many ahead. The road to ECDL for the visually impaired has not finished yet – we are looking forward to open our own ECDL education and test centre which will employ visually impaired ECDL testers.

Quotes

"Here, before I quite finish these lines, I must express my special thanks to two young ladies that I call my guardian angels: They are Ms. Jana Irovska, whose immeasurable trust in my computer knowledge and skills finally persuaded even me to try to become the ECDL tester, and Ms. Marcela Fejtova from CSKI, whose enthusiasm made the whole thing possible." - Marek Sikora (Eye T.cz)

"CSKI highly acknowledges enormous amount of work invested by Eye.T.cz into preparing the Czech version of ECDL tests for the visually impaired people. We fully support the plan to open an ECDL education and test centre which will employ visually impaired ECDL testers and we wish them well-deserved success." - Olga Stepankova (CSKI)

Greece: Social Inclusion
Project Name: Unlimited Potential: An Initiative of ECDL Hellas, HEPIS and Microsoft for Digital Literacy

Introduction
In the Greek market there are thousands of citizens with no access to the goods of Digital Literacy: disadvantaged/deprived communities, minorities and immigrants, people living in poverty, people with disability, people with no or poor digital literacy, unemployed people are among the groups of people that take advantage of the Unlimited Potential Action in Greece. The project has been implemented by HEPIS and ECDL Hellas since 2007 together with Microsoft and Local Authorities.

Stakeholders have worked together to ensure that assess to the ECDL Programme has been available to as many people as possible, to bridge the digital divide, so that everyone has the chance to learn basic computer skills and people from vulnerable groups have the chance to certify their computer skills and knowledge.

Having the IT competencies and the ECDL certificate Greek citizens can reach their potential and increase their chance to get a job, to advance their careers and work in a better environment.

Project Description
ECDL Hellas and Hellenic Professionals Informatics Society (HEPIS) implement the Unlimited Potential Action in Greece in cooperation with Microsoft and Local Authorities. The project focuses on improving the prospects of disabled individuals within IT and provides technology skills for underserved individuals while aiming at bridging the digital divide.

It is estimated that approximately 1,000 individuals (immigrants, long term unemployed and women single parents) will be trained in entry level ICT skills and will be certified according to the ECDL standard, by June 2011.

The initiative started in September 2007 and will be completed in June 2011 and can be defined as the *creation* and *operation* of eight Unlimited Potential Centres (UPCs).

Unlimited Potential Centres will offer immigrants free training seminars and certification based on the European Computer Drivers Licence standard on the use of computers. According to the plan, seven UPCs are located in Athens, Polihni (Thessaloniki), Tripoli, Chania, Kozani, Igoumenitsa and Chios. In October 2010, the last one will be operated in North Greece (Xanthi).

After the official opening of every UP Centre, the Local Authority publishes an announcement in order to inform and attract the candidates. ECDL Hellas accredits the new Centre according to the Quality standards and the relevant regulations and certifies it as an ECDL Testing Centre. The attendees of UPC are selected according to the supporting documentation. These people provide ID cards, green cards and documents that prove that they are unemployed or immigrants (more emphasis is given to unemployed women with a view to solve the problem of underrepresentation of women in IT related sectors). All candidates' applications are reviewed by HEPIS which also approves the applications that meet the requirements. HEPIS then announces the outcome to the local authority. ECDL Hellas provides the trainer, to ensure the high quality of service and the ECDL Training material (Handbook etc.). The duration of the training program is 56 hours.

Impact

The expected impact of this initiative can be described at three levels:

1. The life of the involved individuals is positively affected as they are provided with a certificate that will act as a valuable tool for their personal, educational, and professional empowerment. As ECDL certification is a well known, respectable standard, it acts as an extra benefit in their current or future career.
2. The people involved in the programme act as advocates for the benefits of ECDL programme and fuel the rest of their society. It is obvious that the underprivileged individuals benefit from ECDL certification and, thus, provide an excellent case study.
3. The programme has acted as a pilot in these groups of individuals and regions of Greece. It is catered for the specific needs of these regions and individuals and the success provides a solid background for its continuation.

Quotes

""The Unlimited Potential Centre" is evidence of successful synergies that can be developed between local government and private sector enterprises, aiming at benefitting the vulnerable groups of Greek citizens such as immigrants. Training in new technologies is no longer a privilege but a priority in order to avoid any kind of exclusion. Immigrants are coming to our country to ensure a better future. We have to give them the necessary skills that will enable them to succeed. In our effort to bring out this objective we found the most notable partners, such as ECDL, HEPIS and Microsoft." - Deputy Mayor of the city of Athens, Ms. Alexia Evert

"The creation of the Unlimited Potential Centre in our town is a great honour and will provide the unique opportunity to many of our fellow citizens to acquire knowledge and ECDL Certificate, to facilitate their lives and help them strengthen their position in the labour market." - Mayor of the city of Polichni (Thessaloniki), Mr. Costas Theodoridis

Hungary: Social Inclusion

Project Name: Equal Opportunity To Everyone! - ECDL for the Blind, Refugees, Chronically Ill Children, and Digital Literacy for 75+ Elderly People

Introduction

ECDL Hungary (NJSZT) has always been committed in supporting disadvantaged groups to have equal opportunities in the digital world. The main target groups to be supported are the blind and visually impaired people, refugees, children with cancer and 75+-year-old people. The latest news is the two contracts signed at the 12th National ECDL Forum held on the 15th of April 2010 in Budapest: one with the **"Informatics for the Blind" Foundation** (Infoalap), in order to cooperate *in building up a countrywide network of ECDL Test Centres where also the blind may get training and test- possibility to gain ECDL certificate*; and another with **Mighelp Association** *to set up an ECDL Test Centre in the Refugee's Camp* in Bicske.

Project Description

The Blind - Since 2000 John von Neumann Computer Society (NJSZT) as ECDL Hungary takes responsibility for the blind and deaf people's digital literacy and offers ECDL skills cards free of charge, while the Test Centre set up within the Faculty of Informatics of the University of Óbuda (ex Technical University of Budapest) runs regular ECDL trainings for free. With the new contract it is expected that also other Test Centres will prepare themselves to teach and test people living with disability. Test Centres showed interest and their preparation is in process. The document has been signed by *Mr. István Alföldi* (Managing Director of NJSZT, CEO ECDL Hungary) and by *Mr. Mihály Szuhaj* (President of Infoalap Foundation).

Refugees - Within the cooperation, MIGHELP ensures the ECDL standards (technical, infrastructural, personal etc. conditions) and ECDL Hungary offers the accreditation and the running of the ATC for free, offering also 20 skills cards/year for refugees who intend to gain ECDL certificate. The ATC is in the final phase, inauguration is expected in October 2010.

Children with cancer - Within its Assistance Programme, ECDL Hungary helps also ill children *with free of charge ECDL training (with volunteers), skills cards and tests* in the "Hospital of Tűzoltó utca" of the Medical University of Budapest, since February 2009 when John von Neumann Computer Society has set up a computer room as a donation in the Hospital. The first ECDL certificates were issued during the summer 2009 and the training and testing continues: during the spring and summer 2010 other 3 children sat ECDL tests and 2 of them completed ECDL Start.

Morover, since 2008, volunteers of ECDL Hungary give regular assistance for *elderly people*, teaching them to use the Internet and the PC in a club founded by pensioners.

Two of the most enthusiastic digitally literate "students": *a 95(!)-year-old and a 85-year-old ladies* were invited to a conversation with two ECDL holder who are 10-year-old kids at the National ECDL Forum where more than 320 representatives of the Hungarian Test Centres took part. The conversation, where the oldest and the youngest generation shared their experiences with each other and with the public, had a great success.

Impact

The Blind - As a first step of the cooperation the **"1st Conference of ECDL for the Blind"** has been held on the 22nd of June 2010 in Budapest, where representatives of ECDL TCs and decision makers from the different institutions for the blind could share experiences and got

relevant information about how to train (special methods and tools) and how to test (OCR and Screenreader as an optional Endorsed Product, developed by ECDL Hungary and approved by ECDL Foundation; special rules apply for visually impaired people for the ECDL tests) blind candidates.

Refugees – The first possibility in Hungary for refugees to obtain ECDL and so any chance at entering the labour market. 20 refugees from outside Europe per year may get free of charge training, a skills card and certificate.

Children with cancer – Useful and helpful activity for children helping them to forget about their illness for a while, to remain in contact with the outside world (internet, email) and to keep them upgraded in their studies. Free of charge training sessions on a regular basis for children with cancer. 15-20 children per year, free skills cards and tests – 4 ECDL Start certificates up to now.

Elderly – Training for elderly people for 3 years once a week, and assistance on a regular basis.

More than 350 free of charge Skills Cards, more than 120 ECDL (Start) certificates for the blind (and the deaf). The above mentioned contract has a special importance not only because the cooperation will help Blind people's integration into the Society, but also because it is expected that in 2014 the 92% of the working places in Hungary will require digital literacy – as it is stated by a research conducted ultimately by IDC.

Quotes
"The above mentioned contract has a special importance not only because the cooperation will help Blind people's integration into the Society, but also because it is expected that in 2014 the 92% of the working places in Hungary will require digital literacy" - stated by a research conducted ultimately by IDC

Images

Mr. Mihály Szuhaj (Infoalap – on the left) and (10) Mr. István Alföldi (NJSZT) sign the contract of assistance to the blind at the annual ECDL TC Forum, Budapest

Aunts Elisabeth(s) (95 and 85), Zsombor and Dániel (10) at the ECDL Forum in Budapest

Mr. István Alföldi (NJSZT) and James Peter (President of MIGHELP); in the background Mr. Mihály Szuhaj (Infoalap) with his assistant (in the middle)

Iran: Social Inclusion
Project Name: Funding ICDL Training for the Underprivileged Students

Introduction

The students living in underprivileged regions have no access to ICT technology and training. In order to fill this digital gap in the society, ICDL Iran launched "supporting of underprivileged students" programme. The objectives of this programme which has been running since September 2009 are as following:

1. To provide an environment to learn and understand technology
2. To improve the general level of digital literacy
3. To support underprivileged students and teachers
4. To establish an equal condition for all students to use information and technology

Project Description

The project was approved by the Financial Department of ICDL Iran. In this project ICDL Iran allocated 10% of its sales for buying equipment and facilities for underprivileged regions and also for training of their residents. The audience were the educational staff members as well as school and university students in these regions, so that they can benefit from technology. The Approved Test Centres took the responsibility to train and test these students and in some remote regions in which there was no Approved Test Centre, ICDL Iran gave provisional licences to some training centres so that they can implement ICDL programmes.

To find and specify the underprivileged regions seemed difficult at first. However, it became possible with the cooperation of Education Ministry Offices in different provinces. This project played an important role in the government initiative of "Digital Literacy Improvement".

Impact

This project was approved by Education Ministry with regard to short term and medium term goals of the government to eliminate the digital gap. The people who have low income and do not have access to technology were significantly attracted by the initiative. Therefore, after the courses their awareness of the technology dramatically increased and they could access a large amount of information by the use of these technologies. 10% of the sales of 5,847 skills cards were allocated to this initiative. Meanwhile, the Approved Test Centres could benefit from this market.

Poland: Social Inclusion
Project Name: The Mitigation of the Digital Divide Effects in the Pcim Commune

Introduction
The general aim of the project (15 May 2009 - 31 October 2010) was the stimulation of economic and social actions for people facing digital divide due to a handicap or a difficult financial situation.
Detailed aims of the project are:
1. To equalise the opportunities of people facing digital divide, in accordance with operational purposes 8.3 of the Operational Programme Innovative Economy (OP IE)
2. To ensure the access to broadband Internet for the period of 6 years for 70 households located in the region and included in the project
3. To deliver, install and maintain the ICT equipment and software for these 70 households
4. To improve via training, computer and Internet use skills within the target groups
5. To propagate the implemented project among the commune's inhabitants
6. To broaden the commune inhabitants' knowledge of the utilisation of the EU funds, including the operations 8.3 of OP IE

Project Description
The partners of this partnership project are the Local Government Unit (LGU), the Pcim Commune (Małopolskie province) and an NGO bearing the status of the Public Benefit Organisation (PBO) – *Foundation for Agricultural and Rural Development* with its seat in Warsaw. The project is aimed at households of the Pcim commune which are in the worst financial and social situation.
Ultimate Beneficiaries (UB) of the project:
1. Households included in the social security support programme
2. School-age children and youth from families included in the project
3. Disabled people possessing a severe or moderate degree of disability
Specified needs of the project's target group:
The scale of digital divide risk of a relatively large number of the commune's inhabitants alongside with the examined, very difficult financial situation of people divided into 3 target groups of the project incorporate the necessity to:
1. Provide people facing digital divide with the access to the *World Wide Web* – the implementation of *Directive No. 9,* of the *Recommendations* of the Council of the EU of 28th June 2005 on creating an all-inclusive digital society in the Member States
2. Enhance access to knowledge for children and youth from families facing digital divide
3. Activate adults in the difficult process of transition out of poverty, including unemployment
4. Develop the so-called integrated *e-administration*, enabling access of all citizens to public services using ICT
5. Broaden the commune inhabitants' knowledge on the EU and the possibilities of economic and social development by taking advantage of the EU funds

Training Sessions
The implemented project is an investment project, which incorporates optional training sessions for Ultimate Beneficiaries, owing to *cross financing* reaching up to 10% of the eligible costs of the project. The Commune Head of Pcim decided that the training sessions shall be executed to the fullest possible extent. Supplying the people, who have never owned such devices, with ICT equipment without instructing them on operating computers and using the Internet, would violate the idea and the essence of the project. A group of 130 people were included in the training programme and divided into 8 training groups with 4 groups for children and youth from families

included in the project and 4 groups for adults, Ultimate Beneficiaries of the project. The training sessions for 73 adults were conducted in form of a 100-hour ECDL programme *e-Citizen.* All participants were provided with educational materials, including the *e-Citizen – The Active Computer and Internet User* textbook. 72 participants took the examination. 70 people received the *Certificate*, 5 after retaking the exam. The great commitment of the training participants despite their careers, many household chores, fieldwork, and childcare, is worth stressing and resulted, among others, in nearly full class attendance. All these people, especially those in their 40s and 50s, were fully aware that that might have been their final chance of acquiring new skills and knowledge. They used their chance wisely, as some 50% of them, having had no prior experience with ICT equipment (as per evaluation questionnaires), chose the ECDL programme *e-Citizen*. According to the partners' role division, the training sessions were organised by the Agricultural and Rural Development Foundation. When all participants pass their examinations, the *Certificates* shall be awarded during a special ceremony.

The project is financed with the EU funds, the Budget (constituting 85% of the funds), and the Pcim commune's own contribution of 15%. The project's value amounts to 695,790.12 zlotys. This project is a social project and does not generate profit.

Information and promotion campaign (leaflets, posters, project's website) aimed at the inhabitants of the Pcim commune was launched within the framework of the project. It also included information meetings (preceding the enrolment) held in all of the commune's towns.

Impact
Benefits of the project's implementation for Ultimate Beneficiaries are:
1. Obtaining ICT equipment and access to the *Internet,* which would have been beyond the households' means due to their difficult financial situation
2. Obtaining new knowledge and skills for 70 people confirmed with the ECDL *Certificate*
3. Enhancing the competitiveness of the Ultimate Beneficiaries (UB) in the labour market
4. Creating conditions facilitating further education and self-improvement for the UB
5. Enabling the UB to take advantage of public services using ICT
6. Supporting the process of transitioning out of poverty – economic and social activation of adults included in the project
7. Improving the learning performance of children and youth included in the programme – equalising the chances of accessing knowledge
8. Creating remote job opportunities, especially for disabled people

All defined aims of the project, the product implementation indicators, and the outcome indicator were reached. The project contributed to the progress of computerisation among the inhabitants of the Pcim commune, and the Ultimate Beneficiaries have ceased to be victims of digital divide.

Quotes
The participants of the training programme valued the conducted ECDL trainings: the programme, the lecturers' qualifications, and the organisation of the training sessions (as per evaluation questionnaires). Here are several (from a large number of) E-mails, sometimes very personal and moving, which depict the atmosphere of the trainings and show how much the participants value the fact that they had the chance to participate in them (digital copies enclosed).

"Mrs. Małgosia, thank you for the successfully past exam. We miss the meetings, it was fun." - Maria Róg – participant of the ECDL trainings – to the lecturer

"Thank you so much for everything!!!!! I have only learnt today that I passed. The time was very eventful, but today I am going to Licheń, Niepokalanów, Częstochowa, Gidle, and Warszaw. I have much to thank GOD for (also for meeting you) and to ask for. Best regards." - Adam Mirochna – participant of the ECDL trainings – to the lecturer

"Warm greetings! The time spent together during the training was not only a pleasure but also taught me to use the Internet and operate the computer. Before attending the training I even did not know how to turn on a computer, perhaps it was lack of interest on my part but you have shown me that the computer can be a means of relaxation and broadening one's knowledge. The lessons were pure pleasure. I would gladly repeat the classes; I miss the friendly atmosphere, which filled the room thanks to the smile always present on your face…! I send you my best regards and thank you once again. P.S. I shall claim the certificate personally." - Marta Zięba – participant of the ECDL trainings – to the lecturer

Operational Excellence

Botswana: Operational Excellence
Project Name: Marketing the ICDL Programme in Botswana

Introduction

Mr Norman Sebonego and his team at Learning & Growth Consultants (L&G), the ICDL Africa In-Country Partner in Botswana, have made great strides in promoting ICDL in Botswana and thereby laying the foundations for greater expansion and improved recognition of the value of the ICDL qualification.

L&G's 2010 marketing campaign includes radio advertising, participation at exhibitions, meetings with government ministers, newsletters and a media tour through the remote village of Kaudwane.

Project Description

L&G's ICDL marketing activities in 2010 are as follows:

The ICDL Programme was Promoted at Exhibition Stands at the Following 2010 Events:
1. The Tertiary Education Council (TEC) Fair in Gaborone from 3 to 6 March
2. The World Telecommunications and Information Society Day (WTISD) in Francistown on 17 May
3. The Information Technology Exhibition (ITEX) in Gaborone from 29 to 31 July (The exhibition stand was awarded 2nd prize for presentation by the exhibition organisers)

Radio Advertisements in 2010:

A 30 second radio ad was aired on national radio station Yarona FM, several times a day every day from mid June to mid July 2010. The target audience was the urban youth, and the ad focussed on the ICDL as an 'international' qualification, listing the modules and prompting the listeners to 'register today'.

Kaudwane Village Media Tour:

On 6 August 2010, a media tour was conducted through the village of Kaudwane. In 2009 on World Telecommunications and Information Society Day, the village received a number of donations which included ICDL eLearning material for the school teachers. This year, L&G extended its donation to include learning material for students. The event was hosted by the Chief of Kaudwane Village, Mr Segwaba, with guests including the Minister of Education and Skills Development, Mrs P. Venson-Moitoi.

Media coverage of the tour through the village of Kaudwane appeared in the Botswana Daily News, Mmegi, Guardian and Telegraph.

Meetings with Ministers in 2010:

Mr Sebonego and his team scheduled meetings with various government departments (including the Department of Education) and private institutions in 2010, taking along international case studies in support of their efforts to promote the ICDL.

The Minister of Communications and Technology, Mr F. Ramsden, visited the ICDL exhibition stand at the World Telecommunications and Information Society Day event in Francistown on 17 May. He discussed the benefits of the ICDL and the role of the ICDL in Botswana with Mr Norman Sebonego.

Competitions:
Students visiting the ICDL stand at the Tertiary Education Council Fair were encouraged to take part in a raffle, the prize being ICDL CBT. The winner was Mr Mogomotsi, a high school graduate attending the Fair to consider the options for his post school education.

Newsletters:
An annual newsletter featuring ICDL activities in Botswana is distributed to all contacts on L&G's CRM database, in order to keep them informed and to remind them of the value of the ICDL programmes.

Planned Promotional Activities for the Remainder of 2010:
The rest of the year will find Learning & Growth Consultants visiting potential clients and following up with earlier contacts.

Impact

As a result of Learning & Growth Consultants' marketing campaign, the Ministry of Education is considering implementing the ECDL endorsed eLearner curriculum in all primary schools in Botswana.

There has been **a 45% increase** in Candidate registration sales and **a 25% increase** in the number of registered ICDL Centres in Botswana in the 2010 calendar year to date, in comparison to 2009.

Quotes

"Botswana has indeed made strides in terms of ICT penetration for its people as mapped out in its National ICT Policy. ICDL's proven track record and value proposition will go a long way in contributing to the realisation of the nation's vision of becoming a regional ICT hub." – Mr Norman Sebonego, CEO, Learning & Growth Consultants

Images

Mr Sebonego addressing the Minister of Education and the media in Kaudwane – 6 August 2010

The Minister of Communications and Technology, Mr F. Ramsden, chatting to Mr Sebonego at WTISD, Francistown – 17 May 2010

ICDL Exhibition Stand at the Information Technology Exhibition (ITEX) in Gaborone – 29 to 31 July 2010

Winner of the ICDL raffle, Mr Mogomotsi, at the Tertiary Education Council Fair, Gaborone – 3 to 6 March 2010

The ICDL Exhibition Stand at the Tertiary Education Council Fair, Gaborone – 3 to 6 March 2010

Egypt: Operational Excellence
Project Name: Production of the MCIT-ICDL Implementation Guide for National Governments

Introduction
In 2006, ECDL Foundation, UNESCO Cairo Office and the Egyptian Ministry of Communications and Information Technology (MCIT), in cooperation with Ministries of Education, Higher Education, and Administrative Development, launched a programme to certify 1,000,000 Egyptians with ICDL over a five year period.

This programme is available at over 340 training and testing centres across the country. MCIT is committed to ensuring that ECDL Foundation's quality standards are implemented throughout the project. MCIT offers the ICDL training, material, skill cards and the seven module tests free of charge to all applicants.

Although the existence of the MCIT programme is well known amongst ECDL Foundation's Licensees, MCIT decided that it would be beneficial to publicly document the structures and systems put in place in order to operate a programme of this magnitude.

The result is the ICDL Implementation Guide – a best practice guide for ECDL / ICDL operators to use when explaining how to approach the operation of the programme on a national scale, published by the Egyptian Government.

Project Description
In early 2010, it became clear to the partners involved in the project that the MCIT programme had reached a state of close-to-optimum performance and was set to deliver results in excess of anticipated performance.

Since that discussion, this opinion has been validated through the registration and examination of tens of thousands of candidates over the course of the year, leading to a certification total of in excess of 400,000 individuals (to the full seven module ICDL standard) at the time of writing.

In light of this success, MCIT undertook to produce a 'user guide' for similar national implementations of the ICDL programme worldwide, with the objectives of:

1. Providing a fully documented implementation guide for Ministers and their staff upon which to make the appropriate policy and operational decisions in order to implement the ICDL programme on a national scale
2. Undertaking a full internal audit of the systems and structures in place at the Ministry and identifying ways in which their performance could be further optimised
3. To provide documentary evidence of the suitability of the ICDL programme as a national e-skills capacity building tool both in principle and in practice

MCIT staff therefore spent several months documenting the systems, processes and underlying structures with this in mind.

Impact
With the publication of the ICDL Implementation Guide, MCIT has for the first time documented the entire process for establishing and implementing a policy and functional framework for the ICDL programme at a truly national level.

By recording the blueprint for the vast mechanisms of the MCIT project, stakeholders in national capacity building efforts in other countries can benefit by understanding the roles played by each of the main actors (Public Sector, Private Sector, PPPs, NGOs, International Institutions, UN Agencies) of a national ICDL programme.

Even countries facing substantially different economic, demographic or geographic circumstances than Egypt will be able to find useful guidance due to the principles-based approach taken in building the ICDL Implementation Guide.

In addition, the Government and people of Egypt benefitted from the increased efficiencies identified within the project as part of the documentation process.

Quotes

"The MCIT ICDL Implementation Guide will be an essential reference work for policymakers and project managers in the field of e-skills capacity building at national and international development institutions.

MCIT hopes that ECDL and ICDL Licensees and operators around the world will be able to benefit from the publication of the Guide by incorporating it into their advocacy and marketing strategies when partnering with national governments.

MCIT makes this guide freely and publicly available for all interested parties, and will be distributing copies at the ECDL Foundation Forum 2010 in Bonn, Germany."

Dr Samia Mashaly,
Director, ICDL Programme
Ministry of Communications and Information Technology, Egypt

Images

Contents of the ICDL Implementation Guide

Facts & figures of the MCIT ICDL programme

ICDL GCC Foundation: Operational Excellence
Project Name: ICDL GCC Foundation Certified Training Programme (CTP) Initiative

Introduction

The primary goal of the ICDL programme is to promote digital literacy among the global population based on unified, high standards of competence and integrity. ICDL GCC Foundation has followed these steps and introduced additional measures to ensure the highest quality training and testing through its network of 800 centres across its territory.

In addition to the rigorous process centres undergo to become ICDL accredited and/or maintain their ICDL accreditation, ICDL GCC takes an active role in the delivery of ICDL training and testing services to maximise candidates' benefits and to gain them a pleasant successful learning experience.

As part of that initiative, ICDL GCC launched the CTP programme in its territory with a unique approach, leading it to become the most successful licensee in the provision and implementation of the Certified Training Professional (CTP) programme worldwide with 786 enrolments and $1.5 million in revenue to date. The introduction of the CTP programme based on our unique model contributed significant benefits and opportunities to the overall ICDL business in our region including: driving up the quality of ICDL training delivery by centres; distinguishing the ICDL programme from other programmes; establishing credibility to the ICDL programme; and creating a new significant source of revenue.

The implementation of the CTP programme as a prerequisite for all existing and new ICDL centres did not only demonstrate the commitment of ICDL to high quality training, but also highlighted to our training partners the need for ongoing creativity and improvement in the delivery of the ICDL programme.

Project Description

The CTP Certification Programme was introduced as a prerequisite requiring all existing and new ICDL accredited centres across the GCC and Iraq to maintain in their employ a minimum of one CTP certified trainer. ICDL GCC keeps an online database of all CTP certified trainers and recommends the use of CTP certified trainers when marketing the ICDL programme or when assisting governments in tenders.

CTP is also offered to education ministries and higher education ministries as a 'must have' qualification for IT teachers. It is gradually gaining acceptance as a credible certification. To maintain credibility and intellectual perception for the programme, ICDL GCC holds all its CTP workshops on university campuses. That strengthens its relationships with the academic sector and emphasises the importance of quality training.

Impact

The CTP qualification has notably gained recognition by IT training organisations as well as education ministries and higher education ministries across our region. It also earned the ICDL certification a renowned reputation for quality and support for digital literacy creating further growth and recognition for the ICDL Programme.

Quotes

"It is unfortunate that many claim to be IT trainers without having the appropriate credentials, discouraging people from repeating the experience when things go bad. The CTP programme has distinguished me from others by giving me the qualifications and credentials needed to become a professional trainer." – Dr. Shaker Al-Aradi, Educational Training Specialist in charge of the IT Professional Development, Ministry of Education- Directorate of Training and Professional Development, Bahrain

Images

CTP Training held at Michigan University
February 2010

CTP Training Kuwait
May 2009

Iran: Operational Excellence
Project Name: Test Centre Quality Improvement

Introduction
The initiative of "Test Centre Quality Improvement" was launched by ICDL Iran in order to improve the quality of the services provided by the Approved Test Centres and also to create a sense of competition between them. The objectives of this initiative are:
1. To improve the quality of training according to the international standards
2. To define a unified educational method and content across the country
3. To apply desired hardware and software facilities and employ efficient workforce
4. To improve the services provided to the candidates

Project Description
This initiative was implemented from December 2009 to June 2010. The goal of the project was to define standards in 3 areas:
1. Training content – the syllabus of each skill should be taught to the candidates through an appropriate lesson plan. Through scheduled introduction of the content, monitoring and auditing the process of training in the test centres will be possible for ICDL Iran.
2. The teacher – the teachers chosen by the test centres should have the necessary qualifications to teach ICDL programmes. In this phase of the project after specifying the qualifications and standards necessary for the ICDL teachers their information is gathered in a database. According to these data, the teachers are rated and they can teach different ICDL programmes based on their rate and abilities.
3. Educational environment – training environment should have certain standards. Quality Assurance Department of ICDL Iran has defined standards of training environment and encouraged the test centres to consider them.

Obviously, providing standards is not enough without auditing and evaluating the test centres. Therefore, more than 310 test centres across the country were evaluated in a 6-month period based on 18 items defined by ICDL Iran.

Impact
Since the implementation of this project the test centres did their best to reach these standards and even go beyond them. Classifying and rating the test centres according to the defined standards encouraged them to improve the quality of their services provided to the candidates.

Test Centre: number:
Annual Evaluation: Year….   first time ☐   second time ☐   final ☐
Date:

Ref.	Evaluation Items	Evaluator	Maximum score	choices					Score gained	Other descrip-tions
				Very weak	**Weak**	**medium**	**Good**	**excellent**		
1	**CEO's opinion about TC's activity**	CEO	5	1	2	3	4	5		
2	**Administrative Manager's opinion about TC's activity**	Administrative Manager	5	1	2	3	4	5		
3	**Active presence of TC manager in the TC location**	TC Affairs Department	3		1	2	3			
4	**Appropriate response to the applications, letters, etc. by the TC manager**	TC Affairs Department	3		1	2	3			
5	**Average scores gained in TC auditing process**	TC Affaires Department	12	0-12						
6	**Citations, written notifications, etc.**	TC Affairs Department	15	-15 to +15						
7	**The active presence of technical manager in the time of implementation of tests and other particular occasions**	Tests Department	2		1		2			
8	**The proficiency and competence of technical manager**	Tests Department	2		1		2			
9	**Number of tests implemented in the TC**	Tests Department	10	2	4	5	8	10		
10	**Number of certifications issued for the candidates of the TC**	Tests Department	5	1	2	3	4	5		
11	**Average scores of the tests implemented in the TC**	Tests Department	5	$(average - 75) + 5 = \varphi$						
12	**Good interaction with Tests Department**	Tests Department	3		1	2	3			
13	**Educational standards followed by the TC**	QA Department	5		1	2	3	4		
14	**The proficiency and competence of the educational staff in the TC**	QA Department	5	1	2	3	4	5		
15	**Variety of the ICDL programmes provided by the TC**	QA Department	5	1	2	3	4	5		
16	**Good use of web environment to provide ICDL-related services**	Website Department	2		1		2			
17	**Marketing activities**	Website Department	5		1	2	3			
18	**Honesty in relations with Financial Department**	Financial Department	8	1	2	4	6	8		
	Total		100							

ICDL IRAN
Date:

Ireland: Operational Excellence
Project Name: ICS Skills Candidate Management System

Introduction

New ICS Skills Candidate Management System:
1. More cost effective
2. More environmentally friendly
3. More accessible
4. More real-time live data
5. More room for growth

ICS Skills CMS... Improving the ECDL Journey →→ →→ →→
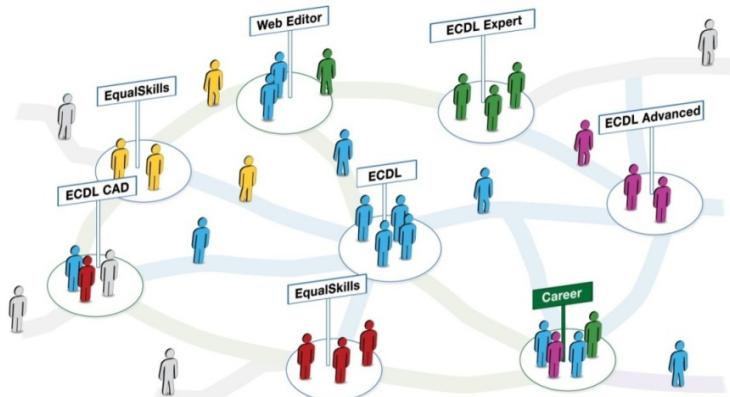
Project Description

ECDL Centre Administration

ICS Skills CMS (Candidate Management System) facilitates integration of several sub systems essential to running a modern business:
1. Accounts - all invoices and statements are issued electronically
2. Customer Relations Management – customer support, queries etc. are managed in the integral CRM

Key Components:
1. One portal to manage class setup, candidate progress, certificate issue
2. Candidates enter their own data via self-registration, in a single data entry point
3. Testing is automated, using the world-class EnlightKS ATS
4. Paper Skills Cards replaced by electronic records of tests passed, enabling certificates to be ordered online by ECDL centres
5. Online shopping for all ECDL requirements
6. Integrated e-learning

Learner Management

Test Centres can organise candidates into classes and groups in the ICS Skills CMS. They can allocate extra test credits, view their progress through the e-learning, monitor their test results and order certificates (Image 1 in Images section).

Candidate Self-Registration

ECDL learners can self-register their details online, which means that test centres no longer have to enter candidate data. A single email address and password give access to online learning, online diagnostic and certification tests etc. Candidates and centres can update their online profiles should their contact or other details change.

Online Learning

Online learning is central to the ICS Skills CMS, and this component is also provided by EnlightKS. Self-registered candidates can learn at their own pace and have their progress monitored. Teachers and tutors can report on the progress of individual students as well as full classes.

Online Testing

Official ECDL certification tests – and practice or 'diagnostic' test with candidate feedback from the EnlightKS suite – are offered online, so that candidates can demonstrate their skills with in-application tests, and receive their test results immediately.

Certificate Management

The administrative burden of completing test details in paper skills cards has been replaced by the automatic recording of test results online, ready to be viewed, queried and certified (Image 2 in Images section).

ECDL Online Shop

Everything an ECDL Centre needs for its operation – electronic skills cards, online practice and certification tests, printed books and online training materials – are all sold through our online shop (Image 3 in Images section). Convenient "bundles" of products are available, for example, a simple bundle consisting of a skills card, diagnostic and certification tests, and an e-learning account.

The ICS Skills store is fully integrated with accounts, so that all invoicing and other financial processes are performed online. This eliminates the delays and costs associated with paper-based transactions while allowing the centres and ICS Skills do our bit for the environment!

Impact

Where our Journey has Taken us so far…
1. Online testing volumes have doubled in the last year
2. Skills Cards are electronic
3. Certificates are ordered online
4. 95% of invoices and account statements are electronic
5. 95% of test centre information is accurate and up to date

Quotes

ICS Skills CMS Perfect for Schools
"I have been using the ICS Skills CMS for some time now and to say the least I'm extremely pleased with it, I find it very easy to use and from an administrative point of view its heaven, no more record keeping which is normally a huge load of work. Also the advantage of being on-line is superb as you can do all your administrative work from any location, even home! I have no hesitation in recommending this system to anyone who at present is using the manual system." - Donal Mulryan, Rice College, Ennis, Co. Clare

ICS Skills CMS Perfect for Corporate
"We understand the importance of in house training but having the time and resources to dedicate to this was difficult. The ICS Skills CMS has changed everything and is a dream. It has saved us hundreds of hours in testing and administration time, allowing more candidates to complete the programme. I honestly don't know how we managed without it." - Caroline Lang, Irish Times Training

Images

Image 1: Learner Management

Image 2: Certificate Management

Image 3: ECDL Online Shop

Jordan: Operational Excellence
Project Name: A Fully Automated ICDL Administration System

Introduction
Development of the ICDL administration system (IAS) started in 2008 based upon eight years of cumulative experience, registering about 150,000 candidates in the ICDL programme, and consequently gaining thorough knowledge of all issues involved. The main objective is to manage the whole ICDL operation at the country level in an efficient manner, and also to facilitate it to accredited centres. The dynamic nature of the ICDL programme necessitates the IAS application, which handles changes applied to the programme whether it is a change of supplier, Syllabus version, or requirements. Using the IAS guarantees that all data and results are maintained irrespective of changes. The most important features of the IAS are that it applies all the Quality Assurance Standards set by the ECDL Foundation automatically, greatly reduces manpower needed to manage the ICDL operation, and ensures efficiency and timeliness of operation. It took ICDL Jordan about 15 months to develop the system, and collect and check past results starting from year 2000 until now. The system is designed with the capability to handle different countries and hence it may be used by other operators and Licensees.

Project Description
IAS is an administration system with a central database. It handles all operational issues starting from the time a centre submits an application to become an accredited centre, until candidates sit for the ICDL exams and their certificates are printed. The description of the main components is provided in the following:

Accreditation:
1. IAS controls the accreditation process automatically, leads the accreditation officer to the next step and confirms the completion of the previous step. It also facilitates the follow up process.
2. IAS follows up all changes in accredited centres' information, including details of staff, their qualifications, and their roles in the ICDL operation at the centre. It notifies the Licensee of any changes in ICDL staff at centres.
3. IAS distinguishes between the accreditation process for testing centres and training centres.
4. IAS manages the audit visits (for accreditation and renewal), candidate appeals, accommodation for accessibility, and technical requests.
5. Centre Contracts are printed and tracked through IAS. Approval certificates are printed after delivery of the contracts.

New Programmes:
IAS can handle the addition of other ICDL programmes, such as e-Citizen, CAD, etc.

Results and Certificates:
IAS follows up all candidates' details and results.
Automated Tests: Results can be uploaded by the authorised tester using an Excel sheet extracted from any ATES.
Manual Tests: Grader uploads the results on IAS. Results are confirmed after a spot check is applied.

Administration:
1. The process of assigning skills cards from Licensee to centres, and then to candidates is handled by IAS.
2. Licensee can move skills cards from one centre to another through IAS (for example if a centre is no longer accredited) to enable the candidates continue their exams smoothly without delay.
3. An approved test centre can move skills cards between its satellite centres.
4. IAS can handle more than one Licensee with its sub-Licensees (if available) using the same database.
5. For organisations that adopt the ICDL programme for their employees, a training coordinator may be assigned to monitor progress of candidates.

Communication:
1. Once a candidate successfully completes the necessary exam(s) in a certain programme, the ICDL certificate is printed through IAS.
2. IAS is an effective contact tool between centres and their candidates through email and SMS.
3. IAS is a portal for the accredited centre, so as a licensee can easily communicate with the centres and update them regularly with any news.
4. IAS is a tool for requesting and assigning QA officers for test sessions.

Impact
1. Candidate information and results are maintained when moving from one ATES provider to another
2. Easy to follow up in case a candidate sits two exams using different methods
3. Up-to-date information and reports can be obtained easily through the IAS
4. Less effort with high accuracy and performance
5. Easy to move between ATES systems without any data loss
6. High control and better tracing for the skills cards
7. Ensures that all centres apply the QA standards regarding the skills cards expiry, minimum number of testers in the test centre and certification
8. Automatic update for the website regarding the accredited centres and their information
9. Easy to move skills cards from one centre to another (in case a centre closes). This enables candidates to continue their exams smoothly
10. Accredited centres found it easier to have reports about their status (skills cards, conducted exams, testing sessions, etc.)
11. Enabled organisations with multiple satellite centres to move skills cards among their own centres

Feedback:
1. All accredited centres in Jordan found that the ICDL operation became much easier. They expressed great satisfaction with the system.
2. The IAS was presented to UNESCO Cairo Office (UCO). Quite positive feedback was expressed by staff of the ICDL unit at UCO.

Korea, South: Operational Excellence
Project Name: Let Young People Know ICDL

Introduction
The Korean domestic certification market is extremely competitive, especially among young people who are aged 20-27. Microsoft Office Specialist (MOS) is the dominant player in the market which has been growing at a dramatically fast rate. Despite tough competition against MOS, ICDL Korea (KPC) has been making a great effort to overcome disadvantage as a second mover in the market. KPC needed to attempt creative methods and market approaches in order to differentiate ICDL from the competition and promote it. Thus 'ICDL Honorary Ambassador Programme' and 'ICDL e-Learning Course with a Celebrity' was initiated this year successfully to promote ICDL and encourage young people to get ICDL certification.

Project Description
ICDL Honorary Ambassador Programme
KPC recruited university students in the name of ICDL Honorary Ambassador from all of the colleges in Korea. The purpose of this programme was letting young people know ICDL by their friends. In short, it was 'ICDL of the young people, by the young people, for the young people'. ICDL Honorary Ambassadors were expected to promote ICDL peer to peer and research certification market for extinguishing low name-recognition of ICDL among the young people that KPC were trying to target.

58 prominent students from 27 different major universities in Korea were chosen for ICDL Honorary Ambassador programme after a very tight selection process through the web. From June to August of 2010, they were assigned various tasks by 11 teams of 5 people each. ICDL honorary ambassadors normally performed PR activities not only by writing on personal blogs and the bulletin board about ICDL but also by researching and surveying the market regarding the brand awareness of ICDL. According to the information of their researches, they did final presentations, which contained new ideas and suggestions relevant to ICDL.

ICDL e-Learning Course with a Celebrity
KPC produced an ICDL e-learning course which was casting a celebrated comedian with intent to spread ICDL certification widely. The e-learning course starts with brief introduction of each ICDL module by the comedian. It was effective for people to gain their attention to ICDL. From the beginning to the end of the production, it took 3 months to finish it up. KPC merged the e-learning course and local ATCs to amplify the synergy. People who register for ICDL e-learning course could apply for taking ICDL tests, just like they would for off-line ICDL application in a local ATC.

Impact
ICDL Honorary Ambassador Programme
For KPC, it was an excellent way to advertise ICDL and attract new customers. Not less than a thousand new blog posts were written by ICDL honorary ambassadors. And 11 useful and creative marketing proposals were submitted. More than all, getting promising 58 young people on ICDL, planting a strong awareness of ICDL in their schools and friends are accomplishments that truly are not measurable on a scale, but are the cornerstones of future's success of ICDL in Korea.

ICDL e-Learning Course with a Celebrity

The demand for ICDL e-learning course was high so that approximate 1,000 people paid for it. Consequently, more than 4,000 modules of ICDL will be tested in the near future. We are expecting that increasing number of people select to study ICDL with the e-learning course. Like the preceding case, it was a major effect of this project to let people know ICLD easily.

Images

ICDL e-Learning Course with a Celebrity

Clips of ICDL e-learning course with SangTae Ahn, a famous comedian

Malta: Operational Excellence
Project Name: ECDL Malta – A Lean Organisation with the Highest Penetration of ECDL in the World

Introduction
ECDL Malta was established under the auspices of the Computer Society of Malta in 2003 to operate and promote the ECDL concept in Malta. The organisation worked hard to promote the ECDL concept across all strata of society by working in tandem with the Ministry responsible for IT, with the Educational Authorities and with accredited test centres across the island. The main objective of ECDL Malta was to make ECDL the de facto standard for benchmarking digital literacy in Malta.

Project Description
ECDL Malta is a lean organisation employing 1 managing director, 1 consultant and 2 office administrators all working on part time basis.

ECDL Malta endeavours to offer a broad portfolio of products and currently offers these ECDL products:

1. ECDL
2. ECDL Advanced/Expert
3. ECDL CAD
4. ECDL Image Editing
5. ECDL Web Editing
6. EqualSkills
7. e-Citizen

ECDL Malta has adopted the following strategy to tirelessly promote the ECDL portfolio of products:

1. Every certificate issued to successful candidates is accompanied by a covering letter highlighting the additional ECDL qualifications that a candidate may undertake.
2. Release of press articles in the local newspapers and organisation of conferences and information sessions for test centres whenever a new initiative is taken such as the launch of a new syllabus or the introduction of a new product.
3. Participation in local ICT fairs such as the e-skills fair organised on the occasion of the EU's e-Skills week.
4. Distribution of publicity brochures.
5. The ECDL Malta website www.ecdl.com.mt is regularly updated and provides information on all local approved test centres and the qualifications they offer.
6. ECDL Malta encourages test centres to take the initiative to promote ECDL through regular advertising on media, mainly leading newspapers, websites, TV and social media such as Facebook.
7. ECDL Malta lobbies with educational authorities.

In order to maintain its objectives ECDL Malta also undertakes the following activities:

1. ECDL Malta maintains ongoing contact with the educational authorities to discuss and resolve any problems related to ECDL in schools.
2. Assists interested organisations in gaining access to European Social Funding opportunities for ICT training.

3. Conversion of all test centres to automated testing, both for ECDL and ECDL Advanced, to improve efficiency of operations.
4. Takes a proactive approach to introduce with immediate effect on the local market new syllabi that are released by the ECDL Foundation.
5. Maintains a healthy relationship with all test centres by providing the necessary support and updates.
6. Performs regular audits on test centres to ensure that they maintain the quality of ECDL certifications.
7. Distribution agreements are signed with all automated testing providers and approved courseware providers to ensure compliance with the ECDL Foundation's policies and regulations.

Impact

1. ECDL Malta has the highest percentage penetration of ECDL and ECDL Advanced in the world.

| Certification	Population Penetration (as at 31/12/2009)
ECDL	12.44%
ECDL Advanced	0.98%

2. The number of test centres is also the highest amounting to an absolute number of 33 or 1 test centre per approximately 12,400 inhabitants.
3. ECDL is compulsory in all state secondary schools and the majority of church run and private secondary schools.
4. ECDL is a mandatory requirement for entry into certain courses at the University of Malta and administrative posts in the Malta Public Service.

Sales levels have been retained consistently high over the last 7 years.

The ECDL and ECDL Expert certificates have now been referenced to the Malta Qualifications Framework (MQF) and the European Qualifications Framework (EQF). ECDL is referenced to Level 3 while ECDL Expert has been referenced to level 4 of the MQF and EQF.

Images

Comparative Population Penetration for ECDL/ICDL and ECDL/ICDL Advanced
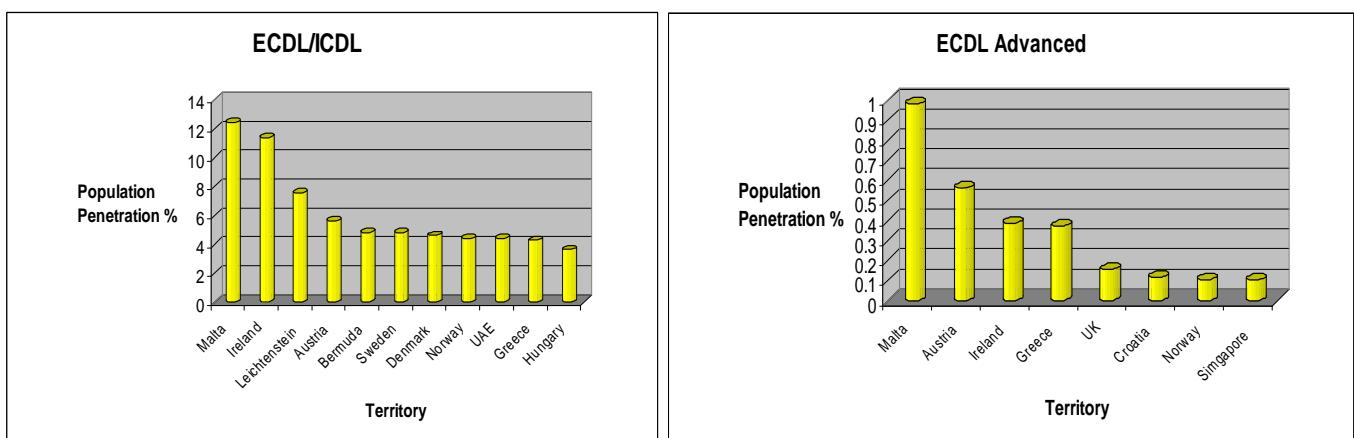
ECDL in Malta on Google Trends
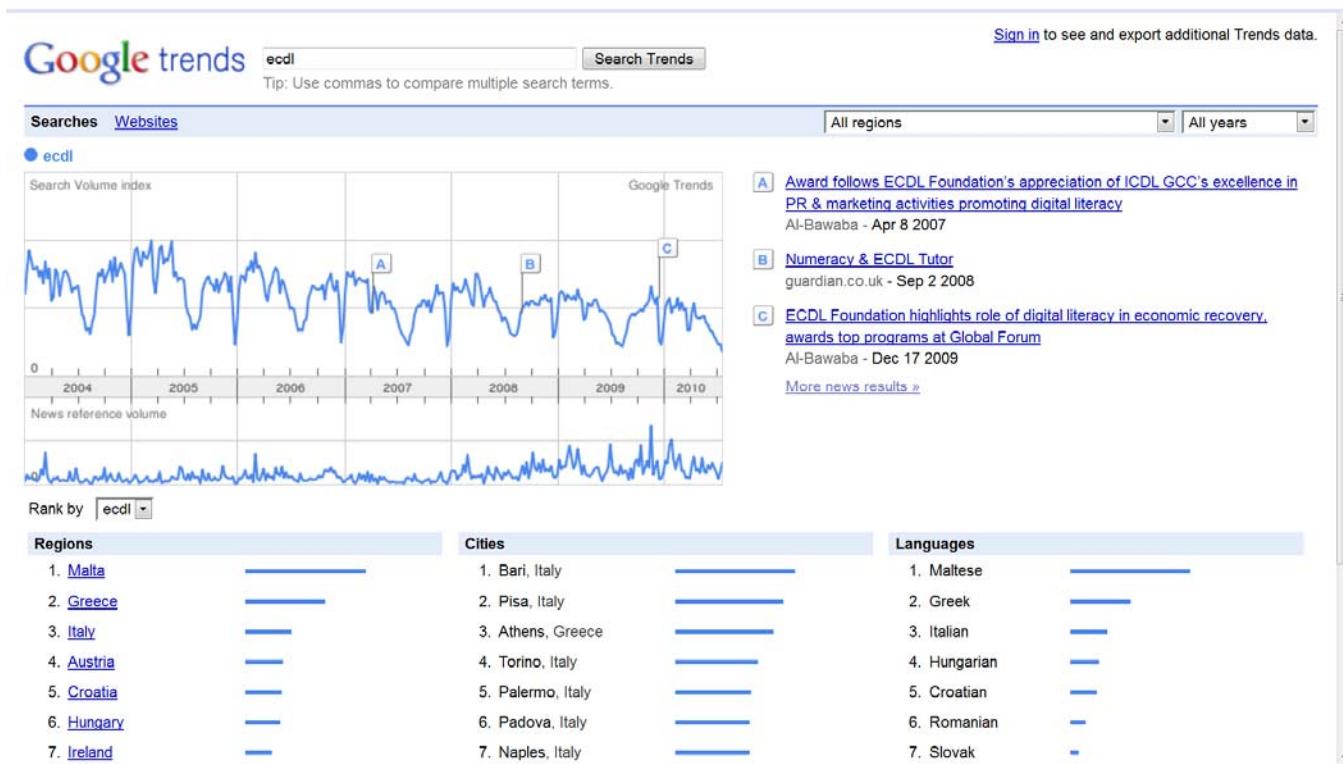
The term ECDL is looked up most from Malta according to Google Trends. Google Trends is a public web facility of Google Inc., about Google Search, that shows how often a particular search-term is entered relative to the total search-volume across various regions of the world, and in various languages.

Morocco: Operational Excellence
Project Name: ICDL Chosen to Replace French ICT Certification in the University Mohd 5 Souissi in Morocco

Introduction
The University Mohd 5 Souissi (http://www.um5s.ac.ma/) is one of the oldest universities in Morocco founded in 1957. It is home to some 16,808 students and 2,500 academic and admin staff. Like any other higher education, this university offers basic IT literacy to its students, and had recently moved to adopt a European certificate - the French C2I (Certificat Informatique & Internet).

The president of this university happens to be also the chairman of the council of Moroccan universities. Hence the focus was on winning the heart and mind of its leadership to endorse and embrace ICDL as the de facto IT literacy international standard.

Project Description
As the university had already successfully adopted the C2I French certificate through an agreement with a French university, there was no direct impetus for the university to consider replacing it with ICDL, and it was hence initially reluctant to work with ICDL AMR.
ICDL AMR, thus, had to work with the key stakeholders to convince them and justify that ICDL is a better alternative by:

1. Researching for information in ECDL Portal material and providing a comparison between C2I and ICDL by French academics
2. Providing experience of ICDL in other countries in Europe (Italy) and Arab world (Egypt, Jordan)
3. Meeting the university's challenge for a **free** Pilot to "prove" ICDL worth where the university selected 10 students, 5 professors and 5 admin/support staff. Some Professors and Admin/Support staff had no prior experience with computers and the university wanted to see if ICDL could turn them into IT literates
4. Collaborating with one of the best private training companies in Morocco which was accredited by ICDL AMR to provide training under ICDL AMR supervision

The participants in the Pilot project were divided into two groups: students and academic & admin staff, and were provided with training material (books) and qualified trainers. The pilot project ran over approximately 3 months with about 4 sessions per week - about 120 hours for the academic and admin staff, and about 90 hrs for the students for the 7 ICDL modules.

Impact
The university closely monitored the progress and even before the completion of the programme, it had become convinced of the results and began discussion with ICDL AMR on how to introduce ICDL for the entire university. The following was subsequently achieved:

1. Endorsement of ICDL for all the students, and making it mandatory for the students to have ICDL certificate before graduation.
2. A letter from the university president was received to proceed with the certification of all university staff and students (Jan 2010). ICDL AMR was asked to conduct training and certification for all academic (3,000) and admin staff (1,000), and certification for 24,000 students over 4 years (2010-2013).

3. The university had two dedicated labs for staff training (one with 25 desktops in a separate campus, and one with 11 in the main campus).
4. In order to meet the target, additional training room was needed. The university assigned another large room, and ICDL AMR teamed with one of our partners, and has fully equipped this room as training and test lab with 35 PCs and presentation equipment. This equipment will become university assets after the completion of the programme.
5. An MOU for the implementation was signed
   a. Started in may 2010 with 200 admin staff over 3 months
   b. Initial pass rate was 80%
   c. Second batch to start in October 2010 with 400 staff
6. A request to seek funding to equip a new lab for the **blind** was received
   a. The University made a commitment to open this lab for all blind people and not just those on campus
   b. To be used for ALL blind people to certify ICDL

Images

ICDL Lab for Digital Literacy

The University President

New Zealand: Operational Excellence
Project Name: NZCS KiwiSkills – Computing Skills for Everyday Kiwis

Introduction

After significant consideration the New Zealand Computer Society (NZCS) New Council made a decision to modify the structure of the wider organisation and significantly change the approach towards ICDL and Digital Literacy. The New Zealand Computer Society established a new Digital Literacy Division whose primary objective is to 'Utilise available tools such as the internationally recognised ICDL Programme to coordinate and facilitate the improvement and recognition of core computing skills of New Zealanders.

To facilitate the approach The New Zealand Computer Society conducted independent research through Knowledge Weavers in January 2010 that identified the link between productivity and computer skills in New Zealand. The conclusion which looked at other certifications identified ICDL as being the most recognised worldwide and a way to take New Zealand forward. The research concluded that Kiwis lose around **4 weeks of work a year** in lost productivity, per person, by not dealing with digital literacy in the workplace: **"Digital Literacy was valued at 1.7 billion in New Zealand"**.

As part of this change in structure and objectives NZCS needed to re-launch ICDL to address the link between productivity and computer skills in New Zealand. An idea of KiwiSkills was created as it was a name that could be identified and associated by all Kiwis and linked well into computing skills for everyday Kiwis, Digital Literacy and ICDL.

KiwiSkills is an initiative from the non-profit NZ Computer Society Inc (NZCS) to provide one-stop access to tools and resources for kiwis to improve their computing skills.

Project Description - How we got there!

1. A brand was created – "KIWISKILLS" which is a one-stop access to tools and resources for Kiwis to improve their computing skills.
2. A new website was created: www.kiwiskills.co.nz
3. A skills Analyzer was developed to be provided free of charge to all Kiwis and is hosted on the KiwiSkills website.
4. An e-Commerce Ordering Site was developed to allow instant purchase of ICDL Courseware.
5. NZCS leveraged with Courseware and Testing Suppliers to provide sponsorship and marketing tools such as zero cost training to those in need as our objective is to ensure accessibility at an affordable price and improve productivity in New Zealand as well as introduce KiwiSkills. A series of ongoing launches to create awareness and lift the profile of KiwiSkills in New Zealand was undertaken.
6. A soft launch was launched in May 2010 of which KiwiSkills was announced.
7. The Labour Minister Don Ross Robertson was present and expressed the importance of Digital Literacy. Don Ross Robertson is now following the KiwiSkills progress. In August 2010 a second launch with the e-Commerce Site opening up purchases to NZCS Members and Partners was announced.
8. In September 2010 NZCS has its 50th Anniversary of ITC Innovation of which has a number of Keynote speakers. NZCS has a focus on Digital Literacy – KiwiSkills at this anniversary.   The Conference is being opened by Ministerial Address: **ICT Minister Hon Steven Joyce.**

Impact

1. The launch under KiwiSkills has created great exposure to both ICDL and e-Citizen at a Minister, Senior Management and Society in general level in New Zealand.
2. A number of points of sale and entry barriers have been removed with our e-Commerce site that has been set up on the KiwiSkills Website for individuals to purchase the training online and start upon registration.
3. The key message about the link between productivity and computer skills is much clearer and received well throughout New Zealand.
4. New markets have emerged in New Zealand and we forecast this to grow immensely over the next 12 months and ensure the growth of ICDL in New Zealand.
5. A number of reporters and Ministers have shown great interest to this KiwiSkills Project and are monitoring the success of this including Computer World and NZ Herald (article attached).
6. The number of proposals going out daily has increased dramatically.
7. The number of ICDL Courseware purchases in NZ has increased which will have a multiplying effect on ICDL Certification.
8. The number of website hits and conversions has increased.
9. A number of individuals have accessed the KiwiSkills Website and taken the Digital Literacy Skills Analyser Test.

KiwiSkills gets back to the basics

Computer driving licence tipped to make $1.7 billion in increased productivity

ADAM GIFFORD

THE Computer Society is trying to make New Zealand $1.7 billion a year. That's the amount it estimates is lost because workers and individuals don't have the digital literacy that allows them to use basic applications and systems in a reasonably productive way.

"Most people learn on the job using basic applications, but they don't know much beyond that," says Rebecca Boyce, the co-ordinator of the society's new KiwiSkills programme.

KiwiSkills is a range of digital literacy benchmarking and training tools to help New Zealanders assess and enhance their core computing skills.

The basic qualification it is promoting is the International Computer Driving Licence (ICDL).

A free skills analyser has been added to the www.kiwiskills.co.nz website, allowing New Zealanders to quickly gain an idea of their relative core computing skill level, and the site also lists digital literacy training and assessment providers.

Those unable to get to a provider or wanting to undertake training at home can get some low-cost ICDL modules from the website.

Boyce says ICDL was chosen because it's vendor-independent and is used in 148 countries, with 10

million people having been through the training.

"A number of governments have adopted this qualification, and it has helped countries like Sweden to boost their productivity."

Whether it's formatting a document, connecting a printer or configuring preferences, the inside of a computer system can be a daunting place for users.

Boyce says she used a recent operating system upgrade as an excuse to do the course again, and noticed a boost in her own productivity.

"I've now got more confidence to do more on my laptop than I normally would, like editing settings on Outlook or improving the security in my spam filter," she says.

Boyce says computer literacy is a soft skill that employers or individuals should check against benchmarks every couple of years to make sure they are getting the most out of their technology investment.

> **'It's about breaking down the fear.'**
> Adam Dunkley,
> Needanerd

"People take computer literacy for granted, but it shouldn't be," she says.

"We see ICDL as empowering the employee."

Paul Matthews, the Computer Society's chief executive, says the initiative means society members, who include thousands of IT professionals throughout New Zealand, will now be able to access and provide discount digital literacy training for their clients, colleagues, friends and family.

"We commissioned some major research on digital literacy last year and found people didn't know where to go and who to talk to if they wanted to address the issue, so we set out to provide a solution," Matthews says.

ERROR: Computer literacy is often taken for granted. PICTURE / GETTY IMAGES

"We are trying to partner with as many organisations as possible to promote digital literacy and KiwiSkills."

The initiative also includes $300,000 of courseware and assistance for people working in charities.

Other organisations or individuals will be charged a relatively small fee for the courses and the certification.

"We are trying to set it up so we break even. We are a non-profit so any surplus goes straight back into education activities anyway," he says.

Phil Hurn, team leader for Bay of Plenty Polytechnic's community computing initiative, says the polytechnic is offering both ICDL and an e-citizen course for free at its campuses, public

libraries and through a mobile lab bus which goes to town centres and retirement villages.

"The e-citizen course can take 10 hours or 50, depending on how much computer experience you bring to it.

"It's fantastic for people who have never been on a computer before because it's about understanding how [it] works; file management and good internet, email and work skills."

"ICDL takes about 80 hours."

Hurn says all staff at Tauranga City Council are encouraged to do ICDL training.

"For me it was great because when you are self-taught, there will be a lot of gaps in what you know."

Needanerd, a new franchise operation which aims to provide a national umbrella for the sort of one-nerd-band services that many individuals and small businesses rely on for basic support, is also offering KiwiSkills.

Director Adam Dunkley, who started the business after having problems getting local support for a national pharmacy franchise, says it's important to break down the barriers around technology for users.

"KiwiSkills is a great entry point for training for our target customer base," Dunkley says.

The nerds set up the program and users then work their way through the modules online, before they come back for the certification tests.

"It's about breaking down the fear and, in business environments, it's about improving the business."

» **ON THE WEB**
www.kiwiskills
www.needan
📧 adamgifford5@gmail.com
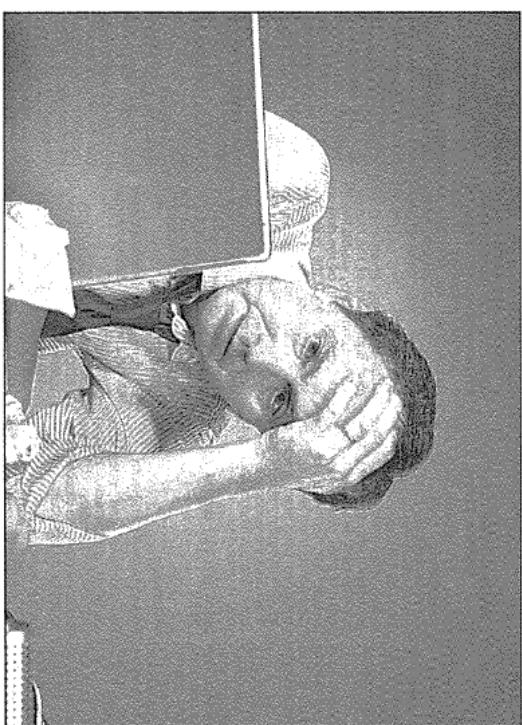
Poland: Operational Excellence
Project Name: eECDL.pl – Internet System for ECDL Poland

Introduction
The main goal of the project is to prepare and implement comprehensive computer system that would support all ECDL activities such as: marketing, certification process, ECDL products management, partners and examiners management up to accountancy and payments made by/for Polish Information Processing Society (PIPS). On the one hand all the proceedings must be flexible enough to let the business run; on the other hand it must also perform the Quality Assurance Standards required by ECDL Foundation.

eECDL.pl System enables PIPS to manage whole ECDL procedures in Poland, providing: security, information and control of activities distributed and run all over the country.

Project Description
The project was started in June 2009. In September PIPS has published improved ECDL procedures and implemented ECDL Core QTB v5.0 thought the temporary Internet System, where every examiner has a registered account and each exam (with all of its parameters such as: time, place, module, test, platform, candidate, and examiner) is stored into the DB. Examiner is supported by the Examination Application which provides test questions (after examiner authentication). The Application is developed in cross-platform environment: it can be run on Windows, Mac OS or Linux. It has also test recovery function after OS crash that gives possibility to continue a test without loss of the time or given answers, even when the machine was rebooted. In 2009 and 2010 the System was constantly developed and improved. Today PIPS distributes version 2.2 of the Examination Application and implements other ECDL products (like e-Guardian – just started on the eECDL platform).

Although the system was a major step forward in Polish ECDL, it is still taken as temporary. A group of people in PIPS is continuously working on the full eECDL.pl version and 3rd generation of Examination Application, both should be finished by the end of 2010. Full version supports every single ECDL procedure containing tasks of Quality Commission which was established in 2010 to control Quality Assurance in PIPS.

eECDL.pl is a very complex project, so one page of description can be just an abstract of the complete description.

Impact
eECDL.pl System automates not only the main examination procedures but also all other activities that support that main process, such as: examiners and competence centres settlements, candidate payments (made on-line), own accountancy and many more. It's a great tool to control mass examinations taken each day in various places all over Poland, to assure quality of testing and analyse stored data to have detailed information on how ECDL is working in each region and how it can be improved.

Images

Screen 1. Started exams list, examiner profile view

Screen 2. Examination Application for e-Guardian – exam configuration screen
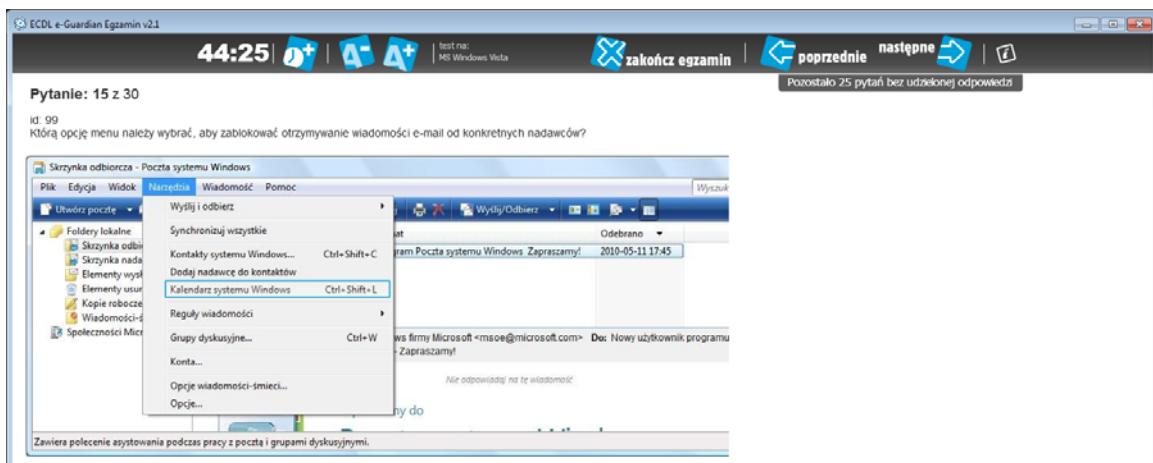
Screen 3. Examination Application for e-Guardian – exam and test question with active image "click to answer"

Vietnam: Operational Excellence
Project Name: Building the World's First Education-Based Smartphone App and Web-Portal that Promotes ICDL to International Students

Introduction

Vietnam is a rapidly developing country that has education at its heart – as a driver for growth, economic change and equipping its people with the skills they need to embrace the next decade. It doesn't have the capacity for as many students to study at university, but like with all countries, the students who do go on to Higher Education, either at home or overseas, should take ICDL to help them with their courses and in their future careers.

SpringBoard4Vietnam has invested very heavily and done something cutting-edge for ICDL across nations. It has built a website and Smartphone App for international students who want to study in the UK. The new web portal and App, which were launched last month, help potential students decide what they want to study and at which institution. It also gives them information (and access to) all the qualifications they need to get to their desired destination — with a large emphasis on computer literacy and ICDL.

Project Description

The App is the first of its kind and has been created in collaboration with Hai Phong University in North-East Vietnam. SpringBoard has worked with the HPU's ICDL certified students and included them in conceptualisation and creation of the App. It is also working with the British Computer Society — the ICDL licensee in the UK — to help international students without ICDL certifications to acquire them once they arrive in Britain.

Springova's version of Google maps shows students where their nearest ICDL test centres are. Students can use springova.com to view demos of ICDL and access the full training packages at a click of a mouse.

Promotion of the web-portal is critical and SpringBoard is aware that young people want to hear what their friends and peers are talking about rather than what older business types think. With this in mind, SpringBoard launched an online digital marketing campaign that is being driven by students at Hai Phong University. Many thousands of students are now engaged in a vast web-based, social networking exercise to promote ICDL through the new Springova web portal and Smartphone App.

Two of our directors, Dao Mai Anh, who is a lawyer, and Colin Glass, visiting Professor of Business Education, are spending time in Hai Phong — guest lecturing ICDL students about how to use digital marketing and social networking to promote ICDL.

Impact

Over 250 students at Hai Phong have already passed ICDL and there are 500 students due to complete it towards the end of 2010. The university, which has fully integrated ICDL into its IT curriculum, will certify approximately 1,500 students in 2011 — as well as 300-500 users from outside of the university.

A recent survey carried out by HPU signifies that employers in Vietnam also have a positive attitude towards the project — it is seen in the region as a "new method that allows teachers and students access a modern style of studying while aligning computer literacy to an internationally recognised benchmark". As part of a pragmatic and long-term strategy, which has required huge

investment, HPU is dedicated to training every single one of its students ICDL with the aim to make employers throughout the country more aware of the certification and — as a result — encourage other educational institutions to implement ICDL into their curriculums.

Quotes

"New method that allows teachers and students access a modern style of studying while aligning computer literacy to an internationally recognised benchmark" - A recent survey carried out by HPU

Images

The ICDL test centre finder for students