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## DIGITAL TOOLS TO ACCESS LABOUR MARKET

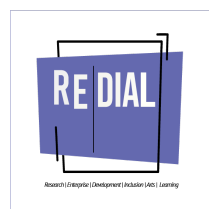
*The following handbook was created within CRE.O.LA. 2.0 project. The main objective of the project is to ease the access to the labour market of low-skilled young migrants in their arrival countries by upskilling them with digital, linguistic and social competences and by easing the connections between them and the local employers.*

*By using the following tools young migrants will learn how to better spend themselves in the labour market, how to improve their mobility and to overcome linguistic obstacles in daylife. Learning to be a responsible user will help young migrants to develop critical thinking and to approach the web in a smart and efficient way, using all the advantages of digital. The use of digital will be also useful for young migrants who do not yet know what job they want to do. Smart internet browsing is useful to bring out new attitudes and preferences, also based on the training and job offered from the labour market.*

*The handbook can be used from migrants themselves or from youth workers working in the field. It is divided into two sections: first section deals with general topics and can be used in every country; second section deals with some specific useful information related with Italy and Ireland.*

*Enjoy!*

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<b>TOPIC 1</b> <b>INTRODUCTION TO COMPUTER LITERACY</b>		
<b>DESCRIPTION AND PURPOSE:</b> Basic computer skills are a necessity in today's job market. The purpose of this course is to equip individuals with the necessary skills to operate a computer and to increase their employability.		
<b>MATERIALS:</b> internet connection and electronic devices such as computers or smartphones.		
<b>Level 1: Beginner</b> <span style="margin-left: 150px;"><b>Level 2: Intermediate</b></span> <span style="margin-left: 150px;"><b>Level 3: Advanced</b></span>		
ASSETS OF THE TOPIC	LEARNING OUTCOMES	ACTIVITIES/METHODOLOGY
Understanding Computer Hardware <a href="https://www.lifewire.com/computer-hardware-2625895">https://www.lifewire.com/computer-hardware-2625895</a> (Level 1)	<ul style="list-style-type: none"> <li>➤ Identify the different components of a computer system</li> <li>➤ Explain the function of each component</li> </ul>	<ul style="list-style-type: none"> <li>➤ Take apart and reassemble a computer system</li> <li>➤ Label and identify each component of a computer system</li> </ul>
Basic Software Applications <a href="http://www.spreadsheetweb.com/?ssw_gartner=capterra">http://www.spreadsheetweb.com/?ssw_gartner=capterra</a> (Level 2)	<ul style="list-style-type: none"> <li>➤ Describe the basic functions of Microsoft Office software</li> <li>➤ Create and format a document in Microsoft Word</li> <li>➤ Create and format a spreadsheet in Microsoft Excel</li> </ul>	<ul style="list-style-type: none"> <li>➤ Create a document using Microsoft Word and format it with headings, fonts, and colors.</li> <li>➤ Create a spreadsheet using Microsoft Excel and format it with borders and shading</li> </ul>
File Management <a href="https://www.myenvvisual.com/landingsm4?utm_source=capterra">https://www.myenvvisual.com/landingsm4?utm_source=capterra</a> (Level 2)	<ul style="list-style-type: none"> <li>➤ Understand the concept of file management</li> <li>➤ Navigate and organise files and folders on a computer</li> </ul>	<ul style="list-style-type: none"> <li>➤ Create a folder structure and organize files into it</li> <li>➤ Search for and retrieve files on a computer</li> </ul>
Internet Browsing <a href="https://www.lifewire.com/top-internet-browsers-4589106">https://www.lifewire.com/top-internet-browsers-4589106</a> (Level 3)	<ul style="list-style-type: none"> <li>➤ Navigate the internet using a web browser</li> <li>➤ Understand internet safety and security</li> </ul>	<ul style="list-style-type: none"> <li>➤ Search for information on the internet using two different web browsers</li> </ul>

**TOPIC 2**  
**CRITICAL USE OF WEB MEDIA**  
**HOW TO USE INTERNET CONSCIOUSLY**

**DESCRIPTION AND PURPOSE:** the tool related to this topic will help participants to develop critical thinking on the use of the web. They will learn how to evaluate an online information or a working or training proposal and their reliability.

**MATERIALS:** Internet connection and electronic devices such as computers or smartphones.

ASSETS OF THE tool/app/website	LEARNING OUTCOMES	ACTIVITIES/METHODOLOGY
<p>C.R.A.P. test:</p> <p>CURRENCY</p> <p>RELIABILITY</p> <p>AUTHORITY</p> <p>POINT OF VIEW</p> <p><a href="https://www.utoledo.edu/success/writingcenter/pdfs/The%20CRAP%20Test.docx#:~:text=The%20CRAP%20test%20is%20a,and%20Purpose%2FPoint%20of%20View.">https://www.utoledo.edu/success/writingcenter/pdfs/The%20CRAP%20Test.docx#:~:text=The%20CRAP%20test%20is%20a,and%20Purpose%2FPoint%20of%20View.</a></p>	<ul style="list-style-type: none"> <li>□ how to use the test while surfing on web;</li> <li>□ what questions are appropriate in relation to the topic they are looking for</li> </ul>	<p>Participants will expertise the use of the test on several websites and topics provided by recognising fake news/websites. They will work in pairs. After this, results will be shared among participants.</p>

<b>TOPIC 3</b> <b>ENTER THE LABOUR MARKET: ONLINE DESIGN TOOLS</b>		
<b>DESCRIPTION AND PURPOSE:</b> These online tools gather one of the material migrants need to have to enter the labour market. Design tools will enable them to generate documents such as CVs and cover letters.		
<b>MATERIALS:</b> Internet connection and electronic devices such as computers or smartphones.		
ASSETS OF THE tool/app/website	LEARNING OUTCOMES	ACTIVITIES/METHODOLOGY
<p><b>Site to create a CV</b> <b>Level B in digital skills.</b></p> <p>With this website users can create attractive CVS and cover letters without needing special digital skills thanks to generators. It's free and very simple to use as you only have to enter your personal information. <a href="https://europa.eu/europass/en">https://europa.eu/europass/en</a></p>	<p>=&gt; <b>synthesis and writing skills:</b> participants will learn how to synthesise their education and professional background, hobbies, and competences in just one document.</p>	<p>Ask participants to enter their personal information in the categories and generate their europass CVs.</p> <p>Once done, they will have to introduce themselves to the other participants using their CVs as a support.</p>
<p><b>Site to create a CV</b> <b>Level I in digital skills.</b></p> <p>This online tool is very useful as the user can view and download for free a range of different CVs templates adapted to each kind of job. <a href="https://www.canva.com/create/cv/">https://www.canva.com/create/cv/</a></p>	<p>=&gt; <b>creativity:</b> this online tool will stimulate the creativity of the participants as they will be given large examples of templates and layouts they can apply or use to create their own CVs.</p>	<p>Ask participants to view the different template, choose one and adapt it with their personal information.</p> <p>When they are done, they can exchange their CVs between them and share feedback on how it could be improved.</p>
<p><b>Site to create a cover letter.</b> <b>Level B in digital skills.</b></p> <p>This online tool is very useful as the user can generate a cover letter by simply entering personal information in the template of their choice.</p>	<p>=&gt; <b>writing skills:</b> participants will learn about the formal structure of a cover letter and how to write an efficient one.</p>	<p>Ask participants to choose a template and start creating their cover letter.</p> <p>When they are done, they can exchange their letters between them and share feedback on how it could be improved.</p>

<p><a href="https://zety.com/cover-letter-builder">https://zety.com/cover-letter-builder</a></p>		
<p>Sites to create and subscribe a document/declaration/CV</p> <p>Google documents <a href="https://g.co/kgs/9RcfuA">https://g.co/kgs/9RcfuA</a></p> <p>To subscribe documents: <a href="https://www.adobe.com/it/acrobat.html">https://www.adobe.com/it/acrobat.html</a></p> <p><a href="https://www.ilovepdf.com/">https://www.ilovepdf.com/</a></p>	<p>Participants will learn how to create a document/declaration/authorization useful for several aims. And they will learn how to subscribe it with digital tools</p>	<p>After showing some examples, participants will work in pairs and write a kind of document (different for each pair).</p> <p>After this, they will share documents and feedback</p>
<p><b>Site for PPS number Level I in digital skills.</b></p> <p>This government website is secure and has all the information the participants need to know to apply and get their Personal Public Service number.</p> <p>=&gt; <a href="https://www.gov.ie/en/service/">https://www.gov.ie/en/service/</a></p>	<p>=&gt; <b>knowledge and understanding:</b> the users will learn how to identify key information and documents they need to gather to apply for a PPS number.</p> <p>=&gt; <b>Cooperation and team-work</b> : the participants will learn how to help and give constructive feedback to others.</p>	<p>The facilitator will invite the participants to make role plays. All participants will read key information available on the website.</p> <p>After this, one person will play the role of an applicant. He will have to make a list of all documents he needs to apply. The other person will play the role of a social assistant and will be in charge of identifying the profile of the applicant and verifying if the documents are correct and complete.</p>

**TOPIC 4**  
**CLOUD STORAGE TOOLS**

**DESCRIPTION AND PURPOSE:** Cloud storage tools are very useful for participants to store all their documents in one place. The advantage of these tools is that any user can have access to his documents by simply connecting to his account on any device, at anytime and anywhere. It is a good way to store a large amount of data and have any important file at one's fingertip. In addition, several people can collaborate on the same folders.

**MATERIALS:** Internet connection and electronic devices such as computers or smartphones.

ASSETS OF THE tool/app/website	LEARNING OUTCOMES	ACTIVITIES/METHODOLOGY
<p><b>Gmail</b> Level I in digital skills.</p> <p>User-friendly, very convenient, and accessible on any electronic device through applications. <a href="https://www.google.com/gmail/about/">https://www.google.com/gmail/about/</a></p>	<p>=&gt; <b>writing skills:</b> the users will learn how to create email addresses, accounts and write emails.</p>	<p>Ask participants to create an email address that they will use for professional matters and the creation of accounts.</p> <p>After this, the facilitator can ask them to practise by writing a first email by showing them the steps to follow and the formal structure.</p>
<p><b>Google Drive</b> Level A in digital skills. <a href="https://www.google.com/drive/">https://www.google.com/drive/</a></p>	<p>=&gt; <b>management skills:</b> the participants will learn how to organise and store their documents in different folders.</p>	<p>Ask the participants to create different folders such as the following: Employment permit application, Job application, Administrative papers</p> <p>After this, invite them to upload documents in the right folders. They can also create new documents.</p>
<p><b>Dropbox</b> Level A in digital skills. <a href="https://www.dropbox.com">https://www.dropbox.com</a></p>	<p>=&gt; <b>team work:</b> the participants will learn how to collaborate online and work simultaneously with others on a shared document.</p>	<p>Ask the participants to make groups and create a folder. The facilitator can for example ask them to create a document where they will write their current feelings and needs. They will then share and work together on the same document from a different device.</p>

<p style="text-align: center;"><b>TOPIC 5</b> <b>INTEGRATE IN THE SOCIETY: SOCIAL MEDIAS</b></p>		
<p><b>DESCRIPTION AND PURPOSE:</b> Social media aims at fostering social inclusion, diversity, communication and also visibility. By registering on some social media, users can meet new friends and also widen their professional network. They can share content and promote their hobbies and skills for example. Thanks to these online tools they can also easily identify organisations, charities, and institutions that can help them in their inclusion process. Moreover, they can enter in groups, follow content, and get informed of free events and workshops they can participate in.</p>		
<p><b>MATERIALS:</b> Internet connection and electronic devices such as computers or smartphones.</p>		
ASSETS OF THE tool/app/website	LEARNING OUTCOMES	ACTIVITIES/METHODOLOGY
<p><b>Linkedin</b> <b>Level I in digital skills.</b></p> <p>User-friendly, very convenient and accessible on any electronic device through applications.</p> <p>=&gt; <a href="https://www.linkedin.com/home">https://www.linkedin.com/home</a></p>	<p>=&gt; <b>social skills and communication:</b> the users will learn how to interact virtually with other people and get personalised content that matches their interests.</p>	<p>Ask participants to create an account on this social media and already add the participants to create their first network.</p> <p>Suggest them to upload their CVs and follow the firms and organisations that appeal to them.</p>
<p><b>Instagram</b> <b>Level B in digital skills.</b></p> <p>User-friendly, very convenient and accessible on any electronic device through applications.</p> <p>=&gt; <a href="https://www.instagram.com">https://www.instagram.com</a></p>	<p>=&gt; <b>social skills and communication:</b> the users will learn how to interact virtually with other people and get personalised content that matches their interests.</p>	<p>Ask participants to create an account on this social media and already add the other participants to create their first network.</p> <p>Suggest them follow hashtags, entities or personalities to personalise their feeds and get informed of upcoming events, workshops and opportunities available for them.</p>
<p><b>Facebook</b> <b>Level B in digital skills.</b></p> <p>User-friendly, very convenient and accessible on any electronic device through applications.</p>	<p>=&gt; <b>social skills and communication:</b> the users will learn how to interact virtually with other people and get personalised content that matches their interests.</p>	<p>Ask participants to create an account on this social media and already add the other participants to create their first network.</p> <p>Suggest them to follow the firms and organisations that appeal to</p>

<p>=&gt; <a href="https://facebook.com">https://facebook.com</a></p>		<p>them. They can also enter several groups of their choice to get support from other people and get informed of upcoming events, workshops and opportunities.</p>
<p>FACEBOOK/INSTAGRAM for business</p> <p>The platform can be used both for creating friendly relations and professional profile for an independent work</p> <p><a href="https://play.google.com/store/apps/details?id=com.facebook.katana&amp;pcampaignid=web_share">https://play.google.com/store/apps/details?id=com.facebook.katana&amp;pcampaignid=web_share</a></p>	<p>create a business account on facebook (and connect it with the INSTAGRAM one)</p>	<p>Participants will surf on the platforms by recognising professional profiles and how they work. After this, participants can create their own professional profiles in case they want to start an independent work</p>
<p>WHATSAPP (for business) Level B in digital skills.</p> <p><a href="https://play.google.com/store/apps/details?id=com.whatsapp.w4b&amp;pcampaignid=web_share">https://play.google.com/store/apps/details?id=com.whatsapp.w4b&amp;pcampaignid=web_share</a></p>	<p>the use of the phone number as a professional number; how to create contents for their clients (automatic messages, replies, etc)</p>	<p>Participants will learn how to use a common and easy tool as whatsapp in a more conscious way and for working reasons</p>



**TOPIC 6**  
**HOW TO IMPROVE LINGUISTIC SKILLS IN LABOUR MARKET**  
**(SECTORAL LANGUAGES)**

<b>DESCRIPTION AND PURPOSE:</b> these tools will help migrants to improve linguistic skills in specific work sectors by language lessons and the use of the dictionary		
<b>MATERIALS:</b> Internet connection and electronic devices such as computers or smartphones.		
<b>ASSETS OF THE tool/app/website</b>	<b>LEARNING OUTCOMES</b>	<b>ACTIVITIES/METHODOLOGY</b>
<b>Duolingo</b> Level B App to exercise foreign languages	Participants will learn how to improve their linguistic skills by using digital tools;	Participants will download the app on their mobile phones. They will find different languages and choose the language they want to learn. Then they will be invited to start with the first activity.
40 languages to learn <a href="https://www.loecsen.com/en#P1">https://www.loecsen.com/en#P1</a>	Participants will learn how to improve their linguistic skills by using digital tools;	Participants will find the website suggested and they will try to use it starting from their mother tongue (if present) to the language they want to learn.
<b>GOOGLE TRANSLATE</b> Level I <a href="https://translate.google.it/?hl=it">https://translate.google.it/?hl=it</a> The APP supports more than 100 languages. it is possible to translate small sentences and to listen to the pronunciations	Participants will learn how to use translators, search vocabularies related with specific job, to discuss with other users about specific sentences or common saying	Starting from the job participants would like to do, they will search on the apps all the words related with it.
<a href="https://www.wordreference.com/">https://www.wordreference.com/</a> (APP WORDREFERENCE) Users can use a dictionaries. There is also a forum in which users can discuss about specific vocabularies	Participants will learn how to use translators, search vocabularies related with specific job, to discuss with other users about specific sentences or common saying	Starting from the job participants would like to do, they will search on the apps all the words related with it.

<b>TOPIC 7</b> <b>WORKPLACE HEALTH AND SAFETY</b>		
<b>DESCRIPTION AND PURPOSE:</b> This topic will provide an overview of the importance of workplace health and safety, as well as the different types of hazards and risks that may exist in a work environment.		
<b>MATERIALS:</b> Internet connection and electronic devices such as computers or smartphones.		
<b>Level 1: Beginner</b>	<b>Level 2: Intermediate</b>	<b>Level 3: Advanced</b>
ASSETS OF THE TOPIC	LEARNING OUTCOMES	ACTIVITIES/METHODOLOGY
Introduction to Workplace Hazards <a href="https://safetyculture.com/topics/workplace-hazards/">https://safetyculture.com/topics/workplace-hazards/</a>  Level 1	Understand the different types of hazards that can exist in a work environment, including physical, chemical, biological, and ergonomic hazards.  Identify potential workplace hazards and the appropriate measures to prevent them.	Participate in a hazard identification and risk assessment exercise to identify potential hazards and risks in a work environment.  Review and discuss case studies or real-world examples of workplace accidents or injuries.
Workplace Safety Regulations and Policies <a href="https://au.indeed.com/career-advice/career-development/examples-of-policies-and-procedures-in-the-workplace">https://au.indeed.com/career-advice/career-development/examples-of-policies-and-procedures-in-the-workplace</a>  Level 2	Understand the regulations and policies that are in place to protect workers from harm.  Identify the responsibilities of employers and employees in maintaining a safe work environment.	Research and review international workplace health and safety laws and regulations, then discuss.  Participate in a group debate on the responsibilities of employers and employees in maintaining a safe work environment.
Workplace Safety Equipment and Procedures <a href="https://www.worksafe.vic.gov.au/resources/machinery-and-equipment-safety-in-production-handbook-workplaces">https://www.worksafe.vic.gov.au/resources/machinery-and-equipment-safety-in-production-handbook-workplaces</a>  Level 3	Understand the different types of safety equipment that may be necessary in a work environment. Identify the proper procedures for using safety equipment and responding to emergencies.	Participate in a demonstration of the proper use of safety equipment.  Review and discuss emergency procedures, such as fire safety and first aid
Workplace Health and Safety Culture <a href="https://www.certificationeurope.com/insights/health-safety-culture-workplace-guide/">https://www.certificationeurope.com/insights/health-safety-culture-workplace-guide/</a>  Level 3	Understand the importance of a positive workplace health and safety culture in maintaining a safe work environment. Identify strategies for promoting a positive workplace health and safety culture	Review and discuss case studies or real-world examples of workplaces with positive health and safety cultures, and identify the strategies and practices that contribute to these cultures.  Develop and present a plan for promoting a positive workplace health and safety culture in a hypothetical workplace scenario.

**TOPIC 8**  
**FINANCIAL LITERACY**

**DESCRIPTION AND PURPOSE:** Financial literacy is the ability to understand and manage personal finances effectively. The purpose of this topic is to equip individuals with the knowledge and skills needed to make informed decisions about their money, including budgeting, saving, investing, and managing debt.

**MATERIALS:** Access to a computer or mobile device, internet connection, notebook or pen for note-taking

**Level 1: Beginner**

**Level 2: Intermediate**

**Level 3: Advanced**

ASSETS OF THE TOPIC	LEARNING OUTCOMES	ACTIVITIES/METHODOLOGY
<p>Budgeting</p> <p>Level 2</p> <p><a href="#">What Are the 5 Purposes of Budgeting? (investopedia.com)</a></p>	<ul style="list-style-type: none"> <li>➤ Understand the importance of budgeting for managing personal finances</li> <li>➤ Identify the key components of a budget</li> </ul>	<ul style="list-style-type: none"> <li>➤ Create a sample monthly budget using a budgeting tool or spreadsheet</li> <li>➤ Analyse spending habits and identify areas where expenses can be reduced</li> </ul>
<p>Saving</p> <p>Level 2</p> <p><a href="#">Types of savings   MoneyHelper</a></p>	<ul style="list-style-type: none"> <li>➤ Understand the benefits of saving money</li> <li>➤ Identify different types of savings methods</li> </ul>	<ul style="list-style-type: none"> <li>➤ Make a list of pros and cons of 2 savings methods.</li> <li>➤ Set a savings goal and develop a plan for achieving it</li> </ul>
<p>Understanding Credit</p> <p>Level 3</p> <p><a href="#">Types of Credit: Definitions &amp; How They Impact Credit Score   TIME Stamped</a></p>	<ul style="list-style-type: none"> <li>➤ Understand what credit is and why it's important</li> <li>➤ Identify the different types of credit and how they work</li> </ul>	<ul style="list-style-type: none"> <li>➤ Research different credit options and compare interest rates and fees</li> <li>➤ Understand how to build and maintain good credit through responsible borrowing and repayment practices</li> </ul>
<p>Managing Expenses</p> <p>Level 3</p> <p><a href="#">10 Effective Strategies for Reducing Costs and Maximizing ROI (aicontentfy.com)</a></p>	<ul style="list-style-type: none"> <li>➤ Understand the importance of tracking and managing expenses</li> <li>➤ Identify strategies for reducing expenses and maximizing income</li> </ul>	<ul style="list-style-type: none"> <li>➤ Create a list of monthly expenses and identify areas where expenses can be reduced</li> <li>➤ Research and implement strategies for saving money on everyday expenses such as groceries and utilities</li> </ul>

**SECTION TWO: ITALIAN AND IRELAND TOPICS**

<p style="text-align: center;"><b>TOPIC 9</b> <b>HOW TO CREATE A DIGITAL IDENTITY (SPID)</b></p>		
<p><b>DESCRIPTION AND PURPOSE:</b> Digital identity SPID is used in Italy to enter public platforms such as chamber of commerce, revenue agency, municipality platform. participants will discover the procedure to active digital identity</p>		
<p><b>MATERIALS:</b> internet connection and smartphone</p>		
<p><b>ASSETS OF THE tool/app/website</b></p>	<p><b>LEARNING OUTCOMES</b></p>	<p><b>ACTIVITIES/METHODOLOGY</b></p>
<p>(level A)</p> <p>how to choose the provider to active digital identity.</p> <p>what kind of documents participants need to access digital identity</p> <p>how to get digital identity</p> <p>how to use it</p> <p><a href="https://www.pratomigranti.it/en/documenti/spid-identita-digitale/pagina434.html">https://www.pratomigranti.it/en/documenti/spid-identita-digitale/pagina434.html</a></p>	<p>Participants will learn the procedure to acquire digital identity step by step.</p> <p>They will experience directly what documents they need and they will participate actively by going to the offices involved in the procedure to reach the goal.</p>	<p>Working in pairs, at first participants will collect all documents necessary to acquire digital identity; then they will start the procedure by using their smartphone.</p> <p>After that, participants will have an active role in the prosecution by contacting the office in charge of issuing SPID.</p>

<p style="text-align: center;"><b>TOPIC 10</b> <b>HOW TO CREATE A CERTIFIED E MAIL ADDRESS (PEC)</b></p>		
<p><b>DESCRIPTION AND PURPOSE:</b> PEC stands for “posta elettronica certificata” which means “certified email”. With PEC users can send an email with legal value that certifies the identity, date and time of sending and receiving email and its contents. In Italy PEC is increasingly used to send documents to public administrations, private companies, etc.</p>		
<p><b>MATERIALS:</b> internet connection and smartphone</p>		
ASSETS OF THE tool/app/website	LEARNING OUTCOMES	ACTIVITIES/METHODOLOGY
<p>Aruba PEC (APP) Level A</p> <p>It is one of the most common providers for PEC. PEC is a paid service (10 E per year), so users should have prepaid card to obtain it.</p> <p><a href="#">Registered Email: What Is It, How To Send, Legal Value and Use Cases – eEvidence Blog</a></p>	<p>Participants will learn the advantages of having a certified e-mail address, and all the contests in which it is requested in the labour field (i. e. apply for a job, send official documents etc.). They will acquire the procedure to obtain PEC and how to use it.</p>	<p>At first, participants will look for the meaning of PEC by making a research in pairs; Then, they will be invited to discover the utility of the tool in the labour field. After that, they will be invited to download the APP and simulate the creation of a PEC address</p>

<p style="text-align: center;"><b>TOPIC 11</b> <b>HOW TO OBTAIN PPS (PERSONAL PUBLIC SERVICE)</b></p>		
<p><b>DESCRIPTION AND PURPOSE:</b> Personal Public Service (PPS) number is a unique reference number that helps access social welfare benefits, public services and information in Ireland. A PPS Number is always 7 numbers followed by either one or 2 letters.</p>		
<p><b>MATERIALS:</b> internet connection and smartphone</p>		
ASSETS OF THE tool/app/website	LEARNING OUTCOMES	ACTIVITIES/METHODOLOGY
<p><b>Site for PPS number Level 1 in digital skills.</b></p> <p>This government website is secure and has all the information the participants need to know to apply and get their Personal Public Service number.</p> <p>=&gt; <a href="https://www.gov.ie/en/service/">https://www.gov.ie/en/service/</a></p>	<p>=&gt; <b>knowledge and understanding:</b> the users will learn how to identify key information and documents they need to gather to apply for a <u>PPS number</u>.</p> <p>=&gt; <b>Cooperation and team-work :</b> the participants will learn how to help and give constructive feedback to others.</p>	<p>The facilitator will invite the participants to make role plays. All participants will read key information available on the website.</p> <p>After this, one person will play the role of an applicant. He will have to make a list of all documents he needs to apply. The other person will play the role of a social assistant and will be in charge of identifying the profile of the applicant and verifying if the documents are correct and complete.</p>