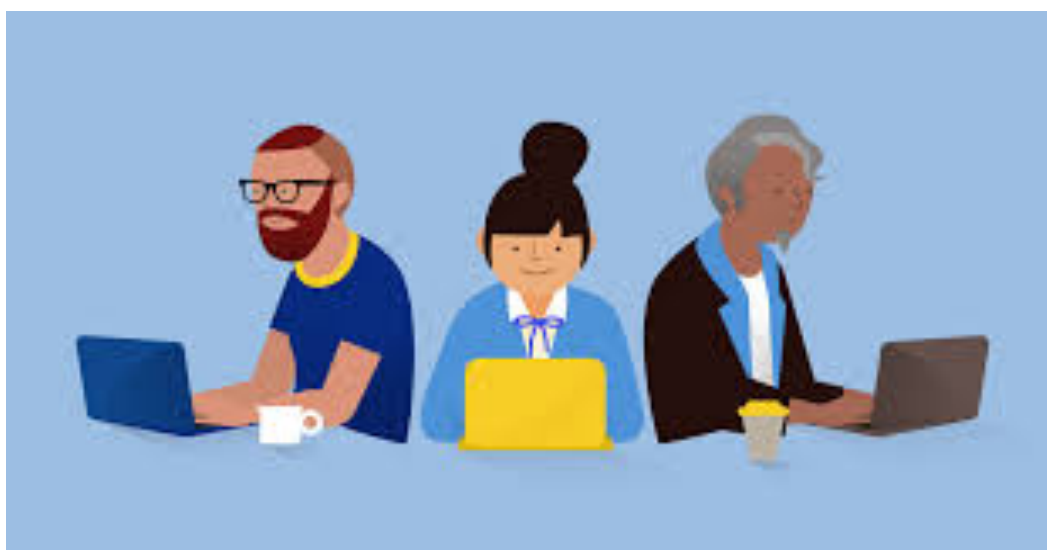


DIGITAL BASIC SKILLS



MANUAL FOR TRAINING VULNERABLE GROUPS

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MODULE 1

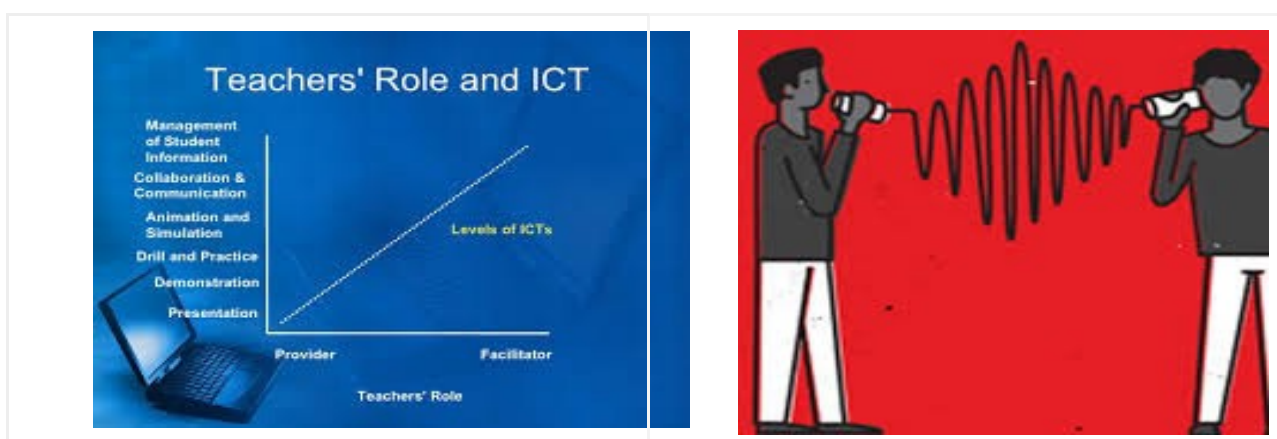
BASIC COMPUTER KNOWLEDGE/WHAT IS INTERNET?

Programme/Qualification Title: e-Skills for e-Inclusion		Module 1 BASIC COMPUTER KNOWLEDGE	
Tutors: Carmen Podani Ruxandra Lazariuc Sanda Gafiuc Raluca Iacob	No of weeks/sessions or Start/end dates: Date -	Hours per week/per session: 4	Total GLH: 20
Module/Unit Aims: Be able to use basic computer functions and understand benefits of internet			
Module/Unit Learning Outcomes: - Understand the computer functions and components - Understand the internet concept and benefits			
Learning support materials - ICT mentor for digital inclusion - Digital inclusion concept - Information and knowledge society - Networking - Basics of computer h			
Module content: - Introduction to ICT world - Chapter 1 – What is a computer, Types of computers, Functions - Chapter 2 - Computer brief history - Chapter 3 - Computer hardware - Chapter 4 - Computer software - Chapter 5 - Communicating using computer & Benefits of Internet			

Introduction to ICT world



ICT mentors



The ICT mentors are the key players supporting different organizations to assist the digital inclusion of disadvantaged groups.

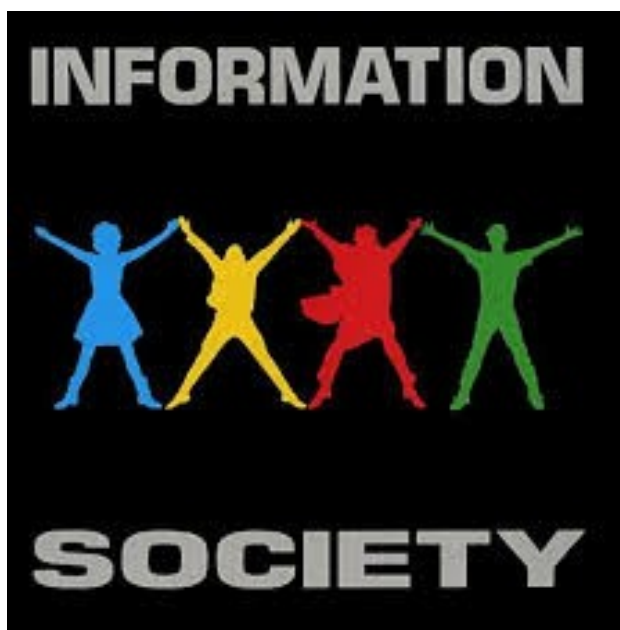
ICT helps to create employment opportunities, which avoids situations of marginalization. However, to exploit opportunities offered by ICT, it is necessary to promote access to computers and digital basic skills.

Mentoring for digital inclusion is supporting the gain of basic digital skills and digital autonomy for disadvantaged groups. By learning to use technology users may enhance their professional skills thus helping unemployed people add new skills to their curriculum; and people with low-skilled jobs may improve their expectations of job change or promotion.

During ICT mentoring the users can also learn to look for work online, respond to job offers, and prepare a CV and cover letter by engaging the support of ICT mentors.

ICT mentors are not only ICT trainers but also socio-cultural mediators and promoters of digital inclusion main users belonging to disadvantaged groups. It should be noted that the profile and status of ICT mentors differs greatly from one country to another, as their access to formal and non-formal education.

Information Society



An information society is a society where the creation, distribution, use, integration and manipulation of information is a significant economic, political, and cultural activity. Its main drivers are digital information and communication technologies, which have resulted in an information explosion and are profoundly changing all aspects of social organization, including the economy, education, health, welfare, government and democracy. The People who have the means to partake in this form of society are sometimes called digital citizens.

Knowledge society

The capacity of individuals to produce and use data on a global scale does not necessarily result in knowledge creation. Contemporary media delivers seemingly endless amounts of information and yet, the information alone does not create knowledge. For knowledge creation to take place, reflection is required to create awareness, meaning and understanding. The improvement of human circumstances requires critical analysis of information to develop the knowledge that assists humankind.



Digital inclusion



Digital technology has opened new domains of exclusion and privilege for some, leaving some populations isolated from the vast digital realm. Even equitable access, however, is no longer enough - increasingly, digital life requires that users be more than users. Users are now content creators as much as they are content consumers. Although the Internet is part of daily life for many of us, some parts of the population are still excluded from media literacy in the digital environment.



Digital inclusion has three broad facets: access, adoption, and application. These facets show the ultimate goal of creating digitally inclusive communities.

Access: Availability, affordability, design for inclusion, and public access.

Adoption: Relevance, digital literacy, and consumer safety.

Application: Economic and workforce development, education, health care, public safety and emergency services, civic engagement, and social connection

Communications services and technological innovations should be accessible and affordable to all because of the implications they have for sustained economic development. The three elements supporting the success of technology in cities are broadband (commonly understood as high-speed Internet) access, broadband adoption (understanding how it can be used) and the effective application of it.

The network spirit

Information and communication technology is an essential tool today to build networks and networking. Understanding the concept of networking and how it works is very important for people and organizations all over the world.

What is networking and why might we be interested in it?

A network is a supportive system of sharing information and services among individuals and groups having a common interest.



Networking is a matter of:

- Perception: becoming aware of the importance of networking and adopting a proactive stance on these issues.
- Ideas: reflection, hunger for information, learning from best practices and sharing knowledge.
- Action: Getting to work, building spaces that facilitate networking in our organizations.

Chapter 1: What is a computer, Types of computers, Functions



A computer is a programmable machine designed to perform arithmetic and logical operations automatically and sequentially on the input given by the user and gives the desired output after processing.

The parts of the computer that you can see and touch, such as the keyboard, monitor and the mouse are called hardware. The instructions that direct the computer are called software or computer program.

Data which is raw facts that you the user enter into the computer is called input. This includes; words, numbers, sound and pictures. When the data is entered into the computer, the computer processes the data to produce information which is output. For example, you enter 2+2 into the computer as data, the computer processes it and the result is 4 which is information.

The characteristics of computers that have made them so powerful and universally useful are speed, accuracy, diligence, versatility and storage capacity. Let us discuss them briefly.

Speed Computers work at an incredible speed. A powerful computer is capable of performing about 3-4 million simple instructions per second.

Accuracy In addition to being fast, computers are also accurate. Errors that may occur can almost always be attributed to human error (inaccurate data, poorly designed system or faulty instructions/ programs written by the programmer)

Diligence Unlike human beings, computers are highly consistent. They do not suffer from human traits of boredom and tiredness resulting in lack of concentration. Computers, therefore, are better than human beings in performing voluminous and repetitive jobs.

Versatility Computers are versatile machines and are capable of performing any task as

long as it can be broken down into a series of logical steps. The presence of computers can be seen in almost every sphere – Railway/ Air reservation, Banks, Hotels, Weather forecasting and many more.

Storage Capacity Today's computers can store large volumes of data. A piece of information once recorded (or stored) in the computer, can never be forgotten and can be retrieved almost instantaneously.

Computers are usually categorized into three general categories:

- Supercomputer – The fastest, largest, most powerful and most expensive computer.
- Mainframe Computer – This is a little smaller and less powerful than the supercomputer, but, like the supercomputer it is also expensive.
- Personal Computer (PC) - This is the computer that most people use in their daily lives. This computer is much smaller, less powerful and less expensive than the supercomputer and the mainframe computer. There are two main types of personal computers. Macintosh (Macs) and the PC compatibles (PC). The main differences between the two are the operating systems and the processor they use. This category of computer has two additional types of computers. These are mobile computer and handheld computer. The most popular type of mobile computer is the notebook or laptop computer, and the handheld computer is a very small PC that you can hold in your hand.

It is important to note that, any computer; regardless of its size has:

- an input device,
- output device and
- a system unit.

Computers main functions:

- storage of information;
- input of information into the computer memory;
- Command - routing with all components and the computer as a whole;
- executing arithmetic and logical operations on the data;
- output of information, ensuring that information is delivered in the required form.

Computer Components:

- hardware (electronic and mechanical parts),
- software (instructions, program data, applications).

Chapter 2 – Computer brief history



Chapter 2 – Computer brief history



The computer as we know it today had its beginning with a 19th century English mathematics professor name Charles Babbage. He designed the Analytical Engine and it was this design that the basic framework of the computers of today are based on.

Generally speaking, computers can be classified into three generations. Each generation lasted for a certain period of time, and each gave us either a new and improved computer or an improvement to the existing computer.



First generation: 1937 – 1946 - In 1937 the first electronic digital computer was built by Dr. John V. Atanasoff and Clifford Berry. It was called the Atanasoff-Berry Computer (ABC). Computers of this generation could only perform single task, and they had no operating system.

Second generation: 1947 – 1962 - This generation of computers used transistors instead of vacuum tubes which were more reliable. In 1951 the first computer for commercial use was introduced to the public; the Universal Automatic Computer (UNIVAC 1). During this generation of computers over 100 computer programming languages were developed, computers had memory and operating systems. Storage media such as tape and disk were in use also were printers for output.



Third generation: 1963 - present - The invention of integrated circuit brought us the third generation of computers. With this invention computers became smaller, more powerful more reliable and they are able to run many different programs at the same time.



In 1980 Microsoft Disk Operating System (MS-Dos) was born and in 1981 IBM introduced the personal computer (PC) for home and office use. Three years later Apple gave us the Macintosh computer with its icon driven interface and the 90s gave us Windows operating system.

As a result of the various improvements to the development of the computer we have seen the computer being used in all areas of life. It is a very useful tool that will continue to experience new development as time passes.



Chapter 3 – Computer hardware functions



You learned earlier that a computer has electronic and mechanical parts known as hardware.

The hardware component provides the following features:

1. Memory function that must ensure the storage of data and programs
2. The command and control function that must ensure that the instructions in the internal memory are extracted and their analysis, the command for the execution of each operation
3. The processing function that must provide elementary arithmetic and logic operations
4. The Input-output function that provides communication to the outside world through: Input, Output and Input-Output Devices.

Computer hardware: Input devices

An input device is any hardware component that allows you the user to enter data into the computer. There are many input devices.

Five of the most widely used input devices are:

1. A **keyboard** : You use the keyboard to type letters, numbers, and symbols into the computer.



2. A **Mouse** : The mouse is a pointing device that has a pointer that changes into different shapes as you use the mouse. You click the mouse by pressing and releasing the button. This action allows you to enter data when using a mouse



3. A **Scanner**: This input device copies from paper into your computer.



4. A **Microphone**: The microphone is usually used for voice input into the computer.



5. A **Video Camera**: The video camera allows you take both video and still images that you can input onto your computer.



Computer hardware: Output devices

An output device is any hardware component that gives information to the user.

Three commonly used output devices are as follow:



1. **Monitor** - This output device displays your information on a screen

2. A **Printer**: This output device prints information on paper. This type of printed output is called a hard copy



3. A **Speaker**: Sound is the type of output you will get from a speaker.



Computer hardware: The System Unit

The system unit, is the case that contains all the electronic components of any computer system.



The electronic components are considered internal hardware seeing that they are inside the system unit and you cannot see when you look at the computer. These components inside the system unit are what process the data and really makes the computer work. Internal components are as follow:

- **Power Supply**: The power supply converts electricity into the current works for the computer. When the computer is turned on the power supply allows converted electricity to travel to other components inside the computer.
- **Motherboard**: The motherboard is the circuit board that holds the main internal components of the computer together. On the motherboard there are three major cards; sound card that operates the sound, the video card that handles the graphics that you see on the monitor and the modem card which allows computers to communicate with each other. Also on the motherboard is the Central Processing Unit (CPU), processor or brain of the computer. The CPU controls information and tells the other components inside the computer what to do.

- **RAM & ROM:** RAM stands for random access memory. This memory holds the information you are working with while the computer is turned on. Once you turn the computer off all the information that was in RAM will be gone. This memory holds information that you can only read, but not erase. Information in ROM is built in and is always there even when the computer is turned off.
- **Disk Drives:** The disk drive is the device that reads information that is on disk. Generally speaking most computers have three disk drives; hard disk drive, floppy disk drive and CD-Rom drive. However, there are computers that have DVD-Rom drive. While the hard disk is hidden inside the computer the floppy and CD-Rom drives are accessible from the front of the system unit.



Chapter 4 – Computer software



The computer will not work without software. Software also called programs are the instructions that tell the computer what to do and how to do it. The two main categories of software are system software and application software. The system software also called the operating system (OS) actually runs the computer. This software controls all the operations of the computer and its devices.

Application software is a program that allows users to do a specific task on the computer. There are a number of different types of application software available to do many of the tasks we do daily.

Four examples of common application software and what they are used for are:

- **Word Processing Application:** One word processing program is Microsoft Word.

This program allows you to type letters, assignments and do any other written activity on the computer.

- Spreadsheet Application: Microsoft Excel is an example of a spreadsheet program. One can use this program to create charts and do calculations.
- E-mail Application: Outlook Express is an e-mail program that allows you to receive and send e-mails.
- Internet Application: Internet Explorer is a program that allows you to get connected to the Internet and look at Web sites like the one you are reading now.
- Presentation software: This software is used to display the information in the form of slide show. The three main functions of presentation software is editing that allows insertion and formatting of text, including graphics in the text and executing the slide shows. The best example for this type of application software is Microsoft PowerPoint.
- Multimedia software: Media players and real players are the examples of multimedia software. This software will allow the user to create audio and videos. The different forms of multimedia software are audio converters, players, burners, video encoders and decoders.
- Antivirus software



Open source software:



Open source refers to a program or software in which the source code (the form of the program when a programmer writes a program in a particular programming language) is available to the general public for use and/ or modification from its original design free of charge.

Open source code is typically created as a collaborative effort in which programmers improve upon the code and share the changes within the community.

The rationale for this movement is that a larger group of programmers not concerned with proprietary ownership or financial gain will produce a more useful and bug-free product for everyone to use.

The basics behind the Open Source Initiative is that when programmers can read, redistribute and modify the source code for a piece of software, the software evolves. Open source sprouted in the technological community as a response to proprietary software owned by corporations.

Proprietary software is privately owned and controlled. In the computer industry, proprietary is considered the opposite of open. A proprietary design or technique is one that is owned by a company. It also implies that the company has not divulged specifications that would allow other companies to duplicate the product.

Chapter 5 – Communicating using computer & Benefits of Internet



Communications services and technological innovations should be accessible and affordable to all because of the implications they have for sustained economic development.

Internet use among adults ages 25 and older was associated with a 6 percentage point increase in probability of employment, relative to individuals who were not online.

Furthermore, living in a household where someone goes online from home – regardless of whether the individual personally does so or not – was associated with a 3 percentage point increase in the probability of having a job.



Below is a complete list of all of the advantages of the Internet.

- Information, knowledge, and learning. ...
- Connectivity, communication, and sharing. ...
- Address, mapping, and contact information. ...
- Banking, bills, and shopping. ...
- Selling and making money. ...
- Job searching..
- Collaboration, work from home, and access to a global workforce.



MODULE 2

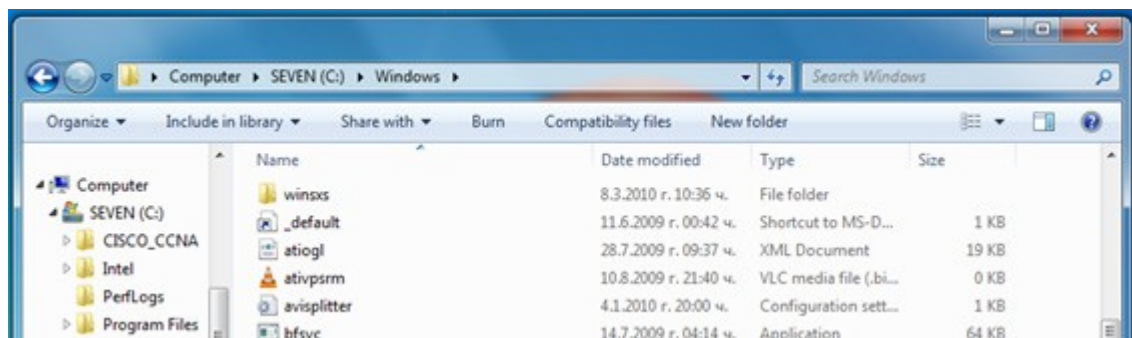
FILE MANAGEMENT SYSTEMS

Programme/Qualification Title: e-Skills for e-Inclusion		Module 2 FILE MANAGEMENT SYSTEMS	
Tutors: Petya Georgieva Kaloyan Zdravkov Nikolay Lazarov Ognyan Genov	No of weeks/sessions or Start/end dates: Date -	Hours per week/per session: 4	Total GLH: 20
Module/Unit Aims: • File system – main terms. • Exploring Windows file system - Windows Explorer. • Folders – structure and functionality. • Working with folders – searching, creating, deleting, selecting, making copies, cutting, sorting, making archives and creating shortcuts.			
Module/Unit Learning Outcomes: Navigate easily through files and folders. Create and edit folders. Know the different features of the files and folders.			
Learning support materials Using Literature (Handbook) for Windows OS.			
Module content: Chapter 1 – File system – main terms Chapter 2 - Exploring Windows file system - Windows Explorer Chapter 3 - Folders – structure and functionality Chapter 4 - Working with Files and Folders – creating, deleting, selecting, making copies, cutting, sorting, making archives, searching and creating shortcuts			

Chapter 1 – File system – main terms

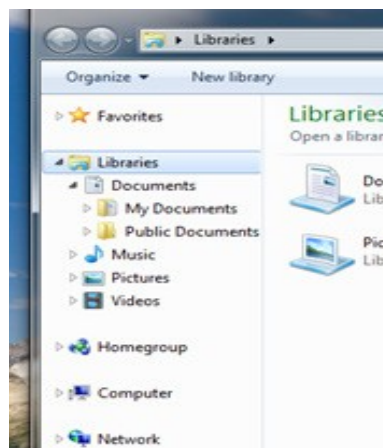
Windows File Structure

The operating system and application programs use devices (media) for storage of information (data), without which they would not function. The information on these devices is organized into a structure of files, which in turn are organized into folders. Files are the basic data storage unit on a file system and each one can be of different size and format. They also differ in terms of origin—some are created during system installation, some—during the program installation process, and others are user-created documents, images, multimedia, etc. Storage devices are the hard drive, optical disks (CD, DVD, Blu-ray), USB flash drive, flash card, etc. A hard disk is typically divided into partitions, each with a separate file structure. The operating system identifies each partition of the hard disk as a separate storage device. Each device is identified by a letter or a name. As a rule, the letter C is reserved for the system partition (where the operating system is installed). Any additional partitions and other hard disks are labeled with letters D, E, and so on. Each newly added storage device (e.g. USB flash drive) automatically gets the next free letter.



The file structure can be viewed by opening the corresponding device in a Windows Explorer window. In Windows Explorer, you can display a collection of related files and folders in a library. Libraries are virtual folders that aren't physically present on the disk but that display the contents of multiple folders as though the files were stored in one location.

The default Windows 7 installation includes 4 standard libraries - *Documents*, *Music*, *Pictures*, and *Videos*. Each of these libraries includes the user's corresponding personal folder and the corresponding public folder. In addition to the standard libraries, you can create your own libraries, and a folder can belong to more than one library :

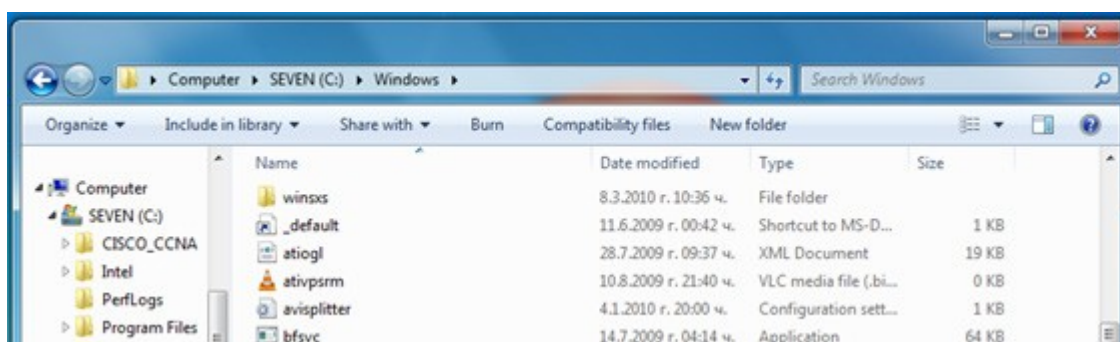


File and Folder Types

The operating system identifies files by their extension (a suffix to the name, after the full stop). There are many different types of files, but they all fall into these two basic categories:

System files and folders—used or created by the operating system or programs installed. These include executable files (.exe) and dynamic-link libraries (.dll). Some of these may be hidden (not displayed in a standard view) to protect them from being inadvertently changed. You cannot select or delete hidden files, and you cannot delete a folder that contains hidden files, although it might appear empty in standard view. Displaying hidden files can be configured by the computer's administrator.

- **User files and folders** - created by the user. These include documents, worksheets, graphics, text files, presentations, audio clips, video clips, and other things that you can open, view, and modify by using one or more programs.



The files installed with a program and those it creates for its own use are organized the way the program expects to find them. This is why you shouldn't move or remove them. However, you have complete control over the organization of the files you create, and knowing how to manage these files is essential if you want to be able to use your computer efficiently.

When Windows 7 is installed on your computer, it creates 3 system folders:

- **Program Files** - most programs (including those that come with Windows) install the files and folders they need in the Program Files folder. Typically, you have the option to choose a different folder, but there's rarely a reason to do so (unless the system partition is full). After the installation, you are not supposed to move or change these files (if you do, you might need to re-install the program).
- **User account folder** - created the first time you log on to the computer with the corresponding account. It is in the Users folder. The user account folder has a name and contains 12 subfolders (Contacts, Desktop, Documents, Downloads, Favorites, Links, Music, Pictures, Saved Games, Searches, and Videos), where one folder is hidden (AppData). It contains your user account settings.
- **Windows** - stores most of the critical operating system files and folders. You can view it but you're not supposed to modify any of the files inside. Most users will never need to access the files in the Windows folder.

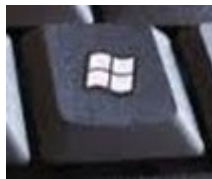
Navigating Inside Folders

The content of storage devices, folders, or files is displayed in a Windows Explorer window. There are several ways to open it:

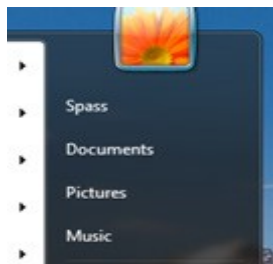
- Click the button on the title bar (if any):



Use the Windows Logo key + E key combination:



- Click any of the buttons that appear at the top of the right pane of the Start menu - your account picture, too :



- Right-click any folder at the left pane of the Start menu and select Open.
- Double-click any folder on the desktop.

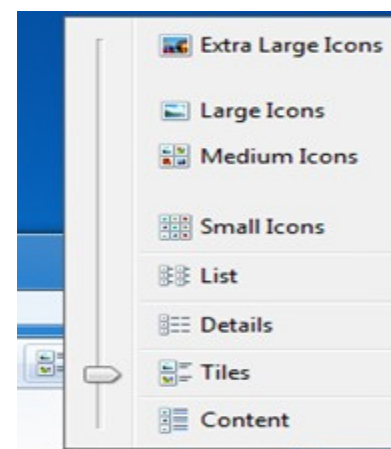
One of the ways to start navigating in the storage structures of your computer is by using the Computer shortcut on the Start menu or desktop. There you will find all storage devices, divided into groups, including information on the total and free space for each device.

Changing Folder View Settings

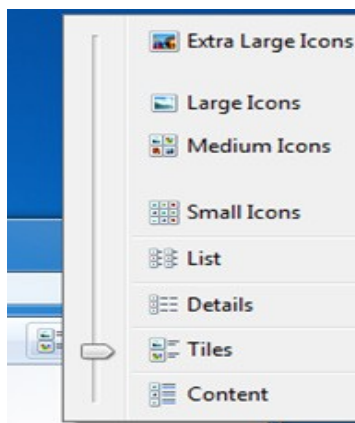
Different types of folder views are convenient for different purposes. Typically, you as a user have full control over the view and you may change it to the one you prefer.

Here are the types of folder views:

- Icons - There are 4 icon layouts, depending on their size—Extra Large, Large, Medium, and Small. All of these show an icon with the file or folder name, file type (except for Small) or its content for images and presentations.

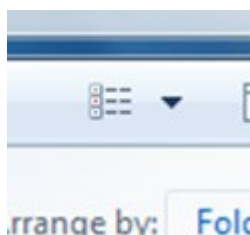


- List - Similar to Small icons view, except the list appears in columns.
- Details - Similar to List view, except it displays objects and their properties in a table-like list. You may choose which properties to display or turn on/off columns with properties.
- Tiles - files and folders are displayed as medium icons with a filename and type, arranged as tiles.
- Content - Shows icon, name and date of the folders, as well as content and type. Listed in one column :



Ways to Change Folder View:

- use the View button.
- use the arrow on the right of the button.
- right-click on an empty space in the folder window :

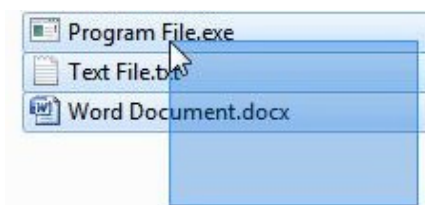


Selecting Items:

- To select one item, left-click on the item name.
- To select multiple items:
 - left-click the first item, hold the Shift key on the keyboard and select the last one from the group.

This can be performed for a group of items from bottom to top.

- By dragging and holding the left mouse button over the items or surrounding the items.



- To select multiple non-successive items – left-click any item, hold the Ctrl button on the keyboard and start selecting the other items of the group.

Name	Date
Chrysanthemum	14.3.
Desert	14.3.
Hydrangeas	24.3.
Jellyfish	11.2.
Koala	11.2.
Lighthouse	11.2.
Penguins	18.2.
Tulips	7.2.2

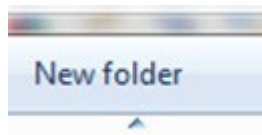
- To select all items, click Select All in the Organize menu on the toolbar or use the keyboard shortcut Ctrl+A.
- To cancel the selection, left-click on an empty space in the window.

Creating Folders and Files

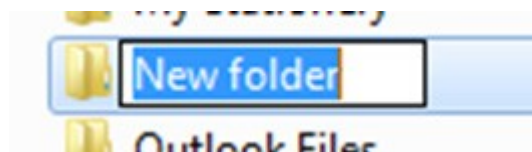
You can create different types of files in any Windows program. While a file is being created in a program, it does not actually exist (or exists only as a temporary file) until you first save it somewhere on the hard drive or another storage device. Each program may have a default location to save newly created files, e.g. the Document folder or a folder created by the program.

Creating a Folder:

- Open any folder and click New folder in the toolbar that appears, name it and click Enter on the keyboard :



- Right-click on an empty space in the window, select New -> Folder from the menu, name it and click Enter on the keyboard:

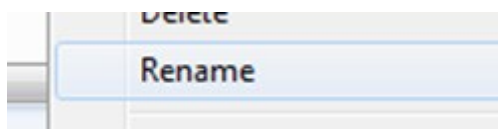


Creating a File:

- Right-click on an empty space in the window, select New -> Text Document, name it and click Enter on the keyboard. Now you've created an empty file. Double-click the file to open it (with the default program) and add new content.

To Rename a Folder or File:

- Right-click the name of the file/folder, select Rename (at the bottom of the menu), write the new name and click Enter on the keyboard.



Moving and Copying Files and Folders Ways to Move (Cut) Files and Folders

Once highlighted:

- From the Organize menu on the toolbar, select Cut (or use the keyboard shortcut Ctrl+X), open the destination folder, select Paste from the Organize menu (or use the keyboard shortcut Ctrl+V). Similar commands can also be used by right-clicking the

name of the file/folder.

- Use the drag and drop technique for the selected items by using the left mouse button. This can be done to the folder name in the navigation pane or to a separate window in the folder.
- Use the right mouse button (similar to the method with the left mouse button) but when releasing the button, select Move Here from the menu that appears.

Ways to Copy Files and Folders

Once highlighted:

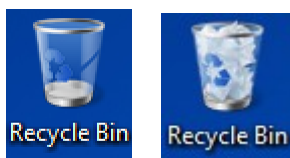
- From the Organize menu on the toolbar, select Copy (or use the keyboard shortcut Ctrl+C), open the destination folder, select Paste from the Organize menu (or use the keyboard shortcut Ctrl+V). Similar commands can also be used by right-clicking the name of the file or folder.
- Use the left mouse button to drag the items to the selected folder, holding the Ctrl button (note what's written under the icon). This can also be done to the folder name in the navigation pane or to a separate window in the folder.
- Use the right mouse button (similar to the method with the left mouse button) but when releasing the button, select Copy Here from the menu that appears.

Deleting and Restoring Files and Folders

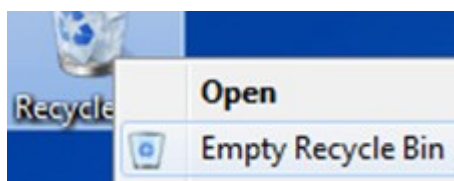
Periodically, you have to delete files you don't need.

Deleting files in Windows happens in two steps:

- Once deleted, the file goes to a special folder named Recycle Bin. The purpose is to be able to recover the file if needed.



- Step 2 is emptying the Recycle Bin—this will permanently delete the files and you will not be able to restore those files.



Ways to Delete Files and Folders

- Highlight the selected elements;
- Push the Delete button on the keyboard or select the Delete command from the Organize menu on the toolbar;
- Another way would be right-clicking the selected files and selecting Delete from the menu that appears;
- Select Yes from the delete confirmation dialogue box;

How to Restore an Item:

- Right after you've deleted the file, select the Undo command from the Organize menu—this will restore the last deleted item
- To restore certain items, double-click the Recycle Bin icon to open it, highlight the items you want to restore and click Restore the Selected Items
- To restore all items from the Recycle Bin, select Restore All Items, without highlighting anything

Emptying the Recycle Bin

- Open the Recycle Bin.
- Select Empty the Recycle Bin or right-click the Recycle Bin and select Empty Recycle Bin.

Archiving of files and folders

Compression archiving reduces overall size.

- Windows 7 supports ZIP compression archiving
- Archived files are treated as compressed folders

Archiving of files and folders :

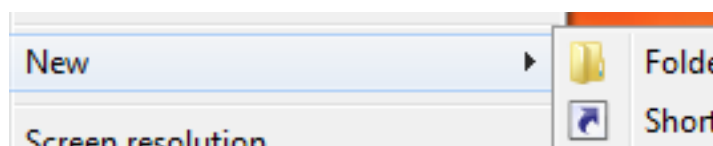
- Right-click the selected items and select "Send to -> Compressed (zipped) folder" an archive file is created with the name of one of the selected items
- Open archived file
- Opens the compressed folder as a normal folder opens
- Click Extract all files in the Organize menu on the toolbar

How to Create Shortcuts

If you want to have easier and faster access to certain files or folders, you can create shortcuts to those files/folders. Generally, shortcuts can be created in any folder but most often are created on the desktop, pinned to the Start menu, taskbar or to the Favorites group in Windows Explorer.

How to Create a Shortcut to a Specific File or Folder on the Desktop (or any other folder):

- Right-click on an empty space and from the menu that appears, select New -> Shortcut. From the dialogue box, select the purpose of the shortcut (it can be a folder or a file), name the shortcut and create it. A desktop shortcut can be created by navigating to the relevant file, clicking the right mouse button, and selecting Send to -> Desktop (create shortcut) from the menu that appears. Shortcuts are created on the desktop during the installation of Windows (standard desktop icons), during the installation of programs and they can also be user-created. You can arrange desktop shortcuts in a multitude of ways and also set the size of the icons. Shortcuts can be deleted anytime, without affecting the item they lead to.



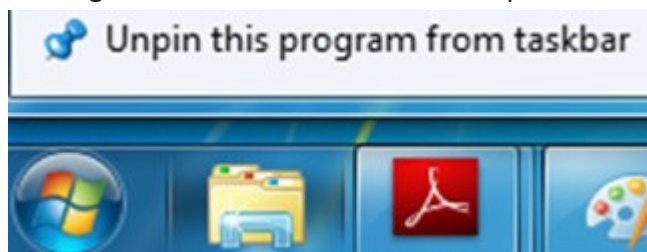
- To pin a shortcut to the Start Menu, you should drag the file/folder to the Start Menu button. You can select a specific position, again by dragging the shortcut. Shortcuts from the All Programs list can also be added to the Start menu.
- To remove the shortcut, right-click the shortcut and select Unpin from Start Menu.

Shortcuts on the Taskbar

To create a button pinned to the taskbar (for programs):

- Navigate to the corresponding startup program file (or use the Start Menu list) and drag it to the corresponding location in the taskbar. These buttons can also be relocated by dragging.
- You can also pin any type of folders and files but only to the relevant program button (e.g. Windows Explorer for folders)

Unpinning—click the right mouse button and select Unpin This Program From Taskbar



For easier access when saving or opening files, shortcuts to folders can be created in the Favorites group from the Windows Explorer navigation pane. There, you can add both local and network shared folders.

How to create a shortcut in the Favorites group:

- Navigate to the list of folders you want to select.
- Drag and drop the folder onto the Favorites label.
- Do not drop it onto another folder in this group because it will be moved to it.
- The Favorites list can be relocated, again by dragging and dropping.

Searching in the File System

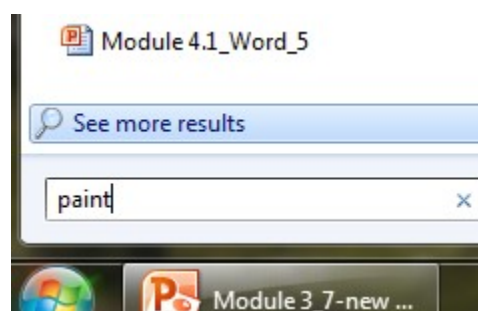
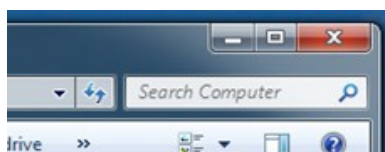
Content searching technology in Windows 7 has improved compared to the previous version - Windows Vista - and even more improved in comparison to Windows XP. Windows 7's search capabilities are considered to be one of the biggest advantages over older versions.

You can use the Windows search engine to almost momentarily locate programs, files, messages and attachments to messages. You don't have to know the item's location or name - only type a phrase in the search field of the Start menu and you will see a list of items that include that phrase. To restrict the search to a specific folder, you need to open that folder and write the phrase in the search field located at the top right side of the window.

How does the search engine find items so fast? By constantly updating the indexed base - Windows updates it in the background while the computer is running. This base (which is encrypted for security) indexes all files from the system partition (excluding system files) where the user accounts are located. For certain known files, it indexes not only their names but also their content. Upon a search query, Windows asks that index and provides results almost immediately.

Windows Search can be Simple and Advanced:

- Simple Search—in the search box of the Start menu:
- In the search boxes in Windows Explorer:



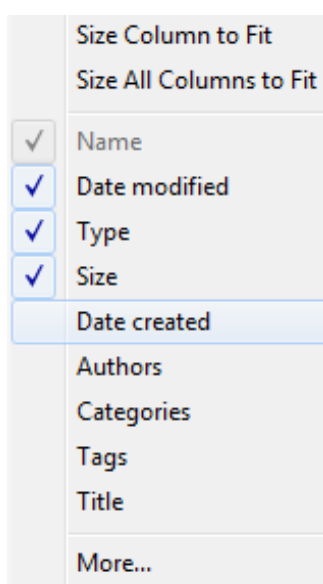
- Advanced Search—when searching the folder with the search results, filtering and sorting the results of the search. This can be done in the search box at the top right of the window with all results from the simple search. The indexing settings (which locations to index) and the search engine settings (whether to include subfolders, whether to show partial matches, etc.) can be changed from Control Panel.

How to Filter the Folder View

One of the fastest ways to locate a file in a particular folder is by sorting and filtering the view of the files in the folder. Files and folders in any folder window are sorted in alphabetical order by default—folders first, then files. In Detailed View, files and folders can be sorted by any property for which a column is displayed.

Adding columns with Properties in Detailed View:

- Right-click a column header and select the properties to display:

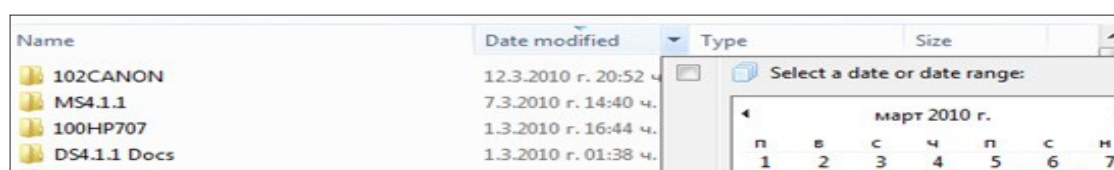


Sorting the Folder Contents:

- In Detailed View, click the column label by which to sort the items, where each click changes the sorting order.
- In any other view, right-click on an empty space in the window and select Sort By from the menu.

Filtering the Contents of the Folder

- In Detailed View, select the arrow next to the label of each column. From the menu that appears, you can select the criteria for filtering the view.
 - Multiple filters can be applied simultaneously.
 - Restoring the full list is done by unmarking all filters.



MODULE 3

WHAT IS THE WEB

Programme/Qualification Title: e-Skills for e-Inclusion		Module 3 WHAT IS THE WEB	
Tutors: Martin Rance	No of weeks/sessions or Start/end dates: Date -	Hours per week/per session: 4	Total GLH: 20
Module/Unit Learning Outcomes: • Understanding what is the web • Understanding the difference between web 1.0 (passive fruition) and web 2.0 (active fruition) • Starting to understand how to navigate the web			
Learning support materials			
Module content: - Chapter 1 – What is the web: theoretical introduction - Chapter 2 - Web 1.0 vs. web 2.0 - Chapter 3 - How to navigate the web: introduction - Chapter 4 - How to navigate the web: to be 'online'			

Chapter 1 – What is the web: theoretical introduction

The internet and the world wide web are closely linked, but they are **different systems**.

The **internet** is a network of computers all connected together.

The **world wide web** ('www' or 'web' for short) is a collection of webpages located on this network.

A **web browser** uses the internet to access the web.

The world wide web made it much easier for people to share information and opened up the internet **to everyone**.

It **connected the world** in a way that was not possible before and made it much easier for people to get information, share and communicate.

Chapter 2 – Web 1.0 vs. web 2.0

The web has changed a lot since it was created (around 1990).

Web 1.0

The first websites were made up of **simple pages** of just words and pictures. To create webpages you had to know how to write HTML code by hand.

Web 2.0

At a certain point the web has changed and people started communicating and sharing more using social network sites and blogs. It became much easier to create your **own content**.

...and beyond!

The web is still changing today. Search engines have become better at reading, understanding and processing information and they have found clever ways to find the content we want and show us other things that might interest us.

Chapter 3 – How to navigate the web: introduction

How does the internet work?

You are visiting a webpage. How do the contents get to your computer?

The page is hosted on a web server. Your computer sends a request to the web server for the page (usually through a special software called browser). The web server might be close by or on the other side of the world.

The two most important information are the IP address of the web server that the page is stored on and the IP address of your computer (IP address works as "your physical address")

Now that the request has arrived the web server opens it and reads your computer's request, in this case 'please send me this page'.

The web server sends the page to your computer. This whole process usually takes less than a second!

Chapter 4 – How to navigate the web: to be 'online'

When we connect to the internet, we are said to be '**online**'.

Today the internet has many online facilities, for example:

- communication via email and VoIP
- sharing of information such as text, images, sounds and videos
- storage of information
- streaming television programmes, films, videos, sounds and music
- playing online games
- shopping
- social networking
- banking

MODULE 4

HOW TO NAVIGATE THE WEB USING DIFFERENT BROWSERS

Programme/Qualification Title: e-Skills for e-Inclusion		Module 4 HOW TO NAVIGATE THE WEB USING DIFFERENT BROWSERS	
Tutors: Martin Rance	No of weeks/sessions or Start/end dates: Date -	Hours per week/per session: 4	Total GLH: 20
Module/Unit Learning Outcomes: • Knowing the different browsers • How to use the browsers • Knowing the different search engine • How to use the search engine • How to use google search			
Learning support materials			
Module content: - Chapter 1 - Browsers - Chapter 2 - Browsing - Chapter 3 - Search engines - Chapter 4 - Searching online - Chapter 5 - Google search			

Chapter 1 – Browsers

Computers have programs called browsers, which are used to access the World Wide Web (www).

A web browser is a piece of software that is used to view and download the content of webpages.

It translates the HTML pages to display various types of files. It also provides users with a graphical interface to explore the web.

Visually impaired users can use text-only web browsers such as Lynx.

The most popular browsers are Internet Explorer/Edge (Microsoft), Safari (Apple), Mozilla Firefox, Chrome (Google).



Browser availability depends on the operating system your computer is using (for example: Microsoft Windows, Linux, Mac OS).

Chapter 2 – Browsing

Each browser has a navigation toolbar that helps you find your way around the Internet. The main objects of the navigation toolbar are the navigation arrows and address bar. The Home button is used to return users to their default web page, the same page that loads when the browser is first opened.

The Search button was used to open a user's default search page or execute a search on the text found in the address field. Today's browsers have what is called an Omnibox, which is a search function built into the address bar.

History feature allows users to view which pages that have been visited since the browser history was last cleared or created.

Favorites (Bookmarks) folder stores websites or pages chosen by the user.

Chapter 3 – Search engines

Search engines are programs available through the Internet that are designed to navigate the internet for us. They search through all the billions of webpages, looking for information that matches what you are looking for.

Today, there are thousands of different search engines, each with their own features.

Actually, the most popular search engine is Google. Other popular search engines include Bing, Yahoo, AOL, Ask.com, Baidu (the most popular in China).

Because large search engines contain billions of pages, many of them not only just search the pages but also display the results depending upon their importance and consistency with your research.

This importance is commonly determined by using various algorithms.

Chapter 4 – Searching online

When you use a search engine to find information, you type in a search term which consists of one or more keywords.

The search engine would look through all the webpages on the internet and create a list of links (or results) to all pages that contain these keywords.

However, the resulting list of websites a search engine returns is often not quite what you want. Boolean expressions, such as AND, OR and NOT, allow you to make your search terms more specific.

AND narrows down the search by adding more keywords that need to appear in your results. The results will contain all these keywords.

OR widens the search by including alternate words. The results will contain either of these words.

NOT (or -) excludes certain information.

Chapter 5 – Google Search

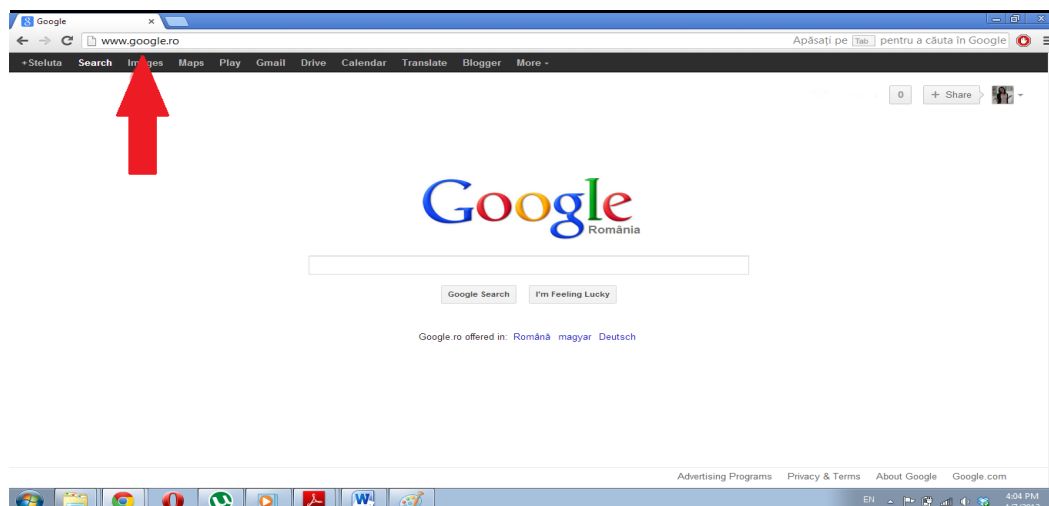
Google offers a simple and fast way to find information on the web, with a database of over 8 billion websites. Google also has search engines for images, books, blogs, newsgroups, and web directories.

Step 1. Open the page by double-clicking on the internet icon, then enter the desired address in the top bar of the page (ex. www.google.com , www.youtube.com, www.yahoo.com, www.facebook.com)

Open your browser and type www.google.com in the address bar: Google will open.

Step 2. After entering the address, press the "Enter" key to open that page. * To refresh the page, click the "Refresh" button at the top left of the page.

Step 3. To search for images on Google, click on "Images" (1.), And then type in the white bar (2.) in the middle of the page what you want to look for (example: cat). Then press the "Enter" key.



To close the webpage, click the x button at the top right of the page

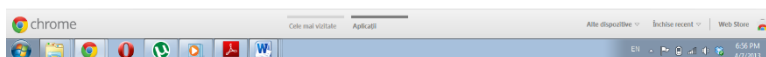
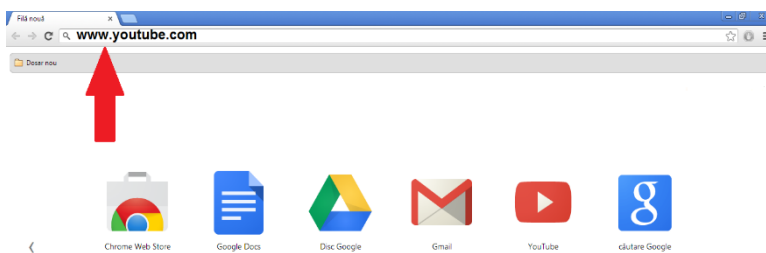
You can also use specific search for Video, Images, News, Maps, Shopping, Books, etc. You can also use specific tools to define the search by searching in other languages, narrowing the time space of the publication, looking for specific types of files (eg pdf, doc, etc.)



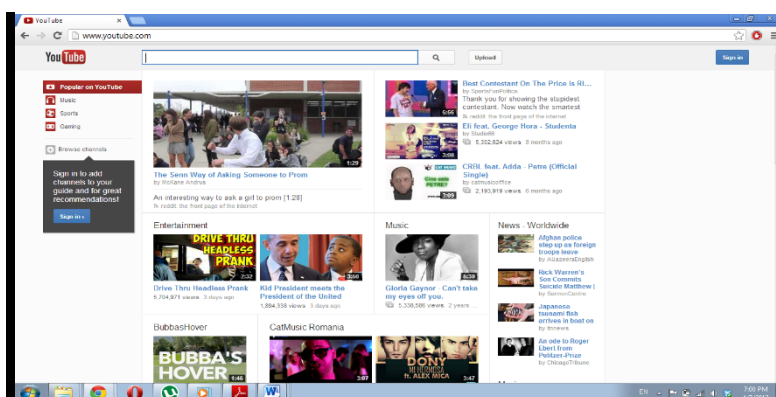
YouTube is a website where users can upload and view videos. There are few statistics related to the number of videos on YouTube. However, in July 2006, the company revealed that over 100 million videos are viewed daily, and in June 2006 2.5 billion were viewed.

In August 2006, The Wall Street Journal published an article stating that YouTube had about 6.1 million videos and over 500,000 registered users. Starting April 9, 2008, a global search on YouTube returns over 83 million videos and 3.75 million user channels. In March 2008, data transmission costs were estimated at about \$ 1 million per day.

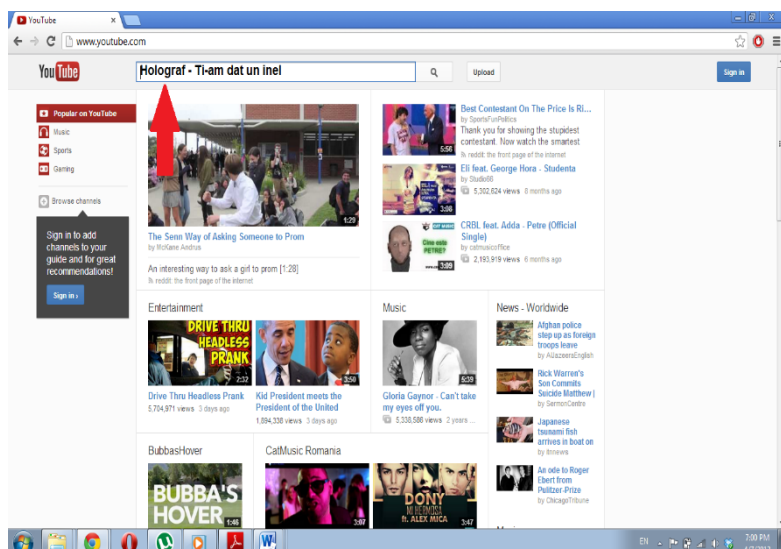
Step 1. Open the website and enter www.youtube.com.



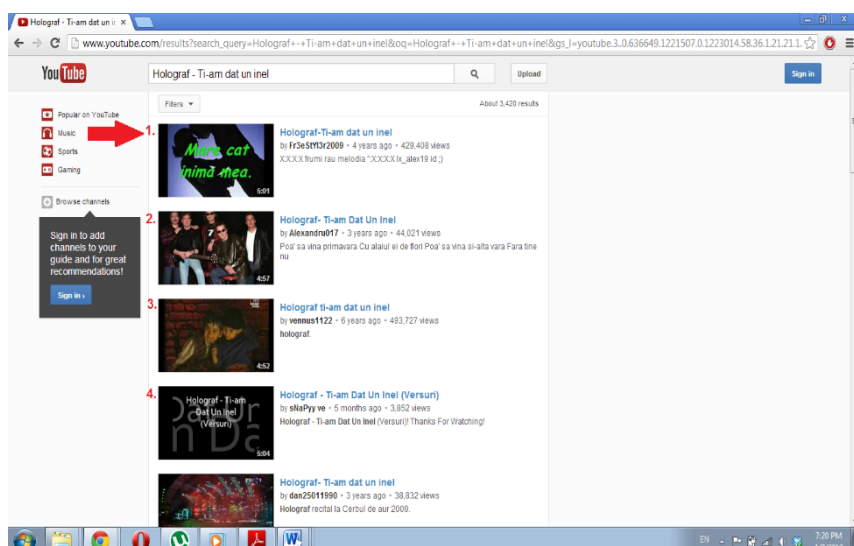
* Press "Enter".



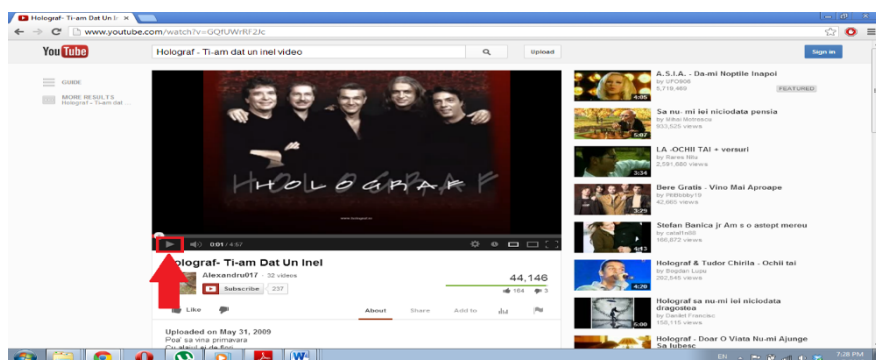
Step 2. The name of the desired video is added. (example: Holograf - I gave you a ring). Then press the "Enter" key.



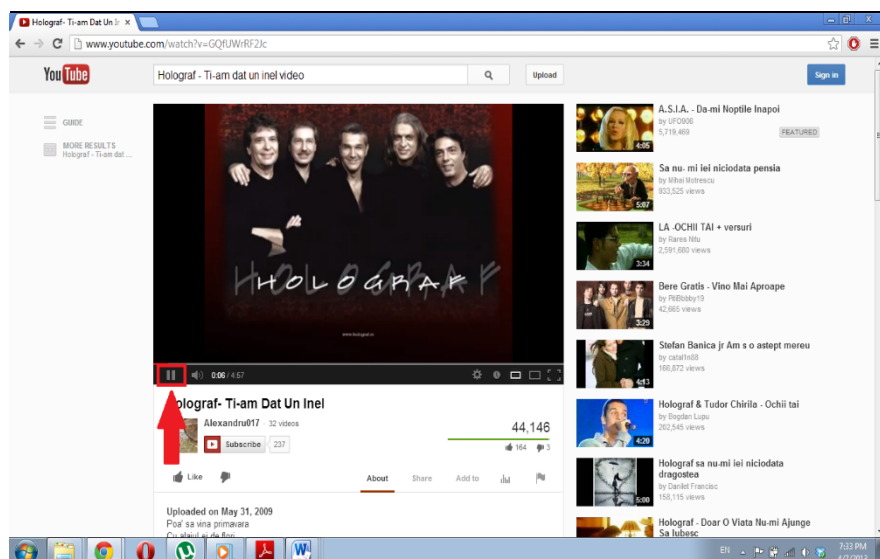
Step 3. Choose one of the videos you see. (one numbered with 1, 2, 3, 4, etc.)



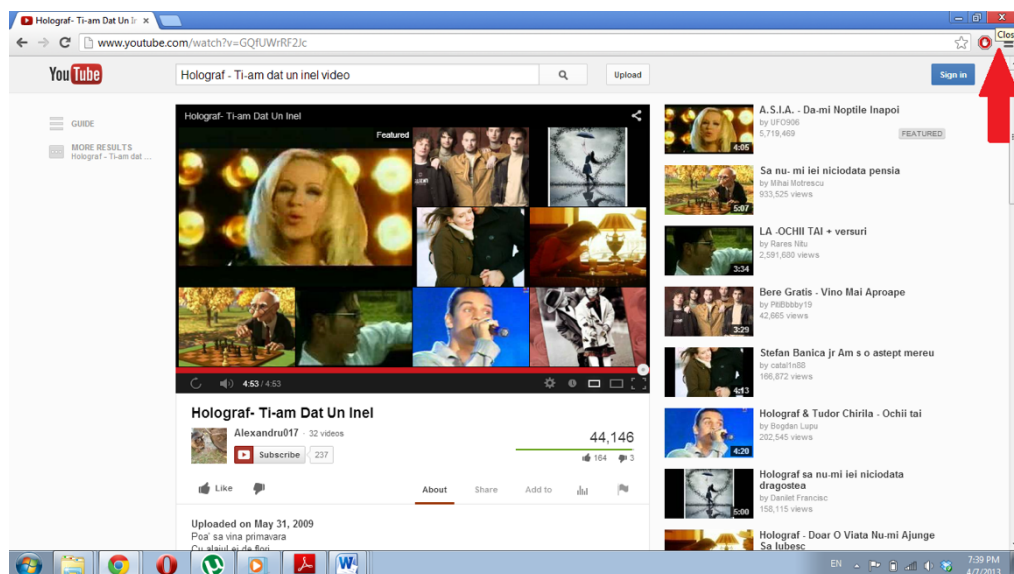
Step 4. Press the "Play" button to start watching the video.



* To pause the video, press the "Pause" button, and to keep watching the "Play" button is pressed again.



Step 5. To close the YouTube page, press the x button at the top left of the page.



MODULE 5

ELECTRONIC MAIL (E-MAIL)

Programme/Qualification Title: e-Skills for e-Inclusion		Module 5 ELECTRONIC MAIL (E-MAIL)	
Tutors: Petya Georgieva Kaloyan Zdravkov Nikolay Lazarov Ognyan Genov	No of weeks/sessions or Start/end dates: Date -	Hours per week/per session: 4	Total GLH: 20
Module/Unit Aims: The learners can use e-mail			
Module/Unit Learning Outcomes: The learners are able to create own email, understand the meaning of the folders in it, add a photo, signature and additional personal information to their email accounts, save addresses in the address book, receive, forward, send and print messages, including attachments files.			
Learning support materials - ICT mentor for digital inclusion - Digital inclusion concept - Networking			
Module content: Chapter 1 - E-mail Basic concepts - What is e-mail? - How it works. Chapter 2 - Web-based Email platforms. Registration. - Sign up for Gmail.com Chapter 3 - Work with Email. - Folders – Inbox, Sent, Drafts, Spam - Send and receive messages. - Reply, forwarding messages. - Flagging a message. - Manage address book (Contacts) - Send and receive email with attachments - text, photos. - Save and print attachments Chapter 4 - Customizing user profile - Personalization - input of personal information, set-up account. - Filters. Custom folders. Chapter 5 – Email clients - Definition - How they work. - How to register Email account in Microsoft Outlook.			

Chapter 1 - Email Basic Concepts

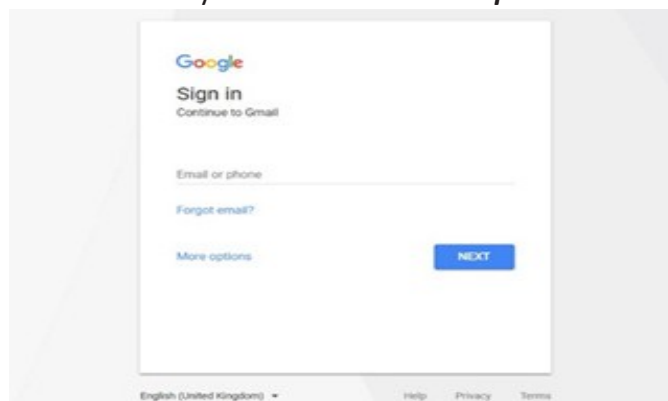
- Email, short for electronic mail, is a method for exchanging messages using the Internet or private computer networks.
- In order to send a message, you need to know the email address of the recipient.
- An address is made of a username (hostname), followed by the symbol “@” and domain name.
- E.g. info@libvratsa.org; chitalnia@gmail.com; ivan_ivanov@mail.bg
- In the example above info, chitalnia и ivan_ivanov are called usernames or hostnames and the part following @ libvratsa.org, gmail.com, mail.bg are domain names of web based Email platforms
- The username is chosen by the user and the extension points to the name of web server on which the email service provider is located.
- In order to use your email account, you need to authorize yourself by typing in your password, which you have created during your signing up.
- Via your email you can send and receive text messages and attachments – text files, photos, video, audio and other types of digital data.
- When you send message via email, you do not need the recipient to be online at the time of sending. He will receive the message as soon as he opens his email.

Chapter 2 - Web-based email platforms

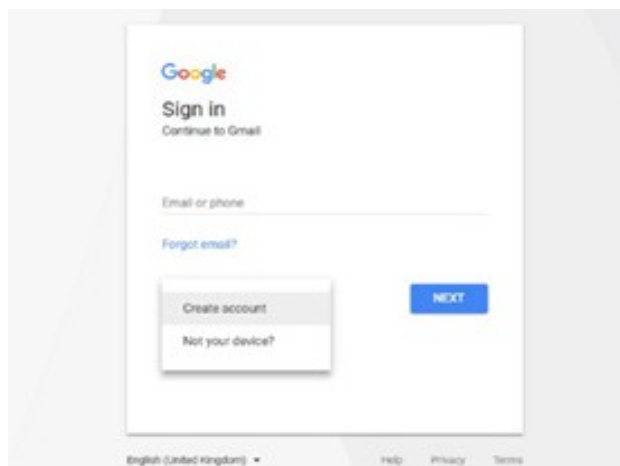
- Everyone can create an email account for themselves
- Web-based email platforms:
 - www.gmail.com
 - www.yahoo.com
 - www.hotmail.com
- Registration done through the filling of personal data and is confirmed by agreeing to the presented terms and conditions.

How to create an email account?

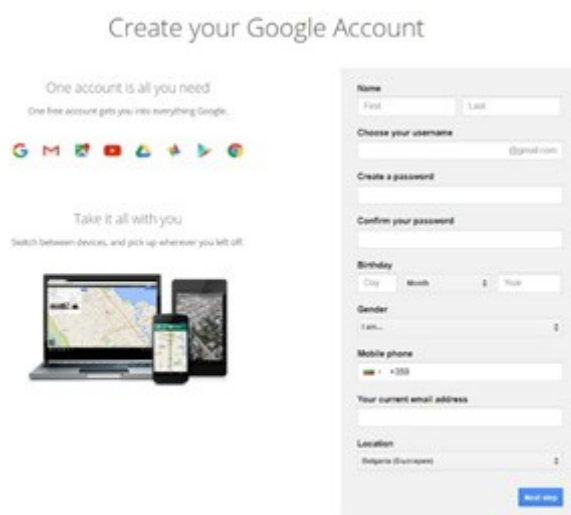
- Type the web address of the preferred provider, e.g. www.gmail.com in your browser.
- Click with the left button of your mouse on **More options**



- Click with the left button of your mouse on **Create account**



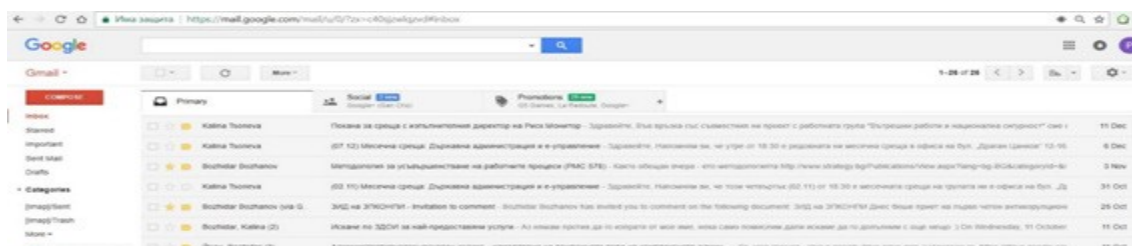
- Fill in the mandatory empty fields



If you have filled in correctly all the mandatory fields, you now have your own email account.

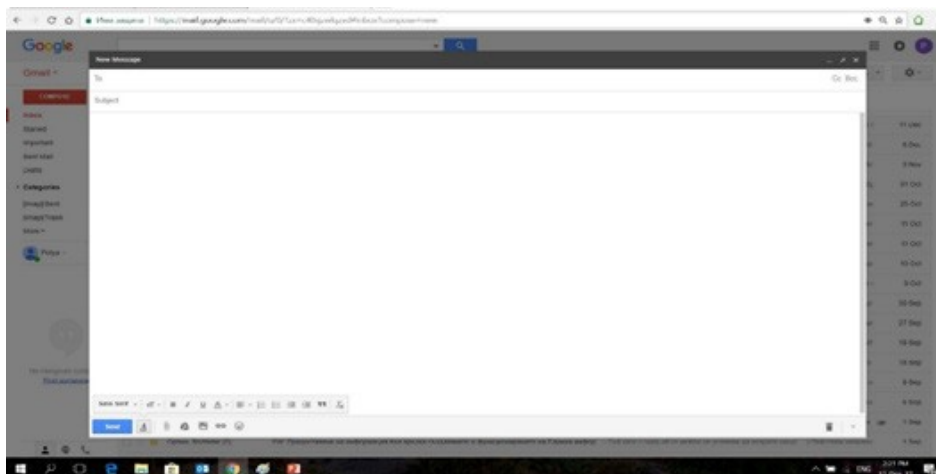
Types of folders

- Inbox - the main folder that your incoming mail gets stored in.
- Sent - folder or area that stores any emails that have been successfully delivered.
- Drafts - you can save your message as a draft to be send later. Draft messages are saved in Draft folder until you send them or delete them from the folder.
- Spam – In this folder are messages, which are unsolicited or undesired. Sometimes there are important messages, so it is good to check the folder from time to time.
- Custom folders – manually created folders for special reasons



Chapter 3 - How to work with our Email account

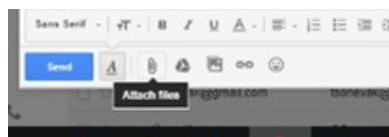
- Your inbox contains all of your received messages. New, unread messages are with bold font.
- Normally, Google automatically offers to make several additional sub-items to your inbox - social, advertising, updates, forums, etc.
- If you want to send an e-mail, use option **Compose**



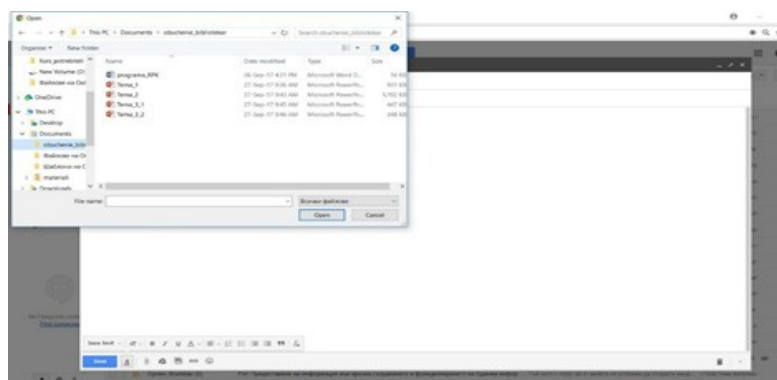
- When you are sending an email, you need to type in the email address of the recipient.
- It is preferred that you name the Subject of your email.

Send/receive message with attachments

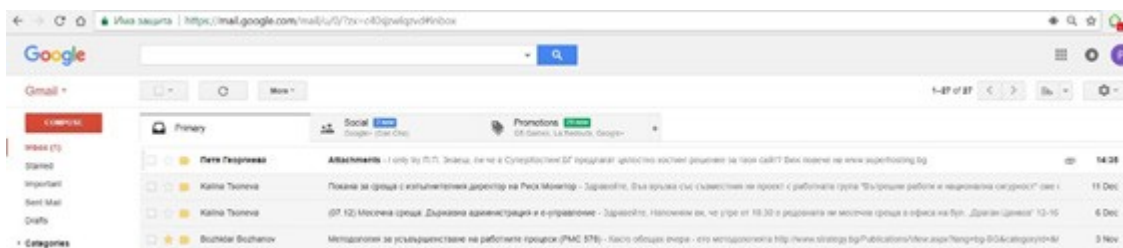
- You can send additional files, using the option Attach files



- From the opened Windows Explorer's window choose a file from your computer you want to attach. You can send attachments up to 25 MB in size. If you have more than one attachment, their total size cannot exceed 25MB.

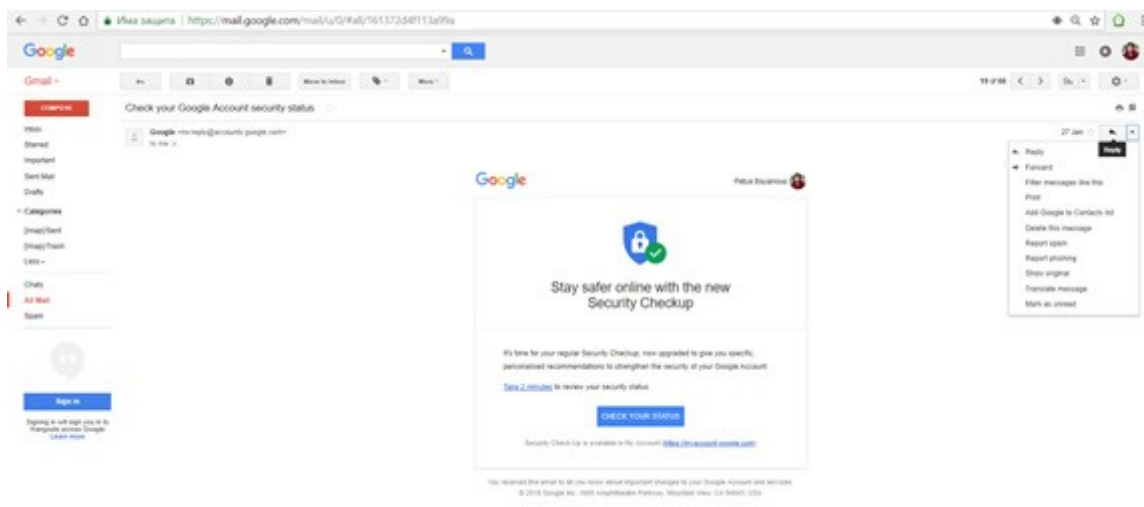


- Via e-mail you can also receive attached files. If the received email contains an attachment, the message looks like this:



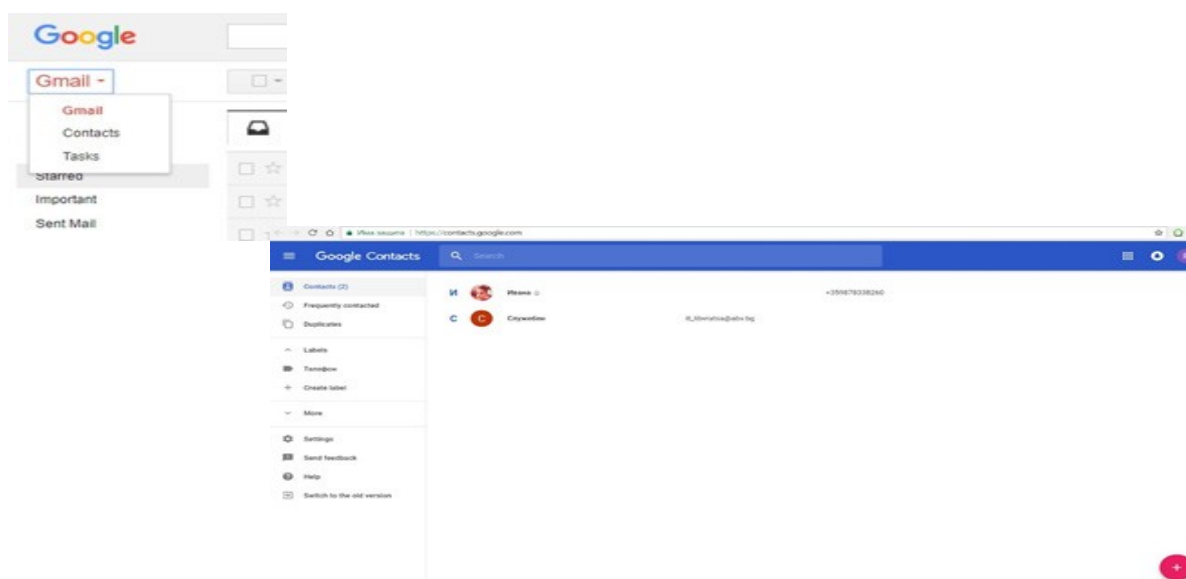
Reply, forwarding, labelled message

- You have good options for arranging incoming correspondence – labelling (tagging) and placing in your own folders. To manage letters from specific senders can be used filters.
- In addition to the standard response tools, you also have filtering options, report a problem (spam or phishing) and even translate the contents of the letter



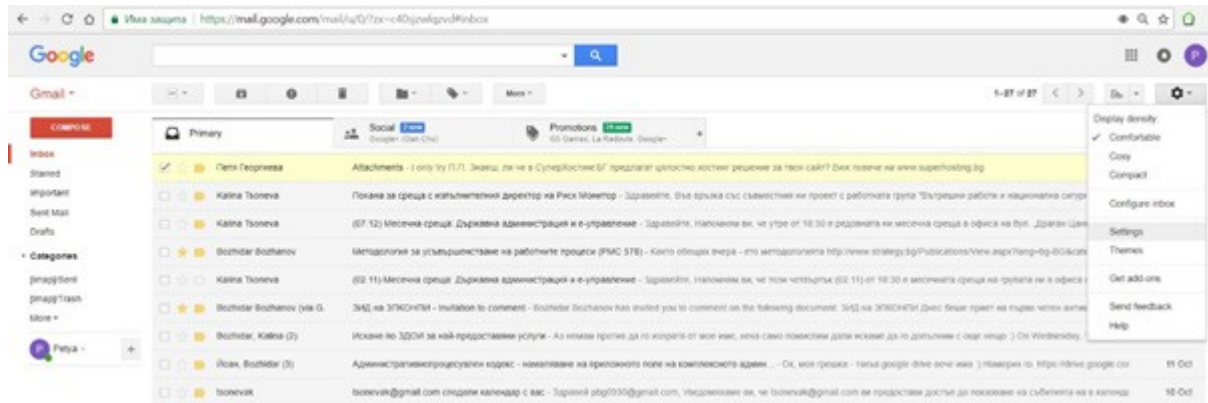
How to manage contacts

- You can add new contacts, edit contacts or delete them
- Google offers a powerful and convenient tool to manage the contact list

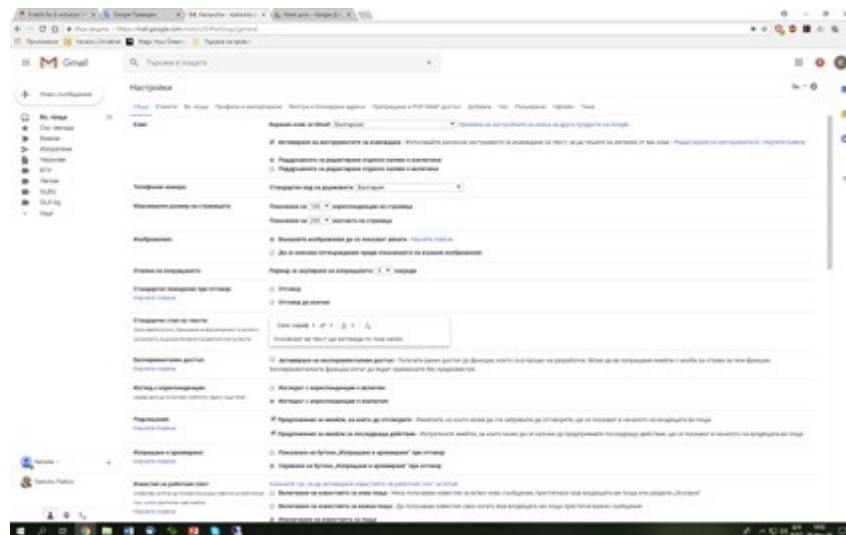


Chapter 4 - Customizing user profile

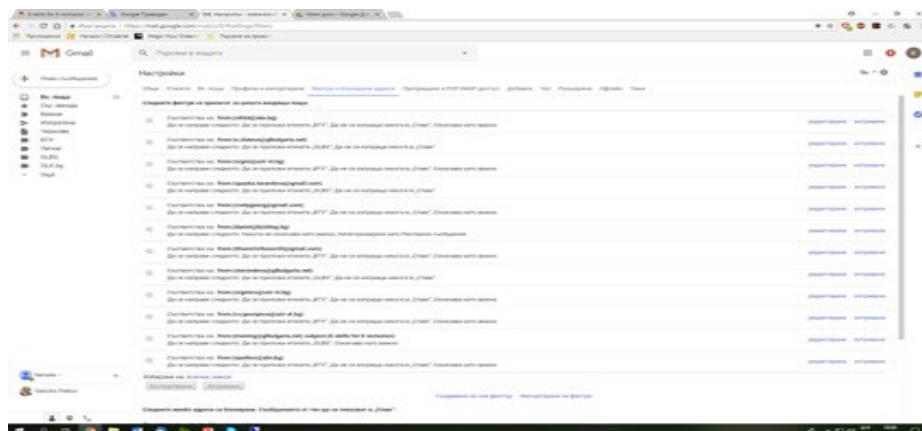
- For complete use of the Google Account, it needs to be properly set up



- Google offers plenty of management capabilities to the mail client, including automated responses to incoming letters, rankings, and custom signature.

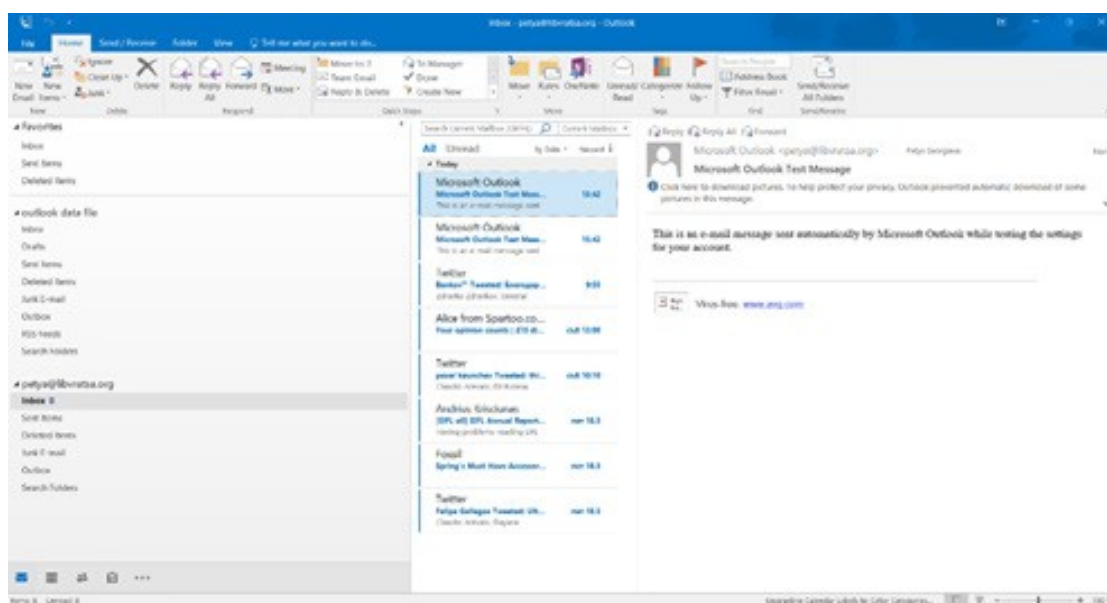
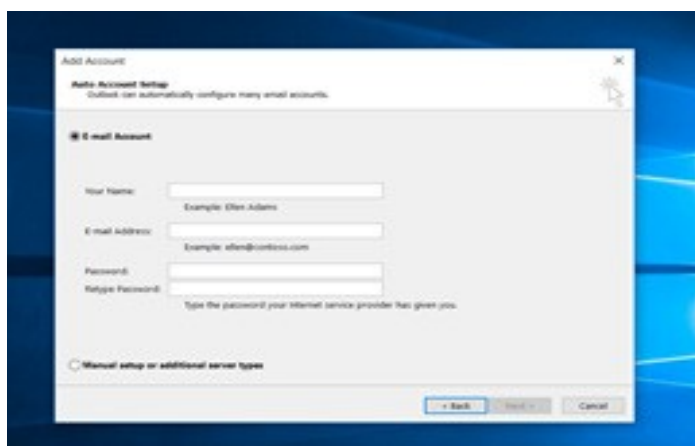


- Filters are a very powerful tool for managing inbox - sorting mail by sender, by theme, by priority, and sifting unwanted mail.



Chapter 5 - Email clients

- In Internet, an email client is a computer program used to access and manage a user's email. The program is installed on the user's computer.
- These programs are appealing because you can store your emails locally, access archived messages and attachments when you're offline, and they provide a quality backup.
- They are convenient when you have more than one email accounts, because through one program you reach all of them.
- Their search tools also tend to be much better at finding messages than those of most webmail interfaces
- Most popular email clients: Mozilla Thunderbird, Microsoft Outlook, Mailbird, eM Client
- One of the most used mail clients. Part of Microsoft's office suite, easy to use, but functional and fully integrated into the company's software ecosystem.



MODULE 6

OFFICE SUITE, GOOGLE COLLABORATIVE TOOLS, CVs EDITING & IMAGE PROCESSING

Programme/Qualification Title: e-Skills for e-Inclusion		Module 6 OFFICE SUITE, GOOGLE COLLABORATIVE TOOLS, CVs EDITING & IMAGE PROCESSING	
Tutors: Ioana Crihana Corina Ciuraru	No of weeks/sessions or Start/end dates: Date -	Hours per week/per session: 4	Total GLH: 20
Module/Unit Aims: To have the ability to use properly Office Suite, Google collaborative tools, to create CVs and edit images			
Module/Unit Learning Outcomes: Initiation in using elementary collaborative working tools in order to improve the capacity of learning and operating simple tasks with the support of technology. Understanding the facilities offered by Office Suite, Google collaborative tools, Europass CV platform & image editing in creating a better learning experience.			
Learning support materials · ICT mentor for digital inclusion · Digital inclusion concept · Information and knowledge society · Networking · Basics of computer			
Module content: · Introduction · Chapter 1 – Office Tools · Chapter 2 - Google Docs · Chapter 3 - Europass CV · Chapter 4 - Basic Software for Image Processing			

Chapter 1 – Introduction

Microsoft Office is an office suite of desktop applications, servers and services for the Microsoft Windows and Mac OS X operating systems, introduced by Microsoft starting with 1 of August 1989.

First version of Office Suite contained Microsoft Word, Microsoft Excel and Microsoft PowerPoint.

Over the years, Office Suite has grown substantially and it was also positioned by Microsoft as a development platform for line-of-business software under the Office Business Applications umbrella. Office Suite is used now by over a billion people worldwide. Google collaborative tools represent a powerful way to bring many collaborators together. By these tools, collaboration can be done by attaching documents to e-mail and sending them to different collaborators, storing documents in a common space, sharing them in a team and creating new documents by co-participating.

CV editing refers to the acquisition of a range of competencies in terms of editing, ordering, synthesizing and prioritizing information about professional experience in a relevant and standardized manner so as to be relevant for employers. Imaging processing refers to the application of the key concepts related to the use of digital images, image manipulation, the use of various selection tools, the creation and use of layers, the insertion of text, and the use of some filters and effects.

Office Tools



Office software packages are quite diverse, they can be classified according to several criteria:

- free of charge or for a fee
- after the operating system I'm using
- offline or online, etc.

In fact, today, no work is done in an office without a computer that has an office suite installed, no matter what it is called: Microsoft Office, Google Docs, Apache OpenOffice, LibreOffice, etc.

Office suites, which brought word processing, spreadsheet, and relational database programs to the desktop in the 1980s, are the core example of productivity software. They revolutionized the office with the magnitude of the productivity increase they brought as compared with the pre-1980s office environments of typewriters, paper filing, and handwritten lists and ledgers. Some 78% of “middle-skill” occupations (those that call for more than a

high school diploma but less than a bachelor's degree) now require the use of productivity software. In the 2010s, productivity software has become even more consumerized than it already was, as computing becomes ever more integrated into daily personal life.

As basic, minimal applications, such a package must contain a text editor, a spreadsheet application, and one that performs presentations. To these can be added a multitude of other endowments such as:

- Database software
- Graphics suite (raster graphics editor, vector graphics editor, image viewer)
- Desktop publishing software
- Formula editor
- Diagramming software
- Email client
- Communication software
- Personal information manager
- Notetaking software
- Groupware
- Project management software
- Web log analysis software

Initially, offline classic applications like Microsoft Office, Open Office, or others in this category were used. Meanwhile, in the context of the fast evolution of the cloud, there has been a need to access documents from any device at any time.

This has resulted in online office suites that store data in the cloud and allow remote collaboration from any device: desktop, laptop, tablet, mobile phone etc. They can be accessed through an Internet browser, of course, require , but also works offline, updating is possible through data synchronization auxiliary applications.

It is clear that the future belongs to online office packs that use cloud data and businesses storage.

Additional resources:

Comparison of office suites: https://en.wikipedia.org/wiki/Comparison_of_office_suites

Chapter 2 Google Docs



One of the most popular editing software is Google Docs. Google Docs is a component of the Google Drive online platform. This Google Drive platform provides access to applications that create documents, spreadsheets, presentations, forms, drawings and more.

Online platforms have some major advantages over traditional offline office suites: data is saved in the cloud, can be accessed from any device connected to the Internet, allows for collaboration, meaning more people can access the same document at the same time and also, important, some are free, like Google.

Very briefly, the steps to be followed are:

Step 1: Create a document

To create a new document:

1. On your computer, open the Docs home screen at docs.google.com.
2. In the top left, under "Start a new document," click New .

You can also create new documents from the URL docs.google.com/create.

Step 2: Edit and format

To edit a document:

1. On your computer, open a document in [Google Docs](https://docs.google.com).
2. To select a word, double-click it or use your cursor to select the text you want to change.
3. Start editing.
4. To undo or redo an action, at the top, click Undo or Redo .

You can add and edit text, paragraphs, spacing, and more in a document.

- [Format paragraphs or font](#)
- [Add a title, heading, or table of contents](#)

Step 3: Share & work with others

You can [share files and folders](#) with people and choose whether they can view, edit, or comment on them.

About the detailed way in which Google Docs can be used, there is an extremely simple and well-done tutorial from the G Suite Learning Center. From there you can find out how to access Google Docs, how to create or import documents in it, how to edit and format, how to work collaboratively, and how to export or print the documents you create:

<https://gsuite.google.com/learning-center/products/docs/get-started/#!/section-1>

Additional resources:

- Google Docs, Sheets, and Slides:
- https://en.wikipedia.org/wiki/Google_Docs,_Sheets,_and_Slides
- How To Create a Google Account:
- <https://www.youtube.com/watch?v=lwwLKHQXvL4>
- Google Docs Tutorial 2018: <https://www.youtube.com/watch?v=OBITNezSmLY>

Chapter 3 Europass CV

In 1998, the European Commission and Cedefop set up the European forum on transparency of vocational qualifications to bring together social partners with representatives of national training authorities around the issue of transparency.

The tasks of the forum were:

- To remove obstacles to mobility due to a lack of transparency of vocational qualifications;
- To stimulate dialogue on existing initiatives, instruments and institutions;
- To encourage the implementation of existing political solutions;
- To consider new initiatives.

The work of the forum resulted in the development of:

- Two documents (The European CV and the Certificate Supplement);
- A network of National Reference Points for Vocational Qualifications (NRPs).

Europass includes three other documents, developed at European level in the late 1990s:

- The Diploma Supplement was created jointly by the European Commission, Council of Europe and Unesco, for use by higher education institutions throughout Europe and elsewhere to complement the degrees they award. Its use is recommended in a number of policy documents, including the 1999 Bologna Declaration and by the 2001 Council and European Parliament Recommendation on mobility within the Community for students, persons undergoing training, volunteers, teachers and trainers (OJ L 215 of 9.8.2001). The Diploma supplement is increasing in popularity amongst higher education institutions, and European countries have agreed to make its use widespread (see the [Berlin Communiqué of Ministers](#)). The design and the use of the DS are closely linked to the European Credit Transfer System.

- The Europass Language Passport made available on this website is part of the [European Language Portfolio](#), developed by the Council of Europe, in which citizens can record their language skills on the basis of the Common European Framework of Reference for Languages (CEFR).

- Europass Mobility replaced Europass Training - established by the Decision 1999/51/EC of the Council - and became available in 2000. Europass Training was a document recording work placement experiences abroad, as part of an education or training initiative. More than 100 000 Europass Training documents were issued in the years 2000-2004. Europass Mobility has a wider scope, as it can also record experiences other than placements, such as academic periods abroad.

In 2002, the European forum on the transparency of vocational qualifications was replaced by a technical working group, whose mandate – following a demand expressed in the [Copenhagen Declaration](#) was the following: "increasing transparency in vocational education and training through the implementation and rationalisation of information tools and networks, including the integration of existing instruments such as the European CV, Certificate and Diploma Supplements, the Common European Framework of reference for languages and the Europass into one single framework."

To tackle this ambitious task, the working group developed a model for this single framework and a prototype website.

In 2003, following extensive consultation with national authorities and social partners, the European Commission prepared a proposal for a Decision of the European Parliament and of the Council on a single framework for the transparency of qualifications and competences (Europass), which was adopted by the European Parliament and the Council in December 2004. This decision provides, among others, for the website to be set up.

February 2005: official launch of the he Europass website at a conference in Luxembourg, which was then holding the presidency of the EU.

December 2011: the Europass website undergoes a radical redesign with a new, modern graphic identity. Improved navigation provides quicker access to the most popular information.

December 2012:

- a new CV template and online editor is launched. Improvements include:
 - more user-friendly online interface with direct preview of the final document;
 - new headings: Personal website, Instant messaging, Language certificate(s);
 - improved tutorials for better structured information: description of projects, conferences, publications, etc.;
 - new graphical identity for better legibility of Europass CV generated: new font, use of colours, simplified headings, etc.

- the European Skills Passport is launched together with the new CV. The ESP is a user-friendly electronic folder to help students, workers or job-seekers build up personal, modular inventory of personal skills and qualifications acquired throughout life.

The ESP can contain a range of documents (Language Passport, copies of degrees, attestations of employment, etc.). When attached to a Europass CV, the European Skills Passport will reinforce the CV by bringing evidence of skills and qualifications listed.

In every country (European Union and European Economic Area), a National Europass Centre coordinates all activities related to the Europass documents.

It is the first point of contact for any person or organisation interested in using or learning more about Europass.

Main functions:

- coordinate the management of Europass documents;
- promote Europass and Europass documents;
- ensure that information and guidance centres are well informed about Europass and the Europass documents;
- ensure that all Europass documents are also available in paper versions;
- act as a national partner in the European network of National Europass Centres.

What is Europass?

Fivedocuments to make your skills and qualifications clearly and easily understood in Europe:

Two documents freely accessible:

- The [Curriculum vitae](#) helps you present your skills and qualifications effectively and clearly.
- The [Language Passport](#) is a self-assessment tool for language skills and qualifications.

Three documents issued by education and training authorities:

- The [Europass Mobility](#) records the knowledge and skills acquired in another European country.
- The [Certificate Supplement](#) describes the knowledge and skills acquired by holders of vocational education and training certificates.
- The [Diploma Supplement](#) describes the knowledge and skills acquired by holders of higher education degrees.

A network of [National Europass Centres](#)

Its objective

- Help citizens communicate their skills and qualifications effectively when looking for a job or training.
- Help employers understand the skills and qualifications of the workforce.
- Help education and training authorities define and communicate the content of curricula.

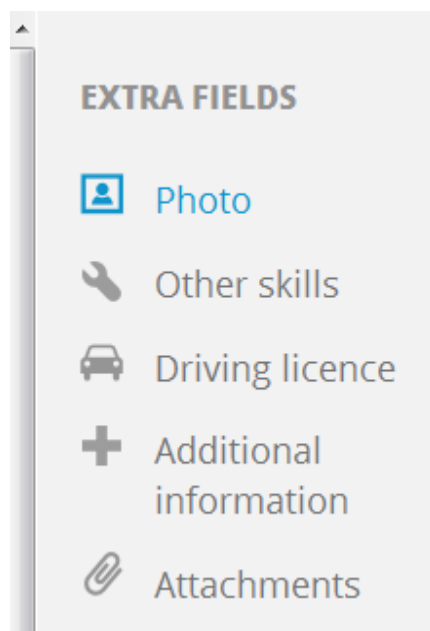
Additional resources:

Official web page: <https://europass.cedefop.europa.eu/>

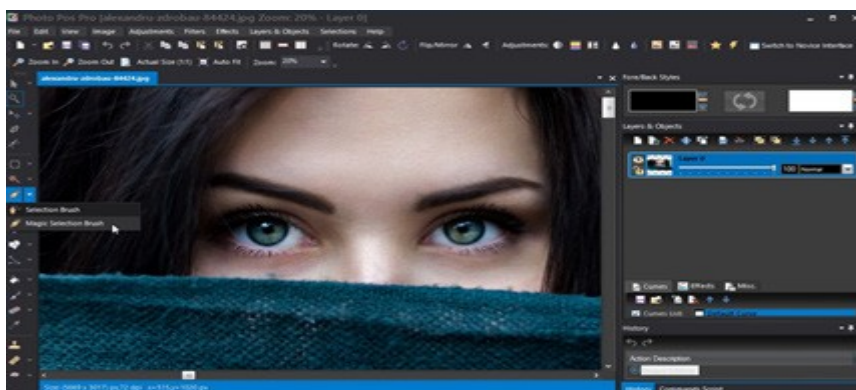
CV - Templates and Guidelines:

<https://europass.cedefop.europa.eu/documents/curriculum-vitae/templates-instructions>

Online CV editor: <https://europass.cedefop.europa.eu/editors/en/cv/compose>



Basic Software for Image Processing



Nowadays image processing is becoming an important assisting tool in many branches of science such as computer science, electrical and electronic engineering, robotics, physics, chemistry, environmental science, biology, and psychology. Due to this importance it is good to increase your knowledge in image processing so that you can develop new ideas in that field or introduce a new application of computer vision in your research.

Image processing is a method to convert an image into digital form and perform some operations on it, in order to get an enhanced image or to extract some useful information from it. It is a type of signal dispensation in which input is image, like video frame or photograph and output may be image or characteristics associated with that image. Usually **Image Processing** system includes treating images as two dimensional signals while applying already set signal processing methods to them.

It is among rapidly growing technologies today, with its applications in various aspects of a business. Image Processing forms core research area within engineering and computer science disciplines too.

Image processing basically includes the following three steps:

- Importing the image with optical scanner or by digital photography.
- Analyzing and manipulating the image which includes data compression and image enhancement and spotting patterns that are not to human eyes like satellite photographs.
- Output is the last stage in which result can be altered image or report that is based on image analysis.

Purpose of Image processing

The purpose of image processing is divided into 5 groups. They are:

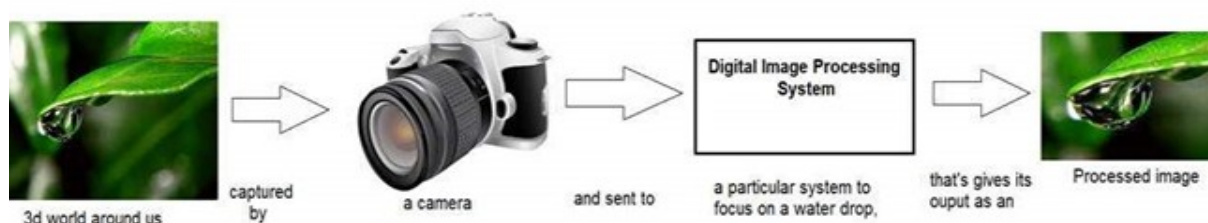
1. Visualization - Observe the objects that are not visible.
2. Image sharpening and restoration - To create a better image.
3. Image retrieval - Seek for the image of interest.
4. Measurement of pattern – Measures various objects in an image.
5. Image Recognition – Distinguish the objects in an image.

Types

The two types of **methods used for Image Processing** are **Analog and Digital** Image Processing. Analog or visual techniques of image processing can be used for the hard copies like printouts and photographs. Image analysts use various fundamentals of interpretation while using these visual techniques. The image processing is not just confined to area that has to be studied but on knowledge of analyst. Association is another important tool in image processing through visual techniques. So analysts apply a combination of personal knowledge and collateral data to image processing.

Digital Processing techniques help in manipulation of the digital images by using computers. As raw data from imaging sensors from satellite platform contains deficiencies. To get over such flaws and to get originality of information, it has to undergo various phases of processing. The three general phases that all types of data have to undergo while using digital technique are Pre- processing, enhancement and display, information extraction.

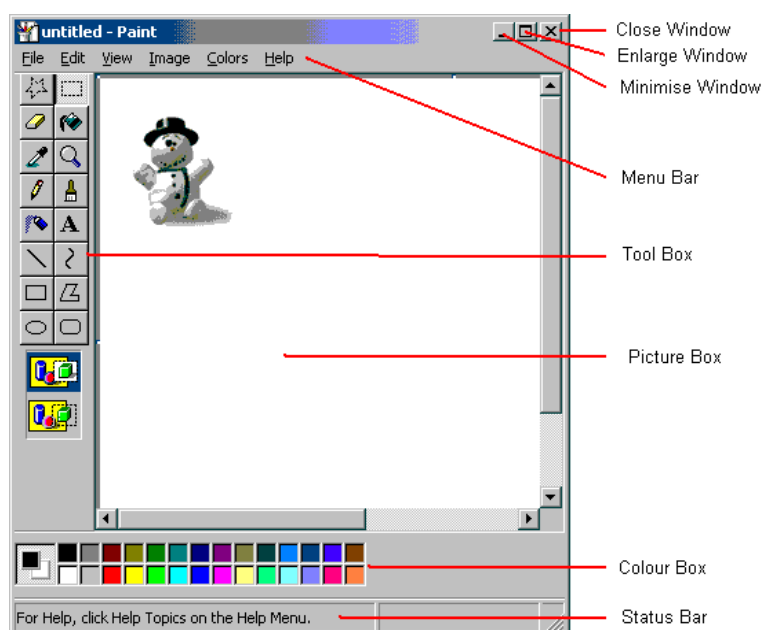
Particularly, Digital Image Processing (DIP) deals with manipulation of digital images through a digital computer. It is a subfield of signals and systems but focus particularly on images. DIP focuses on developing a computer system that is able to perform processing on an image. The input of that system is a digital image and the system process that image using efficient algorithms, and gives an image as an output. The most common example is Adobe



For beginners we recommended an open source software like GIMP or, more simple, Microsoft Paint, but this is so... so... simple.

GIMP is a cross-platform image editor available for GNU/Linux, OS X, Windows and more operating systems. It is free software, you can change its source code and distribute your changes. Whether you are a graphic designer, photographer, illustrator, or scientist, GIMP provides you with sophisticated tools to get your job done. You can further enhance your productivity with GIMP thanks to many customization options and 3rd partyplugins.

If GIMP is too complicate, then we present in few words **Paint** (formerly **Paintbrush**), commonly known as **Microsoft Paint** or **mspaint**, is a simple raster graphics editor that has been included with all versions of Microsoft Windows. The program opens and saves files in Windows bitmap (BMP), JPEG, GIF, PNG, and single-page TIFF formats. The program can be in color mode or two-color black-and-white, but there is no grayscale mode. For its simplicity, it rapidly became one of the most used



applications in the early versions of Windows, introducing many to painting on a computer for the first time. It is still widely used for simple image manipulation tasks.

In July 2017, Microsoft added Paint to the list of deprecated Windows features, meaning that it won't be developed further and might be removed in the future. Microsoft, however, will make it available in the Windows Store for free.

In Windows 10 Paint can be found in the Start menu under Windows Accessories.

In conclusion, you can choose what is properly for you, and from this moment you can process your favourite pictures.

Additional resources:

University of Tartu, Digital Image Processing: <https://sisu.ut.ee/imageprocessing/book/1>

Digital Image Processing: <https://www.tutorialspoint.com/dip/index.htm>

User Manual: <https://docs.gimp.org/2.10/en/>

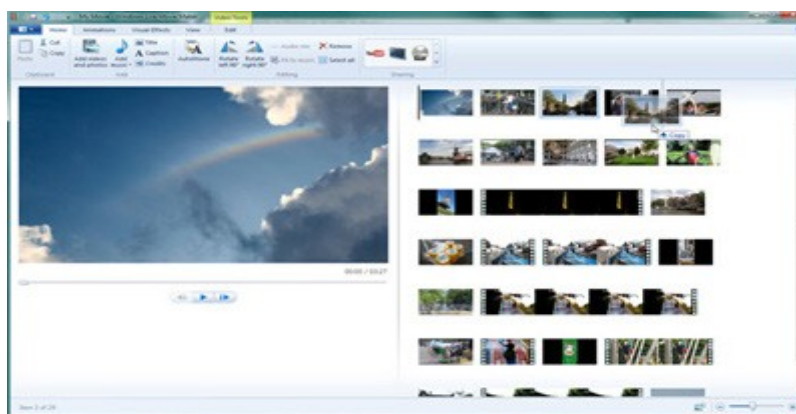
LEARN GIMP IN 30 MINUTES | Complete Tutorial for Beginners:

<https://www.youtube.com/watch?v=leABb8cWdUg>

Tutorial: Learn MS (Microsoft) Paint - Tips & Tricks (How to):

<https://www.youtube.com/watch?v=R48V-mlwbro>

Movie Maker - the main features for creating short movies



Starting a Project

When you open Movie Maker, it will automatically start a project for you. Before you do anything, rename the project by choosing "Save project as" from the main menu, and save it where you want it to be (e.g., in My Documents).

Import, edit and export

To import and export is fairly simple, as it is merely pushing the right buttons. To edit can be a bit tougher, but it is not difficult. The most difficult part is to remember where to find what function. That's where this guide comes handy.

8 steps to success

1. If you don't already have it - MAKE A FOLDER!
2. Put all your material in that folder. (yes, every picture, sound, txt and so on)
3. Open up Movie Maker
4. Save your project - in the FOLDER
5. Import a picture
6. Import your sound file

7. Edit your movie from beginning to end
8. Export

Start at the beginning, work your way through:

- Use horizontal pictures
- Don't be afraid if it crashes - just restart the program.
- Your audiofile is never longer than the length of your pictures (it stops when your pictures stop)
- Begin by saving your project in your folder. If you don't have a dedicated folder for your project, make it now. Then move all your content into that folder and save your Movie Maker file (a wlmv-file) in your folder.
- Now we can start working.
- Importing - You import pictures and video by clicking at Add videos and photos. When you have imported a picture, you can import your sound file and additional music by clicking at Add music.

You have to import a picture to be able to import music.

You can only import music by clicking Add music, not by the other add button. If you want to record your voice directly into Movie Maker, simply import a picture and click Record narration. I'm explaining that later.

Important: You do not import the file itself, you import a link to its location on your computer. This is why it is very important to store all your movies material in one folder and not move it.

Using Text

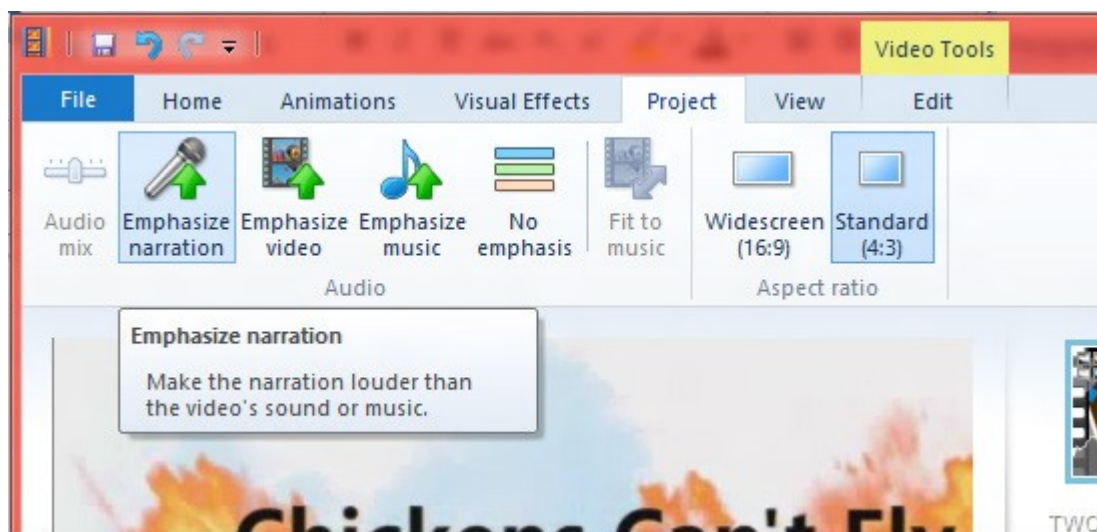
You can add text in three ways, under the home menu. A Title adds text onto its own blank background, which is great to use for your opening title, and for pull quotes from your scholarly sources. If you want your text to show over top of the video or photo you have on screen, you want a Caption. For scrolling credits--these will automatically be placed at the end--choose Credits. Whenever you select a clip with text, you'll see a new menu up top: Text Tools. This gives you a ton of options to animate your text, change fonts and sizes, etc.

Add music



Below the Add music button you'll find links to websites with downloadable music. Free Music Archive (FMA) offers a huge database with Creative Commons licensed music. Search, find and use. But remember to credit the artist. And make sure this is the last thing you do. Your voice and pictures is the most important, music and sound effects is applied only to a finished movie.

About emphasis



At any point in your project where you have multiple media sources playing (e.g., video clip with background music and narration), you can choose to emphasize one source, such as your narration, by choosing one under the Project menu. Emphasis narration/ Emphasis video/ Emphasis music.

About pictures

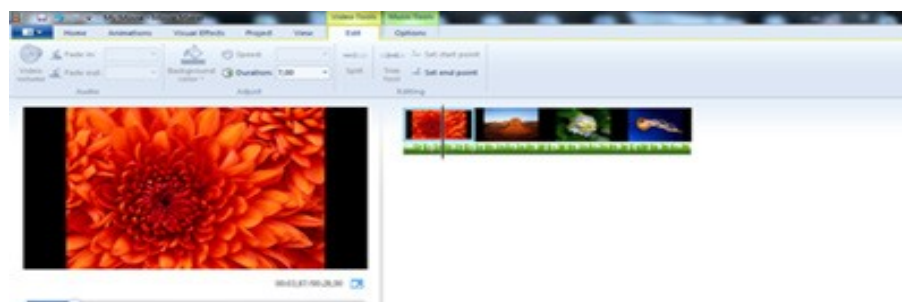
In the editing phase we want to adjust the length of our pictures, maybe add a zoom here or there and even add a visual effect if it suits the story.

An important thing to remember when using transitions is that they shorten the duration of our pictures. We'll return to that later.

Remember:

- Use horizontal pictures
- Use your own pictures
- Vary the length of your pictures
- Use pictures with the minimum size of 1024 px x 768 px

About editing

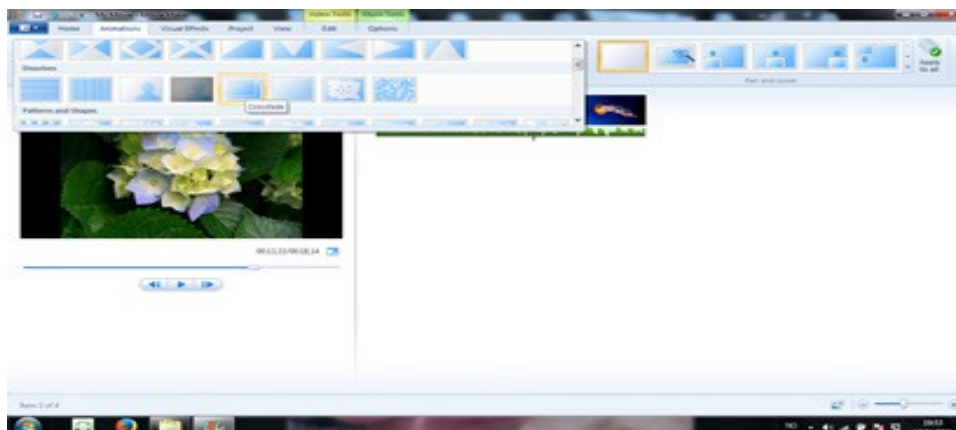


You adjust the length of the pictures by double clicking them and typing in (or choosing from a roll-down menu) a number of seconds. You should start at the beginning and work your way through. Try to make each and every picture appear at the right time in your story.

About animations

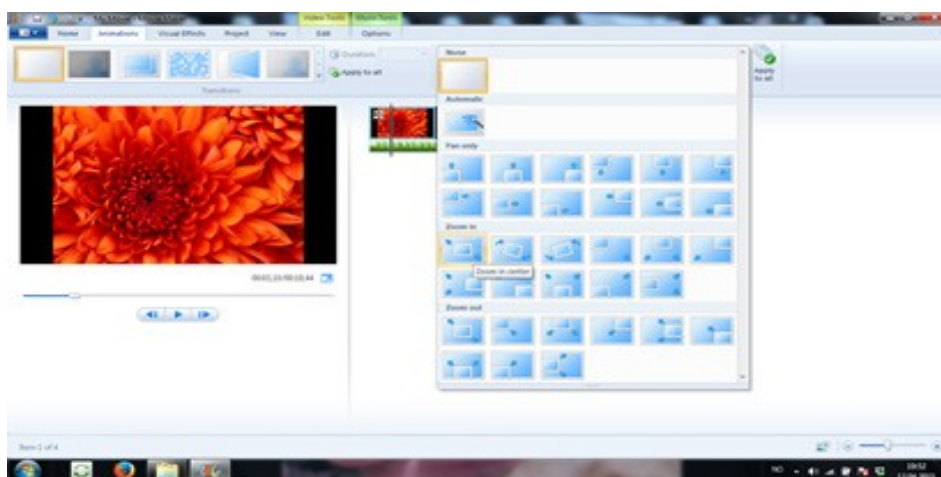
Under the Animations tab you can find Transitions and Pan and zoom. These are effects that really can make your movie come to life. A smooth, overlapping transition from one picture to another can reveal things little by little and a slow zoom can give life to it. A zoom in makes us come closer to the persons the picture, and gives the picture a movie look.

About transitions



As for the use of transitions the simplest ones are usually the ones that works best. The one called crossfade is what I personally recommend, but as with everything else in this course - you are the boss, so you decide.

Pan and zoom



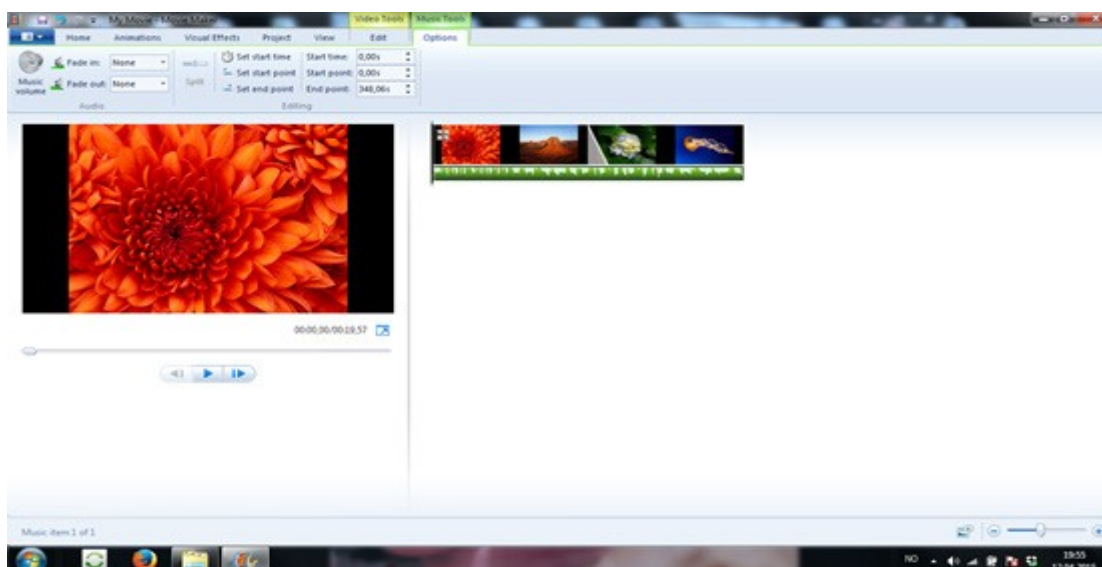
Do you want to add some extra life to a picture? Try a pan or a zoom. It's a subtle effect, but very useful when done in the right way. As with the transitions I prefer the simplest - Zoom in and Zoom out, but as you're the editor feel free and try what the different effects does.

About visual effects



Movie Maker has a lot of different effects for your pictures, but be careful! A lot of these effects will just damage your pictures and make it look worse, but some are useful. The Black/white filters and the mirror effect can be quite useful. Use mirror to turn a picture around and black and white to make a color picture a black and white one. It can be a useful effect to indicate that time has passed if you use the same picture - first as black and white and then in color.

About sound



Your sound stops when your picture does. This means that if you only have imported one picture and it lasts for five seconds, only five seconds of your sound will be audible (yes - even if your sound is three minutes long).

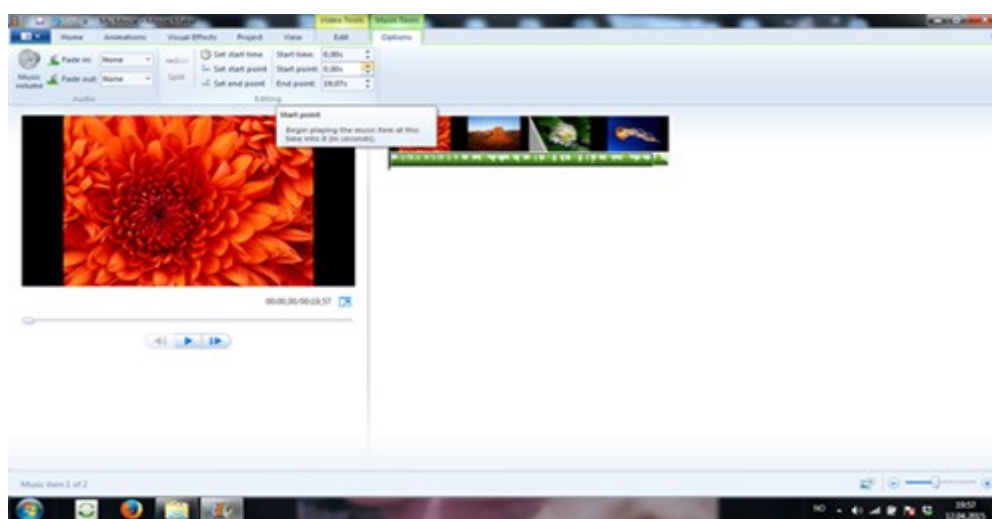
You can (and should) remove the first and last second or so of your soundfile as it probably has a click from you turning on and off the recorder. This is easily done by double-clicking the sound file and adjusting the length at the start and end.

Music Tools

As with our pictures we have options with our sound when we double click it. From left to right, our options are the following:

- | | |
|---------------------------|---|
| Music volume | - turns your volume up and down |
| Fade in / Fade out | - increases/decreases the volume gradually |
| Set start time | - lets you type in when your sound starts |
| Set start point | - lets you decide when you start in your music file |
| Set end point | - lets you decide when you end in your music file |

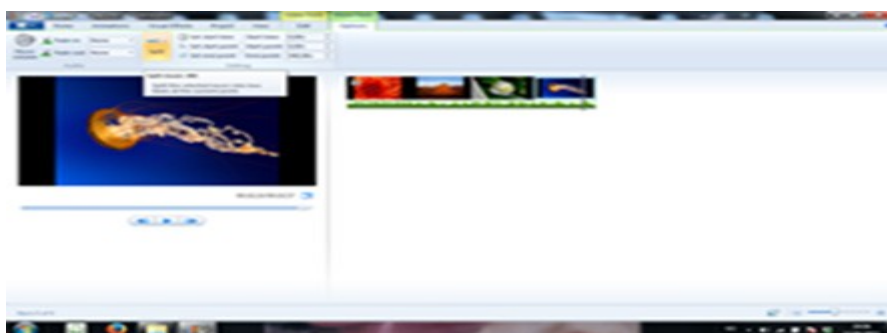
Set start point



Set start point and set end point is important to use as we very often have a little click on the beginning and end of our sound from turning on and off the recorder.

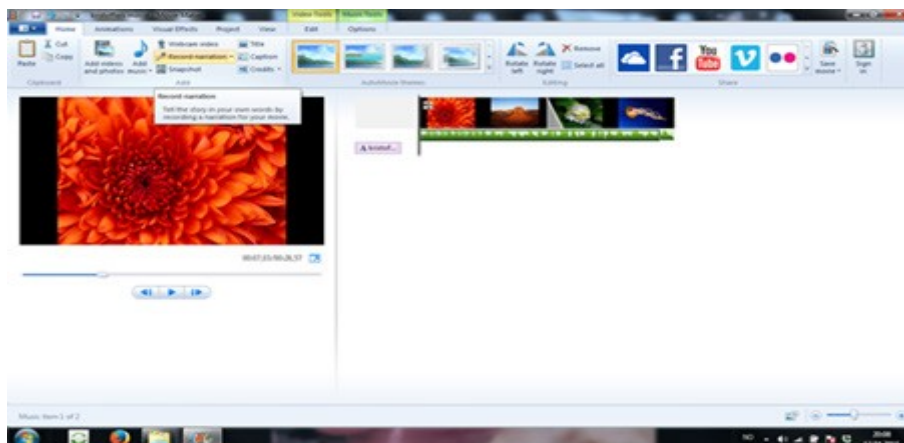
Try clicking the upwards arrow at Set start point until your click in the beginning is gone. Then go try clicking the downwards arrow at Set end point, until the clicking is gone there as well.

Split sound



Sometimes we need to split our sound. To split it, first double click your audio track to be sure you are in the Music Tools menu. Then set the marker at the desired point of splitting and click split.

Recording your voice



Do you want to record your voice directly into Movie Maker? Use Record narration.

Under the Home tab you'll find the a button. If you record it like this you can either use your computers built-in microphone, or you can use an external microphone connected with usb or mini jack plug.

When you record like this, you get the benefit of two separate audio tracks. One for your voice and one for music or sound effects. Great!

When you've narrated you're looking at two audio tracks (if you had one from start) and three tabs at the top. Now we have Video tools, Music tools and Narration tools available.

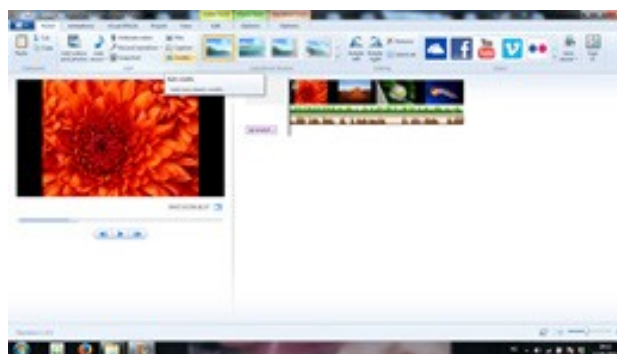
Narration tools lets you mix your audio in simple ways.

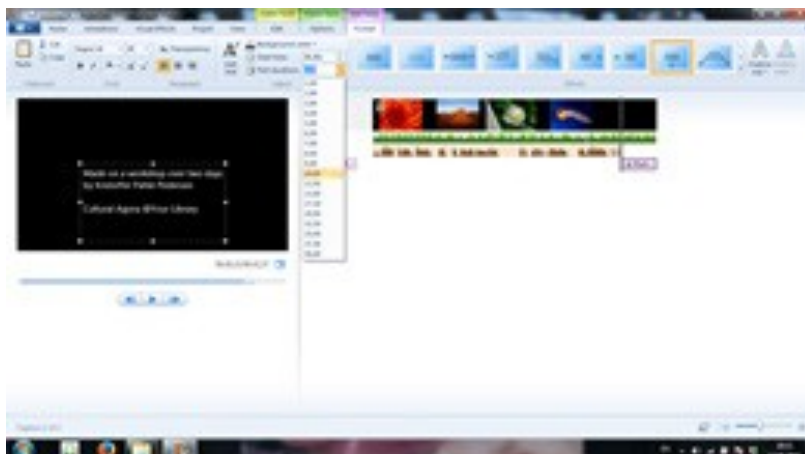
Text & titles

I usually add a title in the beginning and credits at the end of my movie. To add a title, go to the Home tab and click Title. Now Movie Maker will make a title where your marker are in the Timeline.

To edit your title, do as you've done with all the other elements; double click it. You'll now see a new tab on top called Text tools, and you'll have a lot of choices. Colors, fades, fonts, duration and a lot of other useful parameters.

Adding credits





You should always add credits in the end of your movie. Why? To let us know who made it, who made the music, who took the pictures etc.

To add the credits you find the Add credits button, push it and write in the details.

To adjust the length of the credits, or any other title - find the Text duration pulldown menu.

Save movie

When everything is finished (or when you run out of time) we have to save our movie as a movie file. This is different from the Save project we have been doing along the way. Save project saves a project file, save movie saves a movie file. The project opens only in Movie Maker and needs all the sounds and pictures to work properly. Save movie saves a movie file which we can share, show on other computers upload to the internet and enjoy wherever we are. You export your project to a finished movie file by clicking Save movie in the right corner of Movie Maker. In this case you have export your movie as MPEG4.

Storytelling circle: Story ice breakers and games

1 - non sense word game - morphological – 30 min.

This is a useful game for teaching people the art of creating a story out of a selection of non connected words. Each member of the group is asked to write a word onto a piece of paper – nouns or 'naming' words work very well. For those that struggle writing words, drawing a picture is equally effective. The Trainer then collects the paper and transfers all the words and pictures onto a flipchart. Each participant then creates a story using all the words on the chart which they then read out to the group. There will rarely be two the same. The quality of the stories is irrelevant, in fact, the more off the wall the better! This game is good for loosening up the participants and making them all feel that they can make a valued contribution.

Example: **Apple, glasses, clock, long, car, pink, wood, shoe.**

Mrs Wood glanced at the clock and was relieved to see that she only had another ten minutes before the school bell rang. She was eager to eat the pink lady apple that she had found rolling around in the back of her car along with the shoe she'd lost earlier in the week and her purse that unfortunately had no money in it. She looked at the apple and wondered how long it had been there for. She was starving and with no money had little choice but to

eat it. *“Perhaps the time has come for a trip to the opticians”* she said to herself, *“maybe I need glasses”*.

2- 50 words inflow moment– 40 min.

Participants are asked to write about a time in their lives when they had an “inflow moment” relate to their professional life. They are free to describe it as they wish, but they are limited to exactly 50 words. This game fulfils two purposes. Primarily it looks at the theme of important moment in life and the resulting feelings that were created. Secondly, it attempts to instil in them the value of tightly edited text.

3 - KEY IMAGE– 50 min.

each participant will show one CORE image among the ones they brought which for them describe better the story they want to tell. Others will tell the emotion they have looking at that.

Then the feedback will be useful for the owner of the story.

4 - Tell the story and suggestions – 90 min.

each participant after the image will tell basically the story they want to create and the group will give suggestions about the power of the story in order to help the storyteller to share the emotion and to create a powerful story.

Additional resources

<https://vimeo.com/videoschool/lesson/25/video-101-importing-your-videos-with-windows-live-movie-maker>

<https://www.youtube.com/watch?v=JNKRCaiox4E>

<https://www.youtube.com/watch?v=O99NXVHfqMs>

MODULE 7

COMMUNICATION ON THE WEB

Programme/Qualification Title: e-Skills for e-Inclusion		Module 7 COMMUNICATION ON THE WEB	
Tutors: Alison Blayney Lynne Bloomfield Emma Mooney	No of weeks/sessions or Start/end dates: Date -	Hours per week/per session: 4	Total GLH: 20
Module/Unit Aims: Be able to use basic computer functions and understand benefits of internet			
Module/Unit Learning Outcomes: Ability to use a computer/ iPad/ Tablet/ Mobile phone in a general manner Develop ability to identify common uses related to smartphone, tablet/iPad WhatsApp, Skype, Texting, Facetime. Learn how to perform basic tasks in relation to devices and apps.			
Learning support materials How to Guides			
Module content: - Chapter 1 - Texting - Chapter 2 - Whatsapp - Chapter 3 - SKype - Chapter 4 - Facetime			

Communication on the Web

Develop information technology competences to enable candidate to use mobile devices such as iPad/Tablet/Mobile and related apps with understanding of usage.



Texting



Sending a text message from your mobile is one of the quickest and less intrusive ways of getting in touch with someone, but it's not a skill that everyone is born with.

Text Messaging Basics

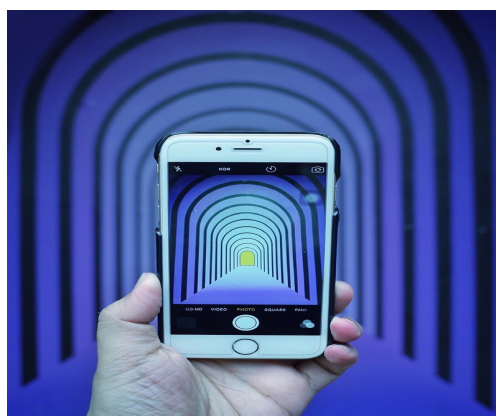
Text messaging, is also known as SMS (short message service), when just text is sent, or MMS (multimedia messaging service), which can include photos, audio, and other multimedia content:

- You can send a text message to any modern mobile
- Each text message is limited to 160 characters, including spaces. If you try to send a message over 160 characters, your message will be split into several messages and delivered separately, right after each other.
- If you don't have a plan that includes texting, each message you send or receive will cost a small amount

How to Send a Text from Your Phone

Cell phones and smartphones will differ in the menu options and buttons, but in general, the process of sending a text message to someone else's phone is pretty straightforward.

- From your phone's main menu find the "Messages" or "Messaging" option or application. Then select "Text Message" or "Text Messaging."
- "Choose "New Message" or "Write Message" or click on an icon that looks like it will create a new message.
- In the To: field enter in the phone number you want to send the message to. Many phones now let you select a contact from your phone's address book, so you could try typing in their name in the field to see if it will fill in the number for you. You can send a text message to more than one contact at a time on the iPhone and Android phones by clicking on the plus sign icon or continuing to enter contacts in the To: field.
- If you want to send a message with an attachment like a photo, find the "Insert" option in the messaging menu. This will bring up your options for sending a photo, video, etc.
- Finally, type in your message in the message field and hit "Send".



Replying To and Forwarding Messages

If you get a text message from someone else, you can easily send them a reply by opening the message and typing in your response in the text box at the bottom.

To forward a text message, on Android phones and iPhone, tap and hold the message to forward then select the option to forward the message. On other cell phones, the option to forward will probably be under “options” or a similar menu. Enter the phone number to send the message to and click “Send”.

Practical Exercises

How to send a text message from your phone

Replying and forwarding messages

Keyboard and hidden keys on the keyboard

Smileys and emoji's

Abbreviations/ predictive text



WhatsApp



What is WhatsApp?

WhatsApp is a popular internet messaging service used around the world as an alternative to text messages, phone calls; you can send message, photographs, videos for free if you are connected to the internet.

Practical Exercises

Setting up WhatsApp
 Sending and receiving messages
 Managing chats
 Sending attachments
 Make a phone or video call
 Settings

SKYPE***What is Skype?***

Skype is software that allows users all over the world to communicate over the internet by voice, using a microphone, by video using a webcam, and by instant messaging. Skype-to-Skype calls to other users are free of charge, while calls to landline telephones and mobile phones are charged via a debit-based user account system called Skype Credit.

***Practical Exercises***

Setting up an account
 Starting a chat
 Creating a group chat
 Skype to Skype calls
 Using credit to make calls

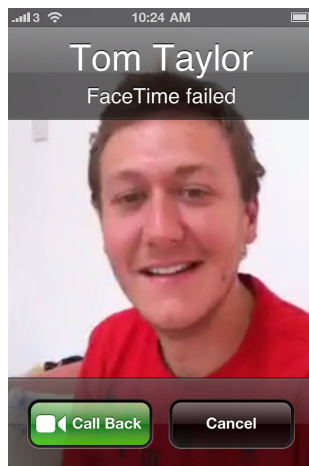
Facetime



What is Facetime?

Facetime is free over Wi-Fi video calling that allows you to see the caller on the other end of the conversation through a front facing or rear facing camera. It can only be used on Apple devices such as iPhone, iPad, iPod and Macs and only supports person to person video calls; group calls are not supported.

It needs to be associated with an email address to work.



Practical Exercises

Setting up Facetime

Making a call

Call waiting



Social Media Networks

Be able to create and maintain an online presence

Learning Outcomes:

By the end of this course you should be able to:

Create, maintain and manage a public online presence

Learn how to perform basic tasks in relations to apps

Be familiar with social media terminology

Stay connected/ reconnect with friends

Follow streams of information such as news sources/ health information.

Stay safe online

MODULE 8 SOCIAL NETWORKS

Programme/Qualification Title: e-Skills for e-Inclusion		Module 8 SOCIAL NETWORKS	
Tutors: Alison Blayney Lynne Bloomfield	No of weeks/sessions or Start/end dates: Date -	Hours per week/per session: 4	Total GLH: 20
Module/Unit Aims: Be able to create and maintain an online presence			
Module/Unit Learning Outcomes: By the end of this course you should be able to: Create, maintain and manage a public online presence Learn how to perform basic tasks in relations to apps Be familiar with social media terminology Stay connected/ reconnect with friends Follow streams of information such as news sources/ health information. Stay safe online			
Learning support materials · How to Guides			
Module content: · Chapter 1 - Twitter · Chapter 2 - Facebook · Chapter 3- LinkedIn · Chaptre 4 - Snapchat · CHapter 5 - Instagram · Chapter 6 - Online Safety			

Twitter

What is Twitter?

Twitter is an online news and social networking site where people communicate in short messages called tweets. Tweeting is sending short messages to anyone who follows you on Twitter, with the hope that your messages are useful and interesting to someone in your audience. Another description of Twitter and tweeting might be microblogging.

Some people also use Twitter to discover interesting people and companies online and to follow their tweets for as long as they are interesting.

Tweet Basics

1. Profile Picture
2. Twitter Name
3. Twitter handle
4. The date the tweet was posted
5. Hashtag
6. Likes
7. Retweets
8. Replies
9. Photo
10. Tweet content
11. Tweet basics continued....
12. Replies, Retweets and likes
13. Likes
14. The like feature allows users to like another tweet. To like another tweet, click the heart icon below the tweet. The heart will turn from white to red.
15. Retweet
16. A retweet is just like forwarding an email. It allows users to post another user's tweets on their own Twitter feed. There are two kinds of retweets: A retweet and a retweet with a comment.
17. Replies
18. A reply is a tweet that is sent in direct response to another tweet.



Practical Activities:

Setting up a Twitter account
 Composing a Tweet
 How to tweet an image/ video
 Following other users/ searching for other users
 Sending a direct message

Facebook

What is Facebook?

Facebook is a free social networking website that allows users to create profiles, share photos and videos and send messages to friends, family and colleagues.

The site includes additional features such as:

Marketplace, Groups, Events, Pages, Instant messaging.



Facebook Basics

When you log into Facebook you will automatically be brought to your home page. On the left hand side of the home page you will find a number of options that will allow you to navigate your Facebook page.

- News feed is where you will find updates from the people and pages you follow on Facebook
 - Messenger allows you to chat instantly with friends.
 - Marketplace allows users to buy, sell and trade items with other Facebook users.
 - Under the heading shortcuts you will find any groups or page you are a part of or manage.
 - Under the heading explorer you will find shortcuts for various different things eg events, groups, photos and on this day. On this day allows you to see what happened on the same day in previous years.
 - The grey numbers beside the headings indicate how many notifications you have relating to that heading, for example four things happened on this day in the past

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Homepage

1. Search bar-
2. What's on your mind?
3. Profile picture and name
4. Home button
5. Friend requests, messages and notifications-
6. Quick help and settings
7. Your story
8. Pages you manage-
9. Event invitation reminders
10. New feed
11. Dashboard

Practical Exercises

Setting up account
 Add/ Change profile picture
 Posting on Facebook
 Upload a picture/ video
 Add a friend

Chat with friends
Search for people, places, pages

LinkedIn

What is LinkedIn?

LinkedIn is a social network for the business community. It is a place for professionals to connect with past and current colleagues, to increase their number of business connections, network within their industry, discuss business ideas, search for new jobs and allows employers to look for new employees.

Practical Exercises

Create an account
Manage and customise your profile
Create an online resume
Create connections
Search for colleagues/ businesses



Snapchat

What is Snapchat?

Snapchat is a mobile messaging application used to share photos, videos, text, and drawings. It's free to download the app and free to send messages using it. It has become hugely popular in a very short space of time, especially with young people. There is one feature that makes Snapchat different from other forms of texting and photo sharing: the messages disappear from the recipient's phone after a few seconds.

Practical Exercises

Setting up Snapchat account
Adding contacts
Managing your personal preferences
Create and send snaps
Viewing snaps
Create, send and view stories
Send text, photos and videos



Instagram

What is Instagram?

Instagram is a free photo and video sharing app available on Apple iOS, Android and Windows Phone. People can upload photos or videos and share them with their followers or with a select group of friends. They can also view, comment and like posts shared by their friends on Instagram. Anyone 13 and older can create an account by registering an email address and selecting a username.

It is similar to Facebook and Twitter in that everyone who creates an Instagram account has a profile and news feed.

Practical Exercises

Setting up an account
 Search and follow friends/ groups/ persons of interest
 Posting a picture/ video
 Comment on and like posts
 Starting a chat

**Online Safety**

The World Wide Web is a fantastic resource and as a result more and more people are using computers, smartphones and tablets to get online. It is a fantastic way to look up information, do your shopping, stay connected with loved ones and even make new friends. The internet has a lot of positive aspects but as with everything, it has its risks.

Online scams

Online scams take place when criminals use the internet to try to con people into giving them money or personal information. The most common scams to look out for are:

- Computer viruses
- Online shopping
- Fake websites
- Email scams

General safety advice

- Make sure your antivirus software is up to date.
- Check that the Windows firewall is switched on.
- When Downloading and file sharing also use trusted download websites rather than peer to peer systems to obtain programs and download music only from paid sites such as iTunes, Google Play or trusted retailers' websites.
- If you use the internet on a shared computer – for instance, in a library or internet café – try to remember to use the InPrivate Browsing option in Internet Explorer. When you do, you don't leave any trace of the websites you've visited.
- If you use wireless broadband, make sure it's password-protected to prevent other people from using it.
- Before entering any personal or payment information online, always check that you're on a secure website.
- Choose strong passwords
- Customise safety and privacy settings for all social media apps and other generic apps

Practical Exercises

Demo on how to use InPrivate Browsing
 Secure website demonstration
 Social Media settings demonstration

MODULE 9

GOOD USE OF THE INTERNET

Programme/Qualification Title: e-Skills for e-Inclusion		Module 9 GOOD USE OF THE INTERNET	
Tutors: Joel Ferrer Virgina Pareja Araceli Borraz Cristina Fernández	No of weeks/sessions or Start/end dates: Date -	Hours per week/per session: 4	Total GLH: 20
Module/Unit Aims: Acquire knowledge, skills and attitudes in the responsible use of internet			
Module/Unit Learning Outcomes: Learn which are our rights in the context of Internet Learn to manage your digital identity in a proper way Learn the main risks in the net related to data privacy and your digital identity			
Learning support materials · How to Guides			
Module content: · Digital rights · General Data Protection Regulation · Digital identity and online reputation · Main risks			



The term digital rights - using the Wikipedia definition - describe the human rights that allow individuals to access, use, create, and publish digital media or to access and use computers, other electronic devices, or communications networks. The term is particularly related to the protection and realization of existing rights, such as the right to privacy or freedom of expression, in the context of new digital technologies, especially the Internet.

There are several rights linked to the digital world. The fundamental are:

- The right to Internet access
- The right to freedom of expression and association
- The right to access to knowledge
- The right to privacy
- The rights about democratic governance of the internet
- Awareness, protection and realisation of rights

<https://ec.europa.eu/digital-single-market/en/blog/code-eu-online-rights-published>



The Code of EU online rights has been published today as part of the Digital Agenda for Europe actions. The Code compiles the rights and principles under EU legislation protection EU citizens and consumers when going online.

- Posted by Tomas Soria, Policy Officer, DG CONNECT Regulatory coordination and users' unit.

The Code of EU online rights has been published in December 2012 as part of the Digital Agenda for Europe actions. The Code compiles the rights and principles under EU legislation protection EU citizens and consumers when going online.

The Digital Agenda for Europe acknowledges the difficulty for citizens to be fully aware and understand their existing rights in the digital environment. Today, consumers do not entirely trust cyberspace and as a consequence do not take full advantage of online services available.

Nevertheless, European citizens enjoy a series of rights that are relevant to the digital environment, such as freedom of expression and information, protection of personal data and privacy, requirements for transparency and universal telephone and functional internet services and a minimum quality of service. However, these existing rights are scattered across various EU legal instruments and are not always easy to grasp. The Code intends to raise awareness and understanding about key digital rights of EU citizens.

As the Code does not create new rights, it is not by itself be enforceable; but the particular rights and principles are enforceable under the EU legal instrument from which they derive, which has been transposed and implemented into national legislation in the different EU Member States.

The Code makes easier for EU citizens and consumers to know the existing EU legislation as regards online rights, inspires trust and confidence among consumers when acceding and using online services and applications, and encourages consumers to conduct more activity online.

The Code of EU online rights can be consulted in the DAE website where is also available in 22 EU languages. A simplified version with easy examples - your online rights – is also available in these languages in the Your Europe website.

<https://ec.europa.eu/digital-single-market/en/code-eu-online-rights>

Consumers have rights when using online services, buying goods online, and in case of conflict with their providers. In December 2012, the Commission published the Code of EU Online Rights describing the basic consumers rights in EU legislation related to the digital environment.

General Data Protection Regulation



The General Data Protection Regulation (GDPR) is a regulation in EU law on data protection and privacy for all individuals within the European Union and the European

Economic Area. It also addresses the export of personal data outside the EU and EEA. The GDPR aims primarily to give control to citizens and residents over their personal data and to simplify the regulatory environment for international business by unifying the regulation within the EU.

The General Data Protection Regulation (GDPR) puts regulatory teeth into longstanding governmental guidance about how EU member states handle personally identifiable information. This level of regulatory overview of personal data is unprecedented and will require companies to ensure the highest levels of privacy protection or suffer dire financial consequences.

The GDPR is the latest in a series of EU parliamentary measures designed to put the highest levels of protection around personal data. From its charter: “The protection of natural persons in relation to the processing of personal data is a fundamental right.” Whereas American laws and regulations tend to favour business over the consumer, the EU has always promoted a “consumer-first” point of view.

In order to be GDPR-compliant, a company must not only handle consumer data carefully but also provide consumers with myriad ways to control, monitor, check and, if desired, delete any information pertaining to them that they want.

A processor of personal data must disclose what data is being collected and how, why it is being processed, how long it is being retained, and if it is being shared with any other parties. Users have the right to request a portable copy of the data collected by a processor in a common format, and the right to have their data erased under certain circumstances.

Main Individuals’ Rights related with The General Data Protection Regulation (GDPR):

- The right to be informed. A core principle of EU data protection law is that data subjects should be entitled to a minimum set of information concerning the purposes for which their personal data will be processed.
- The right of access. In order to allow data subjects to enforce their data protection rights, EU data protection law obliges controllers to provide data subjects with access to their personal data.
- The right to rectification. Data subjects are entitled to require a controller to rectify any errors in their personal data.
- The right to erasure (the “right to be forgotten”). Data subjects are entitled to require a controller to delete their personal data if the continued processing of those data is not justified.
- The right to restrict processing. In some circumstances, data subjects may not be entitled to require the controller to erase their personal data, but may be entitled to limit the purposes for which the controller can process those data (e.g., the exercise or defence of legal claims; protecting the rights of another person or entity; purposes that serve a substantial public interest; or such other purposes as the data subject may consent to).
- The right to data portability. Data subjects have the right to transfer their personal data between controllers (e.g., to move account details from one online platform to another).
- Right to object to processing for the purposes of direct marketing. Data subjects have the right to object to the processing of their personal data for the purposes of direct marketing.
- Rights related to automated decision making and profiling.

Internet Privacy



General principles

Data privacy (or information privacy), is the aspect of information technology that deals with the ability an organization or individual has to determine what personal data can be shared with third parties.

Personal data means data which relate to a living individual who can be identified from those data, or from those data and other information which is in the possession of the data controller.

For the UE, personal data are “any information relating to an identified or identifiable natural person (“data subject”); an identifiable person is one who can be identified, directly or indirectly, in particular by reference to an identification number or to one or more factors specific to his physical, physiological, mental, economic, cultural or social identity;”

Just to understand with some examples, personal data are or can refer to residence and geographic records, telephone numbers, date of birth, the racial or ethnic origin, the political opinions, the religious beliefs or other beliefs of a similar nature, the health, the commission or alleged commission by the subject of any offence, or any proceedings for any offence committed or alleged to have been committed by the subject, the disposal of such proceedings or the sentence of any court in such proceedings.

Personal data should not be processed at all, except when certain conditions are met. These conditions fall into three categories: transparency, legitimate purpose, and proportionality.

Transparency: the data subject has the right to be informed when his personal data and which personal data is being processed. The controller must provide his name and address, the purpose of processing, the recipients of the data and all other information required to ensure the processing is fair.

Legitimate purpose: Personal data can only be processed for specified explicit and legitimate purposes and may not be processed further in a way incompatible with those purposes.

Proportionality: Personal data may be processed only insofar as it is adequate, relevant and not excessive in relation to the purposes for which they are collected and/or further processed.

Data protection in the EU

Data protection is enshrined in the Treaty on the functioning of the European Union (article 16). According to the Treaty, everybody has the right to the protection of personal data concerning them.

The fundamental right to the protection of personal data is explicitly recognised also in Article 8 of the Charter of Fundamental Rights of the European Union.

Under the heading “Protection of personal data”, Article 8 stipulates:

Everyone has the right to the protection of personal data concerning him or her.

- Such data must be processed fairly for specified purposes and on the basis of the consent of the person concerned or some other legitimate basis laid down by law. Everyone has the right of access to data which has been collected concerning him or her, and the right to have it rectified.

- Compliance with these rules shall be subject to control by an independent authority.

- Directive 95/46/EC was adopted to harmonise national provisions on protection of individuals in processing and free movement of personal data. The directive has been implemented in all EU countries.

Digital identity and online reputation



Digital identity is what identifies us as citizens in the 2.0 world, since it allows for the singularization and association of information to a physical person, in a digital context. The terms digital identity and online reputation are often used interchangeably, but they are not the same. In this unit we explain and differentiate the concepts of digital identity and online reputation. We will also review the rights associated with digital identity, as well as the legal tools that the law offers to control information associated with that digital identity.

A study published by the International Telecommunications Union in July 2017 confirms the ICT revolution: 830 million young people have some kind of connection, which is equivalent to more than 80% of the young population in 104 countries.

Our physical identity in the analogical world is made up of a series of characteristics - name and surname, birthdate, gender, level of education, etc.

Some of these features are included in our identity cards, which is an element associated to our analogic identity. In the digital environment, each one of us keeps this same identifying data, but our Identity 2.0 is also made up of all of our actions online.

With the development of the Internet, we are making more online purchases and accessing more services online. For example, the weekly shopping purchases or carrying out a bank operation through your bank's mobile application are both very common actions.

This is undoubtedly a breakthrough, but it also poses an important challenge regarding our digital identity's security and the privacy of our personal data online.

To protect your identity online, first you should be very conscious that digital identity theft is increasingly common. It could happen to you tomorrow. It's highly recommended to put into practice the following tips:

- Don't use public or unprotected Wi-Fi networks. The free Wi-Fi networks that are offered in bars, restaurants or cafes, or public Wi-Fi networks are not usually WPA or WEP encrypted, meaning that they are not secure.

Therefore, if you have to connect to any type of service that contains your personal data, or sensitive personal information, don't use these networks. If you must do so, at least ensure that you can browse safely, accessing only pages that use the https protocol.

- Use strong passwords and change them frequently. Whether you use Windows or Mac, operating systems are updated with a certain amount of frequency. Every time a new software update is launched, a notification will appear on your computer asking if you want to update it (in some cases, it will update automatically). Avoid using the same password for financial sites that you use for everyday activity like email.

- It's important not to delay the process of updating your computer's software, although it usually means you will have to restart your computer and wait a few minutes. Each update contains a better version of the software, including reinforced security.

- All the social networks that you use have their own privacy policy, and currently all of them allow you to control what you want to be published about you.

Review these privacy policies and review the permissions that you give to each social network. Maybe you're not interested in having your Instagram profile public, or maybe you want to approve each photo that tags you on Facebook, to decide if you want it to appear on your wall or not.

- Think twice before you post. "What you share online stays online — forever..." Before hitting the "share" or "comment" buttons, ask yourself whether your action is aligned with your brand. As a rule of thumb, never post on social media when you're angry, and regardless of your privacy settings, never publish negative comments. Keep in mind that what you post on the internet is your face to the world.

- Update your software. Make sure any apps and software you use, including your web browsers and operating software, are updated regularly. Many updates are provided to address security issues as well as add new features. Failure to update may provide criminals an opportunity to hack into your computer and steal your data.

- Check your security settings. Particularly with social media sites such as Facebook, regularly check your security settings to see who can see your data. In many cases when software is updated some of the security settings are reset to the original setting. Remember

to check you are still protected. Where you can, limit who can see your page as much as possible.

- Don't be fooled by fake websites. Try not to click on a link in an email; type in the URL instead. Clicking a link in a fraudulent email can take you to a phishing site that will look so real it will fool you into entering your login information.

This information is indexed (tracked) by search engines and/or published through forums, blogs and/or through social networks, being therefore public and/or visible to third parties and/or other users.

Keeping in mind that the Internet is a phenomenon of global communication that allows to generate viral effects, it's convenient for each person to control the information that appears about oneself online.

Digital identity is the set of information about a person, organization or company that is exposed on the Internet, which becomes a subsequent description of it. Digital identity has to do with how you want to be perceived on the Internet.



The digital identity of a person is composed of three fundamental elements: The information and contents that the person posts and shares; the information and contents posted and shared by other people, and the social interaction that the person performs on the Internet. Everyone has digital identity, and every Internet user leaves traces as a result of their interactions, the information their search, what they buy or sell and the content they generate on social networks. All our actions in the digital world (images, comments, visited links, places where we publish our information, etc.) build our identity or digital profile. On the other hand, online reputation is the opinion and views of Internet users, which derives directly from their interaction with the person. Thus, online reputation is related to how others actually perceive you. One is the theory and the other is the practice in some way, but this re-



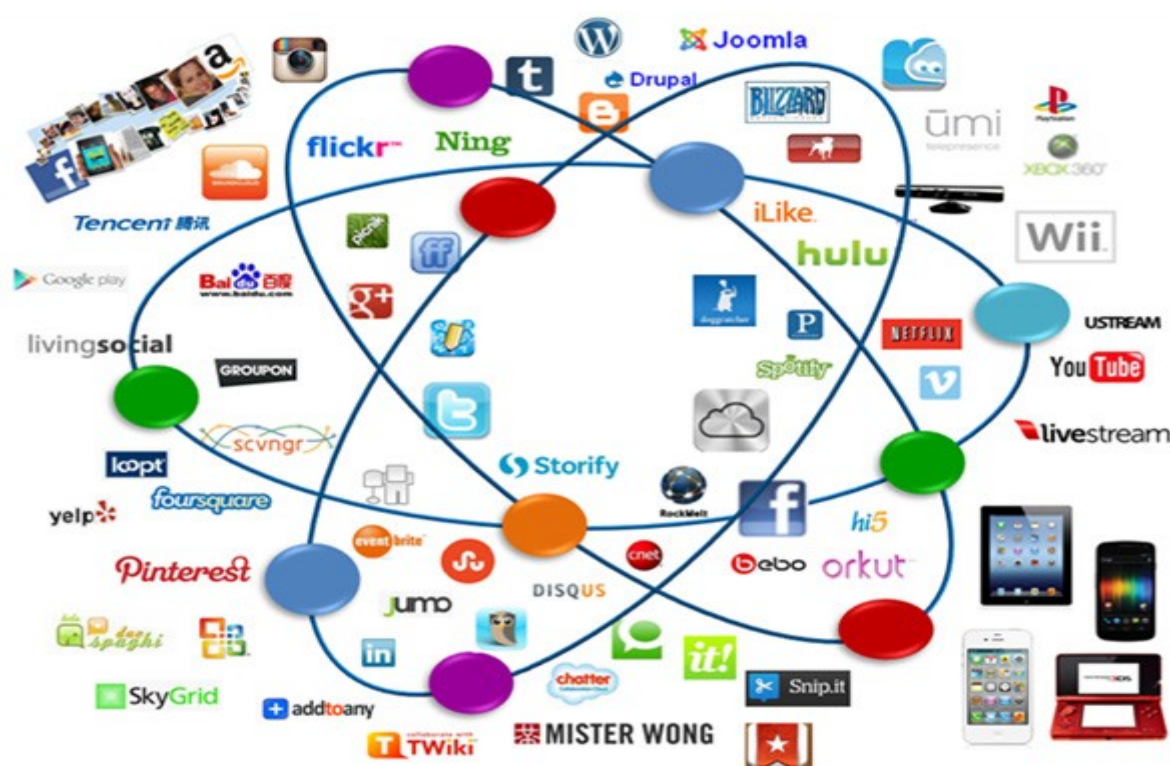
lationship between both concepts, apparently causal, ends up becoming a loop: In the end, your online reputation becomes your digital identity, especially when you have allowed others to take the lead role in your own online identification process, which is, by the way, the main problem of online reputation management.

It really is a question of responsibility, a dilemma that offers two options to all people: to define who you are online by yourself, or to let others determine your identity through their comments, opinions and judgments. It means that a proper reputation management is the perfect way for defining anyone's digital identity and to keep it in the way the user wants. Identity is a social issue. Reputation, on the other hand, is the idea that others have of someone, and it is also important not to confuse identity with the reputation. Reputation has more to do with the image that others have of someone from their actions, words or impressions; and strictly speaking, it has nothing to do with who he is.

Additional resources:

How to protect your online reputation: <https://www.wikihow.com/Protect-Your-Online-Reputation>

Main risks



The main phenomena of abuse on internet can be classified into the following categories:

- Cyberbullying
- Sexting
- Harassment
- Fraud and scams
- Cyber crimes

Cyberbullying

Cyberbullying - following the Wikipedia definition - is the act of harming or harassing via information technology networks in a repeated and deliberate manner

With the increased use of communication technology, cyberbullying has become increasingly common. Awareness has also risen, due in part to high-profile cases like suicides of teenagers.

“Cyberbullying” is when a child, preteen or teen is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child, preteen or teen using the Internet, interactive and digital technologies or mobile phones. It has to have a minor on both sides, or at least have been instigated by a minor against another minor. Once adults become involved, it is plain and simple cyber-harassment or cyberstalking. Adult cyber-harassment or cyberstalking is never called cyberbullying.



Why Cyberbullying is Different

Kids who are being cyberbullied are often bullied in person as well. Additionally, kids who are cyberbullied have a harder time getting away from the behaviour.

- Cyberbullying can happen 24 hours a day, 7 days a week, and reach a kid even when he or she is alone. It can happen any time of the day or night.
- Cyberbullying messages and images can be posted anonymously and distributed quickly to a very wide audience (eg. on Facebook, Whatsapp, etc.). It can be difficult and sometimes impossible to trace the source.
- Deleting inappropriate or harassing messages, texts, and pictures is extremely difficult after they have been posted or sent.

Harmful effects of cyberbullying

Research had demonstrated a number of serious consequences of cyberbullying victimization. For example, victims have lower self-esteem, increased suicidal ideation, and a variety of emotional responses, retaliating, being scared, frustrated, angry, and depressed. People have reported that Cyberbullying can be more harmful than traditional bullying because there is no escaping it.

One of the most damaging effects is that a victim begins to avoid friends and activities, often the very intention of the cyberbully.

How to prevent: tips for parents and educators

Educating the kids and teens about the consequences of their action helps. Teaching them to respect others and to take a stand against bullying of all kinds helps too.

Don't be afraid to ask what they are doing and who they are doing with. Know the sites they visit and their online activities.

Encourage your kids to tell you immediately if they, or someone they know, is being cyberbullied. Demonstrate to your child that you can be trusted with any cyberbullying information he or she shares with you. Explain that you will keep his or her confidence as long as no one's safety or health is at risk. Explain that you will not take away their computers or cell phones if they confide in you about a problem they are having.

How to prevent: tips for kids and teens

Make the most of privacy settings. Investigate what measures you can take to keep content private on the websites you use. On Facebook and other social networking sites, you can adjust your settings so that only the people you select are able to see your personal information and posts.

Think before you post anything online. Before you send a text or an image of yourself, stop and think whether it's something you'd want everyone to read or see. In the wrong hands, any text or photo could be used in a way you never intended.

If you see negative comments toward someone else online, refuse to participate, and take a stand. Cyberbullying continues when others either play along, or do nothing.

Tips:

- Do not answer the provocations, ignore them.
- If they disturb you, quit the connection and ask for help.
- Do not provide personal data. You will feel safer.
- If someone harass you, save the evidence.
- Warns the abuser that he is committing a crime.
- If there are serious threats ask for help with urgency.

If you're cyberbullied

Know that it's not your fault. If someone is bullying you, that's bullying and you mustn't blame yourself. No one deserves to be treated cruelly.

Don't respond. Sometimes a reaction is exactly what aggressors are looking for.

Reach out for help. See if there's someone who can listen, help you process what's going on and work through it – a friend, relative or maybe an adult you trust.

Harassment

Harassment is a form of discrimination and is unlawful under the Human Rights Act 1993. Harassment of any kind is defined broadly as:

• Any behaviour directed towards an individual or group that a reasonable person, having regard to the circumstances would expect to insult, intimidate, victimise or disadvantage the recipient, and which is:

• Unwelcome, hurtful or offensive to the recipient; and is repeated, or is of such significance as to adversely affect the recipient's employment or well-being.

Harassment includes but is not confined to the following categories:

- discrimination
- sexual harassment
- personal harassment

Discrimination

Conduct which is likely to result in less favourable treatment, or create a less favourable environment, by reason of: Sex, including pregnancy and childbirth; Marital status; Religious belief; Ethical belief; Colour; Race; Ethnic or national origins, which includes nationality and citizenship; Disability; Age; Political opinion; Employment status; Family status; Sexual orientation.

Sexual Harassment

Sexual Harassment may occur irrespective of the recipient's gender. It is unwanted attention of a sexually orientated nature.

Sexting

Sexting is sending, receiving, or forwarding sexually explicit messages, photographs, or images, primarily between mobile phones. It may also include the use of a computer or any digital device. The term was first popularized early in the 21st century and is a mix of sex and texting, where the latter is meant in the wide sense of sending a text possibly with images.

Sexting has been promoted further by several direct messaging applications that are available on smartphones. The difference between using these applications and traditional texting is that content is transmitted over the Internet or a data plan, allowing anyone with Internet access to participate. Kik and WhatsApp appeal to teens because of the anonymity of the applications. Snapchat appeals to teens because it allows users to send photos for a maximum of ten seconds before they self-destruct. Those sending photos over Snapchat believe they will disappear without consequences so they feel more secure about sending

them. There have been several cases where teens have sent photos over these applications, expecting them to disappear or be seen by the recipient only, yet are saved and distributed, carrying social and legal implications. Even though users believe their photos on Snapchat for example will go away in seconds, it is easy to save them through other photo capturing technology, third party applications, or simple screenshots. These applications claim no responsibility for explicit messages or photos that are saved. Snapchat's privacy policy on sexting has evolved to include sending content over new smartphone applications because of their appealing features such as the anonymity or temporary elements. Unfortunately these applications carry the same risks and consequences that have always existed.

If a person sends an explicit image of themselves to a partner, then it can be against the law to re-transmit a copy of that image to another person without the consent of the originator. Some countries have revenge porn laws that prevent the publication of sexual images without consent of parties in the image. While there are many possible legal avenues for prosecution of people who knowingly breach the confidence of those sending sexual messages, in practice, nude images can be widely propagated without the consent of the originator.

Some people blackmail their sexual partners and former partners by threatening to release private images of them. Sexting is generally legal if all parties are over the age of majority and images are sent with their consent and knowledge; however, any type of sexual message that both parties have not consented to can constitute sexual harassment.

Sextortion

Sextortion is a form of sexual exploitation that employs non-physical forms of coercion to extort sexual favours from the victim. Sextortion refers to the broad category of sexual exploitation in which abuse of power is the means of coercion, as well as to the category of sexual exploitation in which threatened release of sexual images or information is the means of coercion.



As used to describe an abuse of power, sextortion is a form of corruption in which people entrusted with power seek to extort sexual favours in exchange for something within their authority to grant or withhold. Sextortion also refers to a form of blackmail in which sexual information or images are used to extort sexual favours from the victim. Social media and text messages are often the source of the sexual material and the threatened means of sharing it with others. An example of this type of sextortion is where people are extorted with a nude image of themselves they shared on the Internet through sexting. They are later coerced into performing sexual acts with the person doing the extorting or are coerced into posing or performing sexually on camera, thus producing hardcore pornography.

Tips to prevent Sextortion:

- Think twice before sending. What you post online or send by mobile becomes unrecoverable; escapes forever from your control and can reach anyone at any time. To whom you send today, maybe tomorrow is not your friend. In addition, there are more and more websites that are dedicated to collecting and disseminating these images: your nude could end up in one of them.
- Nudity and minority, crime of child pornography. Child pornography is a crime when it is created, owned or distributed. If you get these types of images, erase them immediately. If you think your broadcast is harming someone, put it first in the knowledge of police.
- The image of someone cannot be used without the consent of the person involved. In some cases, even another type of authorization is required.
- Receiving or taking an image of a person does not give you the right to distribute it. The fact of having an image (photo or video) on your mobile phone does not mean that you have the right to do with it what you want. Even if they gave you permission to take the image, it does not mean that you can send it to third parties.
- The Law always acts. That everyone does it, that you consider that they will not be able to identify you, or that you are a minor does not free you from the weight of justice. The laws are to protect you and others.
- Do not participate with your action, your laughter or your omission. When sexting results in humiliation and collective harassment, the victim suffers enormous damage, extreme suffering. If you promote it and tell it, you are responsible. If you shut up, your silence helps those who harass and injure the victim.

Personal Harassment

Personal harassment means any behaviour by a person which explicitly or implicitly intimidates, humiliates, undermines or dominates another person; or involves the use of abusive and/or threatening language, verbal or physical threats; or any form of physical assault.

Some fraudsters use the web to commit their crimes. There are some different types of internet frauds.

The main ones are:

Account takeover

An account takeover can happen when a fraudster or computer criminal poses as a genuine user, gains control of an account and then makes unauthorised operations.

Any account could be taken over by fraudsters, including bank, credit card, email, e-commerce and other services.

How to protect: make sure that nobody can see or discover your password and don't give your access information to anybody for any reasons. Change often your password for sensible accounts, and don't use easy-to-find password (as qwerty, password, 12345, your name or your children's name...).

Identity fraud and identity theft

Identity theft is when your personal details are stolen and identity fraud is when those details are used to commit fraud.

Identity theft happens when fraudsters access enough information about someone's identity (such as their name, date of birth, addresses) to commit identity fraud.

Identity fraud can be described as the use of that stolen identity in criminal activity to obtain goods or services by deception.

How to protect: don't reveal personal information to anybody on the web, don't trust to online request by bank or credit card companies (they don't ask information online), protect your information and identity.

Mass marketing and consumer fraud

Mass marketing fraud is when you receive an uninvited contact by email, message tools on social networks or adverts, making false promises to con you out of money.

Mass marketing fraudsters try to lure victims with false promises of large cash prizes, goods or services in exchange for upfront fees, or what they call taxes or donations.

Mass marketing scams could also be consumer frauds. They could involve someone pretending to sell something they don't have, or supplying goods or services which are of a lower quality than those paid for.



How to prevent: don't trust to anybody that tries to convince you to do an affair that is not credible. Don't send money before you are sure of the identity of the seller and the fact that he has the goods you're buying.

Cybercrime refers to all the activities done with criminal intent in cyberspace: usually it implicates a computer and a network. The anonymous nature of the internet encourages a variety of criminal activities.

Cybercrimes can be basically divided into three major categories:

- Cybercrimes against persons
- Cybercrimes against property
- Cybercrimes against Government.

Cybercrimes committed against persons include various crimes like harassment using e-mails, social network or communication tools, cyber-stalking, online defamation, transmission of child pornography.

Cybercrimes against property include unauthorized computer trespassing through cyberspace, diffusion of viruses and ransomware, transmission of harmful programs, and unauthorized possession of computerized information.

Cyber Terrorism is the best example of cybercrime against government. The growth of Internet has shown that the medium of cyberspace is being used by individuals and groups to threaten the governments as also to terrorize the citizens of a country.

At the moment, there's any comprehensive laws on cybercrime anywhere in the world. Cybercrimes fall into that grey area of Internet law which is neither fully nor partially covered by the existing laws. However, countries are taking crucial measures to establish stringent laws on cybercrime.

In any case, we're talking about crimes, so the best way to find a solution is to inform the public authorities.

In general, there are some rules of common sense and same tips to avoid the most part of problems occurring using the net.

Protect Your Identity

• Do not give out personal details to strangers. You don't know who is at the other side of the network, and the use that can do of your information.

- Limit the information you share on social media. Anyone can see and take note of that information.
- Don't trust to strangers, and make "safe friendship" online. Actually a lot of friendship or dating are made online: be sure to meet people for the first time in a safe place.
- Be careful of your passwords. Choose strong passwords: when choosing a password, make sure you choose one that is unique, strong, and not easily guessed. Change your password often, and use different passwords for different accounts.
- Be mindful when installing programs or agreeing to terms. When you install programs or agree to anything, read carefully the terms and conditions.
- Don't trust to phishing or scamming email. Be careful responding emails from strangers, and verify if the email account is a real account of a person or a society.

Protect your connection

- Use an anti-virus program, an anti-spyware program, and a firewall. Surfing the net without protection is unsafe and dangerous.
- Secure your wireless router. Many places have wireless networks that connect any kind of devices. Having a wireless network is useful, but also can leave your devices and information vulnerable. Protect your network with a strong password.
- If possible use a VPN (Virtual Private Network). Simply, a VPN is a group of computers networked together over a public network.
- Do not open e-mail attachments from unknown users, or strange files by known users. Many junk e-mails contain viruses or spyware that can harm your computer.
- Download files from trusted sources. Downloaded files like software or other media can hide malware on your computer without your knowledge.

Learn more about cybersecurity in EU:

<https://ec.europa.eu/digital-single-market/en/policies/strengthening-trust-and-security>

<https://ec.europa.eu/digital-single-market/en/network-and-information-security-nis-directive>

Learn more about cyberbullying:

How to Stop Cyber Bullying (on WikiHow.com): <https://www.wikihow.com/Stop-Cyber-Bullying>

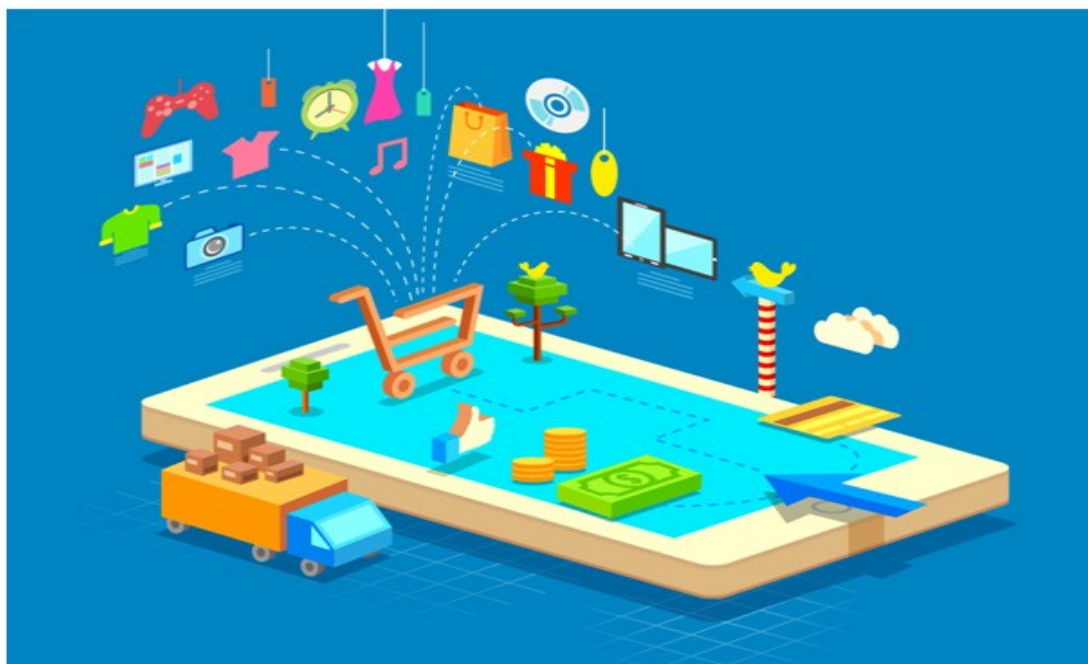
Flash video explaining cyberbullying: <http://www.stopcyberbullying.org/flash/whatiscyberbullying.html>

MODULE 10

E-SERVICES

Programme/Qualification Title: e-Skills for e-Inclusion		Module 10 E-SERVICES	
Tutors: Joel Ferrer Virgina Pareja Cristina Fernández	No of weeks/sessions or Start/end dates: Date -	Hours per week/per session: 4	Total GLH: 20
Module/Unit Aims: Use online services and acquire the necessary skills to access information from your local administrations and perform job search and access other internet based services: online shopping, on-line booking, etc.			
Module/Unit Learning Outcomes: Learn what online services are and it's regulation Learn about Digital Certificates Learn about e-services and e-commerce Learn about e-government			
Learning support materials			
Module content: · Rights & Principles applicable when you buy goods or services online · Digital Certificates · E-services and e-commerce · E-government			

Rights & Principles applicable when you buy goods or services online



<https://ec.europa.eu/digital-single-market/en/rights-principles-applicable-when-you-buy-goods-or-services-online>

Information before concluding an online contract:

Every consumer in the EU has the right to receive clear, correct and comprehensible key information from a trader about the product or service before making an online purchase. This information must include aspects such as the characteristics of the product, the price inclusive of taxes, delivery costs and the existence of a right of withdrawal or cancellation.

Contractual information:

Every online consumer concluding a contract in the EU has the right to have easy, direct and permanent access to -at least- the following:

- Name and address of the provider.
- Electronic mail address or website.
- VAT details where applicable.
- Any other detail allowing rapid and effective contact with the provider.

Subscribers of electronic communications services have the right to receive information from the provider, e.g. on applicable prices, tariffs and charges.

Right to fair contract conditions:

Any consumer in the EU, also in the digital environment, is protected from unfair standard contract terms by traders that create an unreasonable imbalance to the detriment of the consumer. Unfair terms are in particular:

- When a consumer did not have any real opportunity to become acquainted with the contract before its conclusion, but which bind the consumer;
- When the contract exclude or hinder the consumer's right to take legal action;

- When the contract is automatically extended to a fixed duration with an unreasonably short deadline;
- When the price increases considerably without giving the consumer the right to cancel the contract.

Protection against unfair practices:

Any consumer in the EU, including the digital consumer, has the right either to complain to the national enforcement authorities or to take legal action against a trader in the EU that uses unfair commercial practices.

Examples of unfair commercial practices are:

- a trader is not allowed to make an invitation to purchase products at a specified price if he then refuses either to take orders for them or to deliver them within a reasonable time, with the intention of promoting a different product ('bait and switch');
- a trader is not allowed to describe a product as "gratis", "free", "without charge" or similar if the consumer has to pay anything other than the unavoidable cost of responding to the commercial practice and collecting or paying for the delivery of the item;
- a consumer cannot be asked to pay for or to return unsolicited products supplied by a trader ('inertia selling').

Delivery of goods and services without defects and in due time:

Any consumer in the EU must receive goods or services ordered online from a trader within 30 days, unless something else has been agreed with the seller.

If the good or service was not delivered within this time-frame, the consumer has a right to be reimbursed.

Consumers can request repair or replacement free of charge if goods they receive are faulty or do not correspond to what they have ordered. The trader has to repair or replace the good within a reasonable time and with limited inconvenience to the consumer.

Right of withdrawal from a contract:

Consumers in the EU have at least seven days to change their mind about goods or services they have ordered online from a trader.

For goods, the withdrawal period starts from the date of delivery, for services in general from the date the on-line order was placed.

Consumers can then withdraw from the contract without penalty and without giving any reason. Reimbursement of sums paid must be carried out as soon as possible and in any case within 30 days.

The only charge that can be made to the consumer in this case is the direct cost of returning the goods.

Digital Certificates

- What Is The Use Of Digital Certificates? <https://www.youtube.com/watch?v=mJOfS55-BN0>

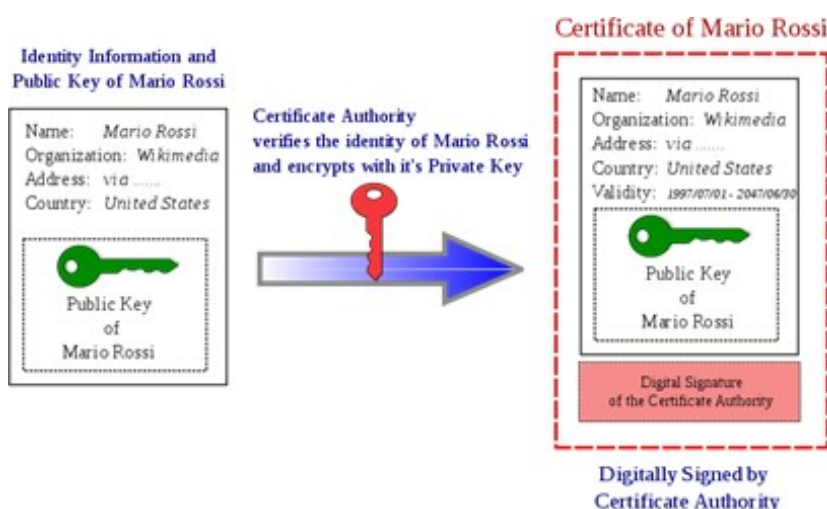
A Digital Certificate is an electronic "password" that allows a person, organization to exchange data securely over the Internet using the public key infrastructure (PKI). Digital Certificate is also known as a public key certificate or identity certificate.

A Digital Certificate is an electronic document that is used to identify an individual, a server, a company, or some other entity, and to associate that identity with a public key. Like a driver's license, a passport, a student ID, a library card, or other commonly used personal IDs, a certificate provides generally recognized proof of a person's identity. It allows exchanging data securely over the Internet using the Public Key Infrastructure (PKI). Digital Certificate is also known as a public key certificate or identity certificate.



- <https://www.youtube.com/watch?v=UbMIPgZTxc> Public Key Certificate

In a typical public-key infrastructure (PKI) scheme, the certificate issuer is a Certificate Authority (CA), usually a company that charges customers to issue certificates for them. By contrast, in a web of trust scheme, individuals sign each other's keys directly, in a format that performs a similar function to a public key certificate. The most common format for public key certificates is defined by X.509.



Certificate Authorities (CAs) are entities that validate identities and issue certificates. Clients and servers use certificates issued by the CA to determine the other certificates that can be trusted. The number of people and businesses online is continuing to increase. As access becomes faster and cheaper such people will spend even more time connected to the Internet for personal communication, business transactions and e-administration. The Internet is an open communications network that was not originally designed with security in mind. Criminals have found they can exploit its vulnerabilities for fraudulent gain. If the Internet is to succeed as a business and communications tool users must be able to communicate securely.

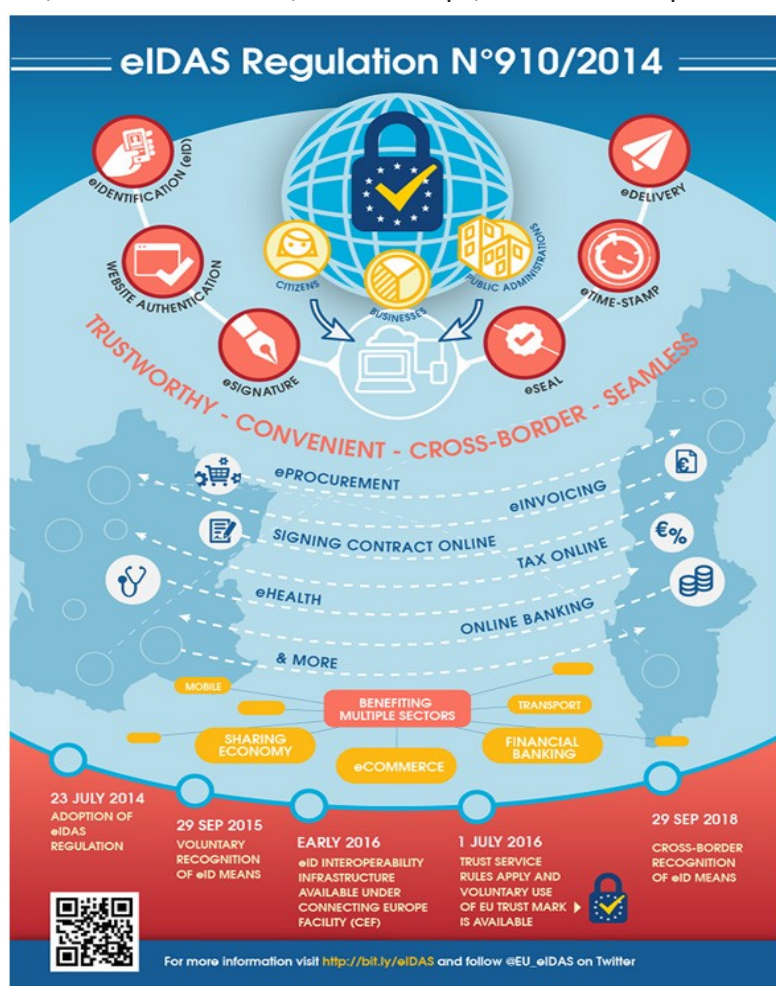
In cryptography, a certificate authority or Certification Authority (CA) is an entity that

issues digital certificates. A digital Certificate certifies the ownership of a public key by the named subject of the certificate. This allows others (relying parties) to rely upon signatures or on assertions made about the private key that corresponds to the certified public key. A CA acts as a trusted third party—trusted both by the subject (owner) of the certificate and by the party relying upon the certificate. The format of these certificates is specified by the X.509 standard.

One particularly common use for certificate authorities is to sign certificates used in HTTPS, the secure browsing protocol for the World Wide Web. Another common use is in issuing identity cards by national governments for use in electronically signing documents.

In each country there is an official list of 'qualified providers of trusted electronic services'. In Spain an example of qualified provider is the National Manufactory of Currency and Stamp or the General Treasury of Social Security among others.

eIDAS (electronic IDentification, Authentication and trust Services) is an EU regulation or / a set of standards for electronic identification and trust services for electronic transactions in the European Single Market. eIDAS oversees electronic identification and trust services for electronic transactions in the European Union's internal market. It regulates electronic signatures, electronic transactions, involved bodies, and their embedding processes to provide a safe way for users to conduct business online like electronic funds transfer or transactions with public services. eIDAS has created standards for which electronic signatures, qualified digital certificates, electronic seals, timestamps, and other proof for authentication



mechanisms enable electronic transactions, with the same legal standing as transactions that are performed on paper.

Infographic from European Commission Web: <https://ec.europa.eu/digital-single-market/en/news/eidas-infographic-2016>

As per X.509 standard, a typical digital certificate should have following fields:

- Serial Number: Used to uniquely identify the certificate.
- Subject: The person, or entity identified.
- Signature Algorithm: The algorithm used to create the signature.
- Signature: The actual signature to verify that it came from the issuer.
- Issuer: The entity that verified the information and issued the certificate.
- Valid-From: The date the certificate is first valid from.
- Valid-To: The expiration date.
- Key-Usage: Purpose of the public key (e.g. encipherment, signature, certificate signing...).

signing...).

- Public Key: The public key.
- Thumbprint Algorithm: The algorithm used to hash the public key certificate.
- Thumbprint (also known as fingerprint): The hash itself, used as an abbreviated form of the public key certificate.

What is an electronic signature?

An electronic signature is an electronic indication of a person's intent to agree to the content of a document or a set of data to which the signature relates. Like its handwritten counterpart in the offline world, an electronic signature is a legal concept capturing the signatory's intent to be bound by the terms of the signed document.



- <https://ec.europa.eu/cefdigital/wiki/pages/viewpage.action?pageId=46992760>

Electronic signatures can be used in a variety of situations. As their legal effects are equivalent to the ones of handwritten signatures, qualified electronic signatures can be used in any situation, even cross-border, where handwritten signatures are used, such as:

- Contracts (sales, employment, lease, insurance, etc.)
- Transactions (e-commerce, online banking, etc.)
- Administrative procedures (tax declarations, requests for birth certificates, etc.)

E-services and e-commerce



E-services

The concept of e-service (short for electronic service) represents one prominent application of utilizing the use of information and communication technologies (ICTs) in different areas. However, providing an exact definition of e-service is hard to come by as researchers have been using different definitions to describe e-service. Despite these different definitions, it can be argued that they all agree about the role of technology in facilitating the delivery of services which make them more of electronic services.

The term 'e-service' has many applications and can be found in many disciplines. The two dominant application areas of e-services are:

- E-commerce (or e- business): e-services mostly provided by businesses or [NGO| non-government organizations] (NGOs) (private sector).
- E-government: e-services provided by government to citizens or business (public sector is the supply side).

E-commerce

E-commerce refers to commercial transactions conducted online. This means that whenever you buy and sell something using the Internet, you're involved in ecommerce.

- Introduction video: <https://www.youtube.com/watch?v=AhgtoQifuQ4>

E-commerce is the activity of buying or selling of products on online services or over the internet. Electronic commerce draws on technologies such as mobile commerce, electronic funds transfer, supply chain management, Internet marketing, online transaction processing, electronic data interchange (EDI), inventory management systems, and automated data collection systems.

E-commerce allows consumers to electronically exchange goods and services with no barriers of time or distance. In the near future the boundaries between "conventional" and "electronic" commerce will become increasingly blurred as more and more businesses move sections of their operations onto the Internet.

There are many ways to classify ecommerce websites. You can categorize them according to the products or services that they sell, the parties that they transact with, or even the platforms on which they operate.

Classifying e-commerce merchants according to what they're selling

Let's start with the products and services typically sold online. Below is a list of ecommerce merchants according to what they sell:

- Stores that sell physical goods. Stores that sell physical goods showcase the items online and enable shoppers to add the things they like in their virtual shopping carts. Examples: eyewear retailer Warby Parker, menswear store Bonobos, and shoe retailer Zappos.
- Service-based e-tailers. Services can also be bought and sold online. Online consultants, educators, and freelancers are usually the ones engaging in ecommerce. An example of this comes from Fiverr.com, a freelance marketplace.
- Digital products. Sell "e-goods" online. Common types of digital products include ebooks, online courses, software, graphics, and virtual goods. Examples: Shutterstock, a site that sells stock photos, Udemy, a platform for online courses.

Classifying ecommerce according to the parties involved

- Business to consumer (B2C). Transactions happen between businesses and consumers. In B2C ecommerce, businesses are the ones selling products or services to end-users (i.e. consumers). Examples: Walmart, Ikea are examples of businesses that engage in B2C ecommerce.

- **Business to business (B2B).** As its name states, B2B ecommerce pertains to transactions conducted between two businesses. Any company whose customers are other businesses operate on a B2B model. Examples: Xero, online accounting software for small businesses, and Square, a payments solution for SMBs.
 - **Consumer to business (C2B).** Consumer to business ecommerce happens when a consumer sells or contributes monetary value to a business. Many crowdsourcing campaigns fall under C2B ecommerce. Soma, a business that sells eco-friendly water filters is one example of a company that engaged in B2C ecommerce. Back in 2012, Soma launched a Kickstarter campaign to fund the manufacturing of their product.
 - **Consumer to consumer (C2C).** C2C ecommerce happens when something is bought and sold between two consumers. C2C commonly takes place on online marketplaces such as eBay, in which one individual sells a product or service to another or Wallapop, it offers you the ability to buy or post items to sell to people within an allotted one-mile area. This mobile application and website helps you sell the stuff you no longer need and lets you buy the stuff you do want at reasonable prices.
 - **Government to business (G2B).** When a company pays for government goods, services, or fees online. Examples could be a business paying for taxes using the Internet.
 - **Business to government (B2G).** When a government entity uses the Internet to purchases goods or services from a business. Let's say a city or town hires a web design firm to update its website.
 - **Consumer to government (G2C)** People paying for traffic tickets or paying for their car registration renewals online may fall under this category.
- Ecommerce platforms**
- We've talked about the types of ecommerce transactions on the web as well as the products and services sold online. But where and how do these transactions take place?
- **Online storefronts.** Is one of the most straightforward ways to conduct e-commerce. The merchant creates a website and uses it to sell products and services using shopping carts and ecommerce solutions. There are a lot of different platforms
 - **Online marketplaces.** Ecommerce transactions can also take place on online marketplaces — sites that facilitate transactions between merchants and customers. Many online marketplaces don't own inventory; rather, they just connect buyers and sellers and give them a platform on which to do business. Examples:
 - o **Amazon:** A company that needs no introduction, Amazon is one of the world's largest online marketplaces, offering extensive selections of books, electronics, apparel, accessories, baby products, fresh food, and more
 - o **EBay:** eBay is another popular online marketplace that connects merchants and buyers, facilitating B2B, B2C, and C2C ecommerce. EBay offers products in several categories, including electronics, cars, fashion, collectibles, and more. EBay merchants can also hold auctions that let buyers bid on products. This allows the possibility of selling items above market value.
 - o **Alibaba:** is an online marketplace for wholesalers, manufacturers, suppliers, and importers/exporters. It's an effective site that allows users to find vendors and purchase merchandise in bulk.
 - o **Upwork:** formerly Elance-oDesk, Upwork is a marketplace that connects individuals and businesses with freelancers from all over the world. What types of services can you buy and sell on Upwork? Answer: a whole lot. Freelancers on the site range from web developers and designers to virtual assistants, accountants, and consultants.
 - **Social Media.** Social media can pave the way for ecommerce in two ways: social sites can facilitate a sale by directing shoppers to a merchant's ecommerce site, or they can allow users to buy something directly on the platform.

E-government



This interaction consists of citizens communicating with all levels of government (city, state/province, national, and international), facilitating citizen involvement in governance using information and communication technology (ICT). This interaction consists of citizens communicating with all levels of government (city, state/province, national, and international), facilitating citizen involvement in governance using information and communication technology (ICT). The European Commission is actively supporting e-government both at the national level and at its own supranational level.

E-government is also known as e-gov, electronic government, Internet governance, digital government, online government, connected government. As of 2014 the OECD still uses the term digital government, and distinguishes it from e-government in the recommendation produced there for the Network on E-Government of the Public Governance Committee. Several governments have started to use the term digital government to a wide range of services involving contemporary technology, such as big data, automation or predictive analytics

E-government strategies are defined as “The employment of the Internet and the world-wide-web for delivering government information and services to the citizens.” (United Nations, 2006; AOEMA, 2005). Electronic government (or e-government) essentially refers to “utilization of Information Technology (IT), Information and Communication Technologies (ICTs), and other web-based telecommunication technologies to improve and/or enhance on the efficiency and effectiveness of service delivery in the public sector”. E-government promotes and improves broad stakeholders’ contribution to national and community development, as well as deepens the governance process.

In electronic government systems, government operations are supported by web-based services. It involves the use of information technology, specifically the Internet, to facilitate the communication between the government and its citizens.

The ultimate goal of the e-government is to be able to offer an increased portfolio of public services to citizens in an efficient and cost effective manner. Simple tasks may be easier to perform through electronic government access. Many changes, such as marital status or

address changes can be a long process and take a lot of paper work for citizens. E-government allows these tasks to be performed efficiently with more convenience to individuals. E-government is an easy way for the public to be more involved in political campaigns. It is convenient and cost-effective for businesses, and the public benefits by getting easy access to the most current information available without having to spend time, energy and money to get it.

E-government allows citizens to interact with computers to achieve objectives at any time and any location and eliminates the necessity for physical travel to government agents sitting behind desks and windows. Many e-government services are available to citizens with computers and Internet access 24 hours a day and seven days a week, in contrast to bricks and mortar government offices, which tend to be only open during business hours. Individuals with disabilities or conditions that affect their mobility no longer have to be mobile to be active in government and can access public services in the comfort of their own homes.

By partner's countries from Wikipedia:

Bulgaria

Bulgaria through the constant development of information technology infrastructures and the expansion of relevant services, has managed to show a significant progress in the e-government sector.

Certain tokens that demonstrate its progress are indicatively the creation of:

- egov.bg: the official e-government portal.
- A National Health portal.
- eID cards.
- eHealth cards.
- The eSender service.
- The ePayment Gateway.

Strategy

The Bulgarian government has developed an e-government strategy in the aim to render the Bulgarian economy more competitive and at the same time satisfy the needs of its citizens and businesses thanks to efficient and effective administrative services. The principal e-government activities focus on:

The development of central e-government systems, comprising the creation of an e-government Web portal, and the launch of a communication strategy to inform the public on e-government and safety when using those systems and the services provided.

Support to regional and local administrations, namely, one stop shop services for regional administrations and technical assistance to municipal administrations (hardware, software, and e-government best practices).

Training of the administrations' staff in information technologies and the use of e-government services; the training can be divided into training for IT specialists, and mass training for the administration employees.

United Kingdom

The Transformational Government – Enabled by Technology strategy, published in November 2005, sets out the vision to lead e-government developments in the United Kingdom. This document acknowledges technology to be an important instrument for addressing three major challenges of the modern economic, namely these of “economic productivity, social justice and the reform of public services” through transformation of the way the government works.

In particular, this strategy is aimed at improving transactional services and infrastructures of government to enable the transformation of public services to the benefit of both citizens

and businesses. The vision is to use latest technologies that shall enable putting in place cost efficient services (to the benefit of taxpayers) and offer citizens more personalised services as well as the choice between new communication channels for their interactions with government. Last but not least, civil servants and front line staff will be actively supported by new technologies which will assist them in better accomplishing their tasks.

To realise the envisaged objectives UK's strategy focuses on the following fields of action

- Citizen and Business Centred Services;
- Shared Services;
- Professionalism;
- Leadership and Governance.

Accordingly, public services should be designed around citizens and businesses following a shared services approach to take advantage of synergies; reduced waste; shared investments; and increased efficiencies that shall allow putting in place public services which will better meet the needs of citizens. Technological changes should be at the same time accompanied by the development of IT professionalism and related skills and should be complemented by solid leadership qualities and coherent governance structures.

UK's e-government strategy is complemented by the Putting the Frontline First: Smarter Government action plan of December 2009 containing concrete measures to improve public services for the period up to 2020. In parallel, the Digital Britain Final report forms the basis for an active policy to support the government in delivering high quality public services through digital procurement and digital delivery and assist the private sector delivering modern communication infrastructures. Latter report also envisages equipping citizens with the skills needed to participate and benefit from the information society. Additional efforts are also made in the field of open standards, in line with the Open Source, Open Standards and Re-Use: Government Action Plan of March 2009, based upon the fact that open source products are able to compete (and often beat) comparable commercial products featuring thus in many cases the best value for money to the taxpayer with respect to public services delivery. According to the Transformational Government Annual Report 2008, significant e-government progress has been already achieved or is well underway in the following areas:

- Tell Us Once service: This programme of strategic importance, currently in a pilot phase, aims to facilitate citizens to inform public authorities about a birth or death just once – the service will be responsible for the appropriate dispatch of this information to all relevant departments that may need it . Trials have already been put in place in the north and south east of the country, covering a population of 2 million people.

- Ongoing efforts for the rationalisation of the total amount of public services websites: The integration of many former public websites into the two major public services portals of Directgov (citizens) and Businesslink.gov.uk (businesses) is underway resulting in an increased number of visitors for Directgov and increased user satisfaction for the Businesslink.gov.uk services.

- NHS Choices: This website offers online access to online health information and services. It was launched in 2007 and is visited by six million users per month.

- HealthSpace: This application can be accessed through the NHS choices website and both patients and doctors the possibility to store and update personal medical information online by using a secure account.

- Shared services: By the end of March 2008, the shared services of the Department for Work and Pensions (DWP) had delivered cumulative savings of £50 million (approx. €56 million at the beginning of 2010) or around 15% year on year.

e-government in the UK is regulated by a framework of laws covering a broad spectrum

of relevant fields such as: Freedom of Information legislation (Freedom of Information Act 2000); data protection legislation (Data Protection Act 1998); legislation related to eCommerce (Electronic Communications Act 2000; Electronic Commerce (EC Directive) Regulations 2002); legislation concerning electronic signatures (Electronic Signatures Regulations 2002); and the re-use of public sector information regulations 2005.

Infrastructure

The public services portal Directgov is the major single access point for e-government services to citizens. Beyond the actual services offered, the portal also contains comprehensive information on a broad spectrum of fields making thus navigation within further websites unnecessary. The equivalent of this portal for the business community is Businesslink.gov.uk providing access to business services. Participation to the services requires registration with the Government Gateway, a major authentication infrastructure component, allowing users to perform secure online transactions. Moreover, a third major website – NHS Choices – offers a broad spectrum of health related services and information. This website also serves as a front end to Health Space, an infrastructure component offering completely secure accounts where patients and their doctors can access, are able to store and update personal medical information.

In the field of networking, the Government Secure Intranet (GSI) puts in place a secure link between central government departments. It is an IP based Virtual Private Network based on broadband technology introduced in April 1998 and further upgraded in February 2004. Among other things it offers a variety of advanced services including file transfer and search facilities, directory services, email exchange facilities (both between network members and over the Internet) as well as voice and video services. An additional network is currently also under development: the Public Sector Network (PSN) will be the network to interconnect public authorities (including departments and agencies in England; devolved administrations and local governments) and facilitate in particular sharing of information and services among each other.

Italy

Key policy events

In Italy, e-government first became a policy priority in 2000, with the adoption of a two-year action plan. Since then, a combination of legal and policy steps have been taken to further computerise, simplify, and modernise the public administration management and services while enhancing their quality and cost efficiency. Increased user-friendliness and more transparent governance are major goals of the current e-government plan, the E-Government Plan 2012. In this light, a specific website allows those interested to know of the progress status of the plan's implementation.

The adoption in 2005 of the e-government Code, a legal act entirely dedicated to e-government, provided the required legal support for enabling the consistent development of e-government. Among other aspects, the code regulates:

- The availability of public electronic services,
- The electronic exchange of information within the public administration and between the latter and the citizens,
- Online payments, and
- The use of identification.

Major achievements

The central public eProcurement portal MEPA, the eMarketplace of the public administration, is a European best practice; it indeed won the European e-government Award 2009 in the category "e-government empowering businesses". Angela Russo describes: "It is

a virtual market in which any public administration (PA) can buy goods and services, below the European threshold, offered by suppliers qualified according to non-restrictive selection criteria. The entire process is digital, using digital signatures to ensure transparency of the process.”

The Italian electronic identity card grants access to secured e-government services requiring electronic identification, and the possibility to perform related online transactions. Strictly for electronic use, the National Services Card (CNS – Carta Nazionale dei Servizi in Italian) also exists. This is a personal smart card for accessing G2C services and is lacking the visual security characteristics, e.g., holograms, being otherwise similar to the eID card in terms of hardware and software. The CNS card can be used both as a proof of identity and to digitally sign electronic documents.

According to the 8th EU Benchmark, as far as public eServices delivery is concerned, Italy scores high with 70% on one stop shop approach and 75% on user-focused portal design. Two comprehensive, online, single entry points to public services have been made available to citizens and businesses respectively. Both portals are clearly structured around the needs of their users and include transactional services. The portal for businesses goes further in removing the burdens resting on Italian companies and entrepreneurs; it provides a secure and personalised services suite provided by various public authorities.[

Other noteworthy achievements include the taxation portal, which enables the filing of personal income and corporate returns and the online payment of taxes, and Magellano, a nationwide government knowledge management platform.

Actors

The Ministry of Public Administration and Innovation and in particular its Department for the Digitisation of public administration holds political responsibility for e-government. It benefits from the assistance of the Standing Committee on Technological Innovation which provides expert advice on how to best devise the country's e-government policy. The implementation of national e-government initiatives is ensured by the responsible agency, namely the National Agency for Digital Administration (CNIPA) and the relevant Central Government Departments. The Italian Regions determine their respective e-government action plans with the technical support of CNIPA. The Department for the Digitisation of Public Administration is the safeguard of the consistency of the policies that are carried out at the various levels of government.

Key actors

The Ministry of Transport, Information Technology and Communications (MTITC) is responsible for laying down the policies (at national and regional levels) that govern e-government strategy in Bulgaria, and also for coordination and the provision of the necessary support. However, the implementation of e-government projects falls under the responsibility of the competent ministries and administrative bodies.

Romania

In 2008, the responsible body for e-government, the Agency for Information Society Services, (ASSI) published its strategy, mainly focusing on improving the efficiency of public administration services and more precisely, on providing access to interested stakeholders (citizens and businesses). It thus became the main provider of ICT services ensuring data reusability among the public administration bodies. The utmost objectives of this strategy were to enhance efficiency, transparency, accessibility and in addition to diminish red tape and illegal activities.

The Romanian Government has also laid stress on setting a legal framework that would foster the information society and, by extension, e-government. This framework included

the Government Decision No. 1085/2003 on the application of certain provisions of law No. 161/2003, on measures ensuring transparency in all interaction with the public administration, the prevention and prosecution of illegal activities and the implementation of the National Electronic System (NES).

The Romanian e-government infrastructure is based upon the main e-government portal that provides a single point of contact to public services at national and local levels, incorporating a transactional platform. Furthermore, NES serves as a single point of access to eServices and has been developed in parallel with the portal to operate as a data interchange Centre and ensure interoperability with back-end systems across public administration. All citizens and businesses have access to the portal and to public agencies' services through NES. Regarding identification and eAuthentication, the National Person Identity System is in progress aiming at creating a computerised record of civil status for all citizens. This project also includes the following identity sections:

- The Civil Information System,
- The Identity Card System,
- The Passport system,
- The Driving Licence and the Car Registration system, and
- The Personal Record system.

A noteworthy infrastructure component is the eProcurement system e-licitatie.ro whose main purpose is to improve control mechanisms in procurement procedures while fostering transparency, facilitating access to public contracts, and diminishing red tape.

The Ministry of Communications and Information Society (MCSI) is the body responsible for defining the e-government policies and strategies and together with the Agency for the Information Society Services (ASSI) and other subordinate bodies co-ordinate the implementation of the e-government strategy which is done through private sector subcontractors.

Dan Nica, Minister for Information Society in Romania states in an interview that Romania has started the ambitious project of aligning itself to the latest trends in e-Government and introducing the most advanced electronic systems in providing public services to its citizens. He also mentioned that with this process there will be some reshaping in the administrative procedures based on individual life-events. The Minister speaks about upcoming projects such as Online Issuance of Civil Status Documents and the e-Agricultural Registry.

Spain

Brief history

Initial steps towards a Spanish e-government policy were taken in 1999 and 2001 under the "Initiative XXI for the development of the Information Society". The formal start of a genuine policy in the field was marked by the "Shock Plan for the development of e-government" of May 2003. More than two years later, a plan named "Avanza" was adopted with the purpose of fully developing the country's information society to high level and following the European Union's relevant policy orientations. The main targets of the first (2006–2008) and the second phase (2009–2012) of the plan were the modernisation of the public administrations and the improvement of the citizens' well-being through the use of information and communication technology. In addition, the improvement of both the quality of and access to electronic public services has been a constant policy vector.

The adoption of the Law on Citizens' Electronic Access to Public Services (2007) solidly anchored e-government in Spain by turning it into a legal right. This Law primarily lays down a right for citizens to deal with the public administrations by electronic means, at any time and place, as well as a deriving obligation for public bodies to make this possible by 31 December 2009.

Fundamental Principles and Rights

The Law on Citizens' Electronic Access to Public Services provides:

- Technological neutrality: the public administrations and the citizens alike are free to decide which technological option they wish to take.
- The “availability, accessibility, integrity, authenticity, confidentiality and conservation” of the data that is exchanged between the public administration and the citizens and businesses, as well as among public administrations.
- The provision by the citizens and businesses of the same data only once; public administrations must seek the needed information through their interconnections and not request this information again.
- The public administrations may access personal data within the limitations of the Law on the Protection of Personal Data of 1999.
- The right of citizens to follow up on their administrative file and to obtain an electronic excerpt of it.
- Any electronic signature used by a citizen/a legal entity is receivable by the public administration if it complies with the provisions of the Law on Electronic Signature of 2003.
- Publication of an electronic official journal.
- An e-government ombudsman will oversee and guarantee the respect of the e-government rights.

Major e-government achievements

Spain is one of the few European Union members' states to have published a legal act entirely dedicated to e-government. It is also one of the few countries worldwide proposing an electronic identity card to its citizens. The DNle, as it is called in Spain, enables a secure, easy, and quick access to a wealth of public web services requiring authentication and high levels of security to be delivered. The Spanish Government is actively promoting the use of the over 14 million DNle cards in circulation through massive awareness raising campaigns and the free allocation of hundreds of thousands of card readers.

Another salient success is the single web access point to online public services for citizens and companies alike: the “060.es” portal. Clearly structured around its users' needs, it links to over 1200 public services provided by central and regional administrations. The portal is easy to use, highly interactive and user customizable. The “060.es” portal forms part of a larger “060 Network”, a network of different channels to Government services delivery also comprising a phone line and offices disseminated over the entire territory.

Other major achievements include:

- ePractice Best Practice Label winner @firma, a multi-PKI Validation Platform for electronic identification and electronic signature services.
- A centralized public electronic procurement portal.
- The Avanza Local Solutions platform to assist local government in delivering their public services online.

Actors

It is the Ministry of the Presidency – in particular it's Directorate General for the Promotion of e-government Development – who devises the national e-government policy and oversees its implementation by the respective ministries. Because the Ministry of Industry, Tourism and Trade steers the aforementioned “Avanza” Plan, both ministries collaborate closely on e-government matters. The Higher Council for e-government ensures preparatory work and the Advisory Council of e-government provides the responsible ministry with expert advice. At sub-national level, the autonomous communities and the municipalities design and manage their own e-government initiatives.

Some examples of things that we can do through the e-services of the e-government:

- Request an appointment at the Employment Service.
- Make an appointment at the doctor.
- Payment of taxes and fees.
- Get your laboral life document.
- Get your birth certificate.
- Get your marriage certificate.
- Payment of taxes and fees.
- Request an appointment for renewing your ID or passport.
- Fill your income tax declaration.
- Get your European health card.
- Get your certificate of criminal record.

It is important to highlight that European countries are working to implement electronic administration and to be able to make more and more transactions through it.