



Proj. No: 2021-1-IT02-KA220-ADU-000035139

Getting closer to e-government





Ecological Thinking!

Think before printing any dissemination material if it is necessary. In case something needs to be printed, it is worth thinking about where to print it (e.g., local print shop, eco friendly online print shop, etc.), on what kind of paper (e.g., recycled paper, grass paper, other alternatives to usual white paper) and with what kind of colors.

Let's protect our environment!



Activity 1

Domain	E-literacy						
Topic Covered	e-government scenarios and strategies of usage						
Learning Outcomes and Competences that can be acquired	<ul style="list-style-type: none"> ● learn about digital devices ● understand and conform to some basic online netiquette rules ● understand the benefits of e-government 						
Duration	90 minutes (more according to the level)						
Kind of Method	<ul style="list-style-type: none"> ● non-formal education ● interactive discussion ● mind mapping 						
Required Materials	<ul style="list-style-type: none"> ● projector/laptop ● post-its ● pens ● whiteboard 						
Learning Setting and Activity Description	<p>1. The facilitators introduces the topic of e-government by asking a set of questions:</p> <ul style="list-style-type: none"> ▪ how do you pay your bills? ▪ how do you check your tax reviews? ▪ how do you book your ticket? <p>The facilitator introduces the topic of offline vs online in terms of advantages/disadvantages, and possible strategies of change (check Unit 1 of DigEqual course).</p> <p>2. (slide 1) The facilitator then asks the group to contribute to three columns (it can be either drawn on a whiteboard or it can be displayed on a big white paper) where participants can put post-its or could simply share their opinions in case they are more outspoken. The trainer asks to participants to share their opinions about the 3 areas:</p> <ul style="list-style-type: none"> ▪ main difficulties in accessing the technologies ▪ everyday scenarios where they would like to learn ▪ their main fears in terms of technology usage <table border="1" data-bbox="501 1574 1308 1704"> <tr> <td>difficulties</td> <td>scenarios</td> <td>fears</td> </tr> <tr> <td>post-its place</td> <td>post-its place</td> <td>post-its place</td> </tr> </table> <p>3. (slides 32-45) If the level of recipients is low, the trainer introduces some of the basic functions of the smartphones that are useful for the usage of e-government functions (wifi, NFC, Bluetooth, PIN, authentication with the fingers etc.). In case the group is of low-educated/low-literacy adults, it is advisable to dedicate this lesson only to review the basics, and to keep points 4. and 5. in another lesson (check slides of lesson 5).</p>	difficulties	scenarios	fears	post-its place	post-its place	post-its place
difficulties	scenarios	fears					
post-its place	post-its place	post-its place					



	<p>4. (slides 2-4) In case the level is solid, the trainer introduces e-government: what it is, what it is used for, why we use it, what the benefits and risks are. Being adults, it is advisable to make reference to existing platforms, so to frame in a concrete way the speech.</p> <p>5. (check the annex) As a final activity, the educator asks participants to dedicate a few minutes to fill in a self-assessment questionnaire where to analyze their current knowledge/habits. It will be a good basis to build in the best way the following lessons.</p>
<p>Activity Evaluation/ Reflection</p>	<ul style="list-style-type: none"> ● Do you think you are a little more confident with e-government? ● Would you recommend someone to come to the class and why? ● Do you think that e-government is still something not valuable? Why yes? Why not?
<p>Supporting materials</p>	<p>presentation: https://drive.google.com/file/d/1B_LFV29mgS6P5kpRF3RQLXhRrnB7OBmm/view?usp=sharing</p> <p>for basic elements, lesson 5: https://drive.google.com/file/d/1B_LFV29mgS6P5kpRF3RQLXhRrnB7OBmm/view?usp=sharing</p> <p>self-assessment: https://drive.google.com/file/d/1MfdF6XFYZUIkf8po2DV-m9VVN5lmzhle/view?usp=drive_link</p>



Activity 2

Domain	E-literacy
Topic Covered	Cybersecurity
Learning Outcomes and Competences	<ul style="list-style-type: none"> ● understand the risks associated with providing personal information ● acknowledging our digital footprint and its permanence ● recognise spam email and unsafe web links
Duration	90 minutes
Kind of Method	<ul style="list-style-type: none"> ● non-formal education ● interactive discussion ● inductive approach
Required Materials	<ul style="list-style-type: none"> ● phone or laptop ● Projector ● post-its ● pens ● whiteboard
Learning Setting and Activity Description	<ol style="list-style-type: none"> 1. (slides 1-4) The tutor introduces the topic by showing different slides with potential normal and 'phishing' emails, or wrong behaviours (for example, a person choosing the easiest password to remember). Per each situation, the learners have to say whether it is an ok or not situation, and why. The trainer does not have to comment on those. After the exercise has finished, the trainer goes through the main elements of each slide, and sums up the things that should ring a bell as negative situations. 2. (slides 5-9) The tutor goes through the different definitions of phishing, scam, cookies, weak passwords. 3. (slide 10) The tutor finally introduces the concept of digital identity as the sum of our behaviours, data and different interactions.
Activity Evaluation/ Reflection	<ul style="list-style-type: none"> ● Have you ever reflected on your digital identity? ● Have you ever thought/reflected on the different aspects of being online? ● Would you change your current activities? Yes/no?
Supporting materials	<p>presentation: https://drive.google.com/file/d/1B_LFV29mgS6P5kpRF3RQLXhRrnB7OBmm/view?usp=drive_link</p>



Activity 3

Domain	E-literacy
Topic Covered	e-government usage on everyday scenarios
Learning Outcomes and Competences	<ul style="list-style-type: none"> List a number of everyday scenarios where there is an interaction between the user and the public administration List a number of everyday scenarios that the user has to face and the corresponding platforms Reflect on the offline vs online interactions, the advantages and disadvantages
Duration	60 minutes
Method applied	<ul style="list-style-type: none"> non-formal education interactive discussion
Required Materials	<ul style="list-style-type: none"> projector/laptop whiteboard
Learning Setting and Activity Description	<ol style="list-style-type: none"> (slide 1) The tutor asks participants about the different scenarios that they normally have to deal with in terms of public administration and citizens (as a suggestion, you may recall the topics discussed in lesson 1). So, for example, the tutor picks a topic of lesson 1, and asks participants to make more examples. (slides 2-3) Per each detected scenario, the tutor writes it on the white board, and creates a double column, as pros and cons per each action – e.g. “going to pay a bill to the post office”: pros => meeting people, have immediate feedback, support by the employees; cons=> waste of time, long queues, sometimes the line is blocked/jammed etc. (slides 2-3) Per each detected scenario, the tutor guides the participants to understand the different digital options which guarantee the execution of the same action, and reflects in the same way about the pros and cons. For example, “paying a bill on an e-government app”: pros=> quickness in making the payment, transparency etc.; cons=> need to have together digital identity, credit card, accounts and passwords, avoid phishing attacks etc.
Activity Evaluation/ Reflection	<ul style="list-style-type: none"> How do you think we can improve everyday situations of e-government? Would you say there are more pros and cons in the offline or in the digital world?
Supporting materials	<p>presentation:</p> <p>https://drive.google.com/file/d/1B_LFV29mgS6P5kpRF3RQLXhRrnB7OBmm/view?usp=drive_link</p>



Activity 4

Domain	E-literacy
Topic Covered	e-government usage – our digital identity
Learning Outcomes and Competences	<ul style="list-style-type: none"> ● Learn about the main elements of a digital identity ● How to keep track of your data ● Recognise the process of making the digital identity ● Overcome the barriers in understanding the process of making a digital identity
Duration	90 minutes
Method applied	<ul style="list-style-type: none"> ● non-formal education ● interactive discussion
Required Materials	<ul style="list-style-type: none"> ● projector/laptop ● whiteboard
Learning Setting and Activity Description	<ol style="list-style-type: none"> 1. (slides 1-3) The tutor asks participants whether they have ever heard about digital identity, and if they use it, or if they know anyone in their family that uses it, and what for. It is always very important to start off with something tangible, practical, directly related to the everyday life of adults. 2. The tutor introduces about the topic of digital identity, the main options, and the main examples 3. The tutor explains how to obtain digital identity in the country of the participants by practically showing them the process, by exploring the platforms and the clicking thread
Activity Evaluation/ Reflection	<ul style="list-style-type: none"> ● Do you think digital identity can improve daily lives? Why/why not?
Supporting materials	<p>presentation: https://drive.google.com/file/d/1B_LFV29mgS6P5kpRF3RQLXhRrnB7OBmm/view?usp=drive_link</p>





Co-funded by
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