





International  
Professional  
Practice  
Partnership

Transforming IT Professional Practice

IFIP IP3 developing global partnerships to deliver the gold  
standard of professionalism

**WCC 2015**

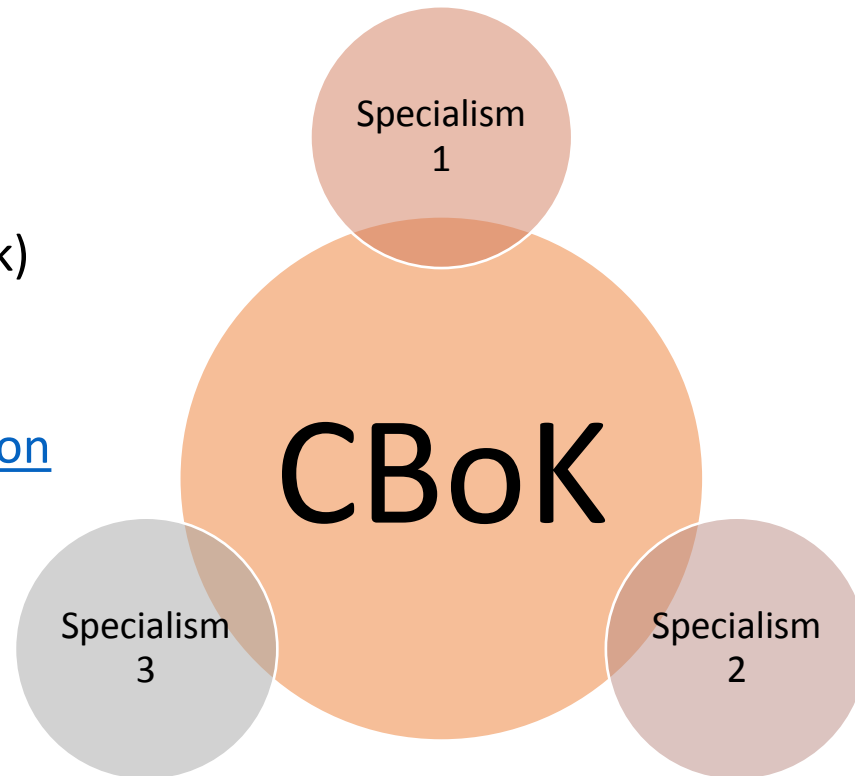
Moira de Roche – Vice-Chair IFIP IP3





# What is the Gold Standard?

- ❑ IP3 Professional (IP3P)
  - ❑ Aspirational
  - ❑ Vendor neutral
  - ❑ SFIA Level 5 (Benchmark)
  - ❑ CBoK
  - ❑ Complete requirement for [professional formation](#)
  - ❑ Global recognition
  
- ❑ IP3 Technologist (IP3T)
  - ❑ SFIA Level 3





# Professional formation





# Why do we need a “Gold Standard”?

- Quality Assurance
- Accountability
- Trust
- A world that works
- Equivalency





# The Partnership Concept

- ❑ IFIP IP3
  - ❑ Maintains the standard
  - ❑ Accredits organisations against the standard
- ❑ Partnership
  - ❑ All members & stakeholders work together to ensure:
    - ✓ Relevance globally
    - ✓ Currency
    - ✓ Different views are accommodated





# Global Partnerships in place

## ❑ IFIP Community

- ❑ The leading multinational, apolitical organization in Information & Communications Technologies and Sciences
- ❑ Recognized by United Nations and other world bodies
- ❑ Represents IT Societies from 56 countries/regions, covering five continents with a total membership of over half a million
- ❑ Links more than 3500 scientists from Academia & Industry
- ❑ Over 100 Working Groups and 13 Technical Committees





# Global Partnerships in place

- ❑ IP3 Members
    - ❑ Accredited
      - ❑ ACS (Professional & Technologist)
      - ❑ CIPS
      - ❑ IITPSA
    - ❑ Working towards accreditation
      - ❑ Computer Society of Sri Lanka <https://cssl.lk/>
      - ❑ Computer Society Zimbabwe (CSZ) [www.csz.org.zw](http://www.csz.org.zw)
      - ❑ Information Technology Institute (ITI) [www.iti.gov.eg](http://www.iti.gov.eg)
      - ❑ Information Processing Society of Japan (IPSJ) [www.ipsj.or.jp/English](http://www.ipsj.or.jp/English)
      - ❑ Institute of IT Professionals New Zealand (IITP) [www.iitp.org.nz](http://www.iitp.org.nz)
      - ❑ ISACA [www.isaca.org](http://www.isaca.org)
      - ❑ Korean Institute of Information Scientists and Engineers (KIISE) [www.kiise.or.kr/eng](http://www.kiise.or.kr/eng)
      - ❑ National society for ICT Professionals (NGI/VRI) Netherlands <https://www.ngi-gn.nl/default.html>
      - ❑ Swiss Informatics Society SI <http://www.s-i.ch/en/>
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# Global Partnerships in place

- ❑ Other bodies
  - ❑ FEAPO – Federation of Enterprise Architecture Professional Association
    - ✓ *Worldwide association of professional organizations providing a forum to standardize, professionalize, & advance the discipline of Enterprise Architecture (EA)*
  - ❑ ISACA
    - ✓ *An independent global association which engages in the development, adoption and use of globally accepted, industry-leading knowledge and practices for information systems with focus on security and governance*
  - ❑ Seoul Accord
    - ✓ *An international accreditation agreement for professional computing and information technology academic degrees between the bodies responsible for accreditation in its signatory countries*



# Developing Global Partnerships

- ❑ Regional bodies
  - ❑ EU E-skills project
- ❑ Government
  - ❑ Plans for government forum
- ❑ Global Bodies
  - ❑ ITU
    - ✓ Assist with training and development
    - ✓ Develop WSIS Action Lines / MDGs
    - ✓ High-level forums
      - ✓ Thematic Workshops
      - ✓ Policy statements
  - ❑ UN
    - ✓ Presentation at UN MDG review
    - ✓ Ongoing engagements
- ❑ Global technology companies
  - ❑ Collaboration Platform Support - Cisco and Microsoft





# Global Industry Council

- ❑ <http://ipthree.org/ifipip3-global-industry-council/gic-director-list/>
- ❑ 29 Directors
- ❑ Global representation
- ❑ Senior representatives
  - ❑ Technology businesses
  - ❑ Academia
  - ❑ Global non-profits
- ❑ GIC 2020 Skills Assessment Report
  - ❑ John Morton Chief Author





# Milan declaration

- ❑ 20<sup>th</sup> WCC, Milan September 2008
  - ❑ ICT Professionalism and Competences conferences
- ❑ Importance of ICT Profession
  - ❑ Knowledge and Skills
  - ❑ Integrity
  - ❑ Responsibility and Accountability
  - ❑ Public Obligation
- ❑ International (Global) Profession
  - ❑ International standards
  - ❑ Cultural differences





# Milan declaration (continued)

- Should be supported by
    - IFIP Member Societies
    - ICT Employers
    - Government
    - International institutions
    - Standardisation bodies
  - Stakeholders
    - Primarily ICT professionals and their employers.
    - Associations of ICT professionals, industry and trade unions
    - ICT education providers
    - Governments – at all levels
    - General public
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# Milan declaration (continued)

- ❑ International, independent and inclusive approach
  - ❑ Definition and measurement of ICT competences
  - ❑ Comprehensive vision and a flexible approach.
  - ❑ Embrace and incorporate existing approaches
    - ❑ Strengthen / Augmenting existing certification schemes,
      - ❑ National qualifications frameworks
      - ❑ Appropriate ICT industry certifications
    - ❑ Broad professional context and greater coherence
    - ❑ Position in a global framework
    - ❑ Promote the value of standards, certifications and accreditations



# Milan declaration Recommendations

1. International (Global) ICT profession should be founded on the essential elements of professionalism
  - Competences (including knowledge), Integrity, Responsibility and Accountability and Public Obligation
2. Assessment of competence
  - Technical competence
  - Non-technical
    - Communication and interpersonal skills
    - Domain or business knowledge
    - Management
3. Take into account
  - international ICT certificates
  - qualifications from formal education.



# Milan declaration Recommendations

4. Purpose of the international profession
  - recognise professionalism itself
  - support both individuals and organisations to develop that professionalism.
5. Make provision for
  - recognition of an appropriate number of profiles at different levels
  - clear paths of entry and career progression to accommodate individuals from the widest possible academic and experience backgrounds.