LEARNING BOX OF UNPLUGGED ACTIVITIES

Using Public Services Online (gov.gr, EFKA, Taxis net)

This unplugged activity helps learners understand how to navigate online public services in Greece by simulating digital procedures using paper-based materials. Participants work with written service procedure descriptions, sample form field lists, and service scenario descriptions — all provided at the end of this document. They break down processes, recognize recurring elements across services, and develop step-by-step checklists to complete tasks efficiently. The activity builds confidence in using digital public services without requiring actual online access.

Target Group

- ☐ Low-skilled adults with low digital competences
- ☑ Low-skilled adults with limited formal education or qualifications
- ☐ Low-skilled adults with low participation in lifelong learning / training opportunities

Learning Objectives

- Understand how online public services are structured
- Break down digital procedures into simple steps
- Recognize similarities across different forms and services
- Develop practical strategies for navigating online platforms
- Build confidence in accessing and using e-government services

Competence Areas

a) Innovation Competences

- ☐ Creativity
- ☐ Critical thinking
- ☐ Problem solving

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Theme

Digital literacy and e-government services

Duration

75 minutes

Level

Beginner

Computational Thinking Steps Used

- ☑ Decomposition
- ☑ Pattern recognition
- ☐ Abstraction
- ☑ Algorithmic thinking

Methodological Approach

☑ Gamification
☑ Challenge-Based Learning
☑ Collaborative learning
☑ Experiential learning

☐ Communication
☐ Collaboration

b) Information Literacy Competences

☑ Ability to access, understand, and critically analyse information
☑ Interpretation of digital and visual content
☑ Awareness of media influence and biases

c) Life and Career Competences

☐ Flexibility and adaptability
☐ Initiative and autonomy
☐ Sociability and intercultural competence
☐ Productivity
☐ Leadership and responsibility

Learning Outcomes

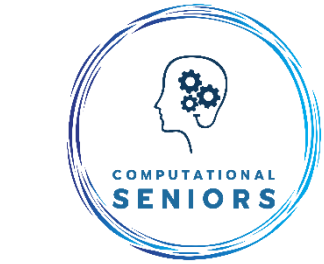
By the end of the activity, participants will be able to:

- Break down an online public service into clear, manageable steps
- Identify common elements across forms (e.g., personal data fields, verification steps)
- Focus on essential information required to complete a service
- Create simple checklists to guide navigation of online services
- Feel more confident in using platforms such as gov.gr, EFKA, and Taxisnet

Notes

- Service Descriptions and Form Field Reference (see end of document): Detailed written descriptions of three Greek e-government services and their form fields are provided below — no printed mock-ups or cards needed.
- Include real-life scenarios (e.g., applying for a certificate, submitting a tax-related form)
- Encourage participants to work in pairs or small groups
- Facilitators should provide guidance while allowing learners to explore independently

- Adapt complexity depending on participants' prior experience.



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Step 1: Decomposition of the Digital Procedure

Participants select one of the three Service Scenario Descriptions provided at the end of this document (issuing a certificate on gov.gr, submitting a tax declaration on Taxisnet, or checking EFKA insurance contributions). Each description lists the platform, the purpose, required documents, and the sequence of steps to complete.

They are asked to:

- Break down the procedure into clear individual steps, such as:
  - Accessing the platform (login/authentication)
  - Navigating to the correct service
  - Filling in required fields
  - Uploading documents (if needed)
  - Submitting and receiving confirmation
- Write out (or number) the steps of the procedure in the correct order, using the Service Scenario Description as a guide — replacing the step card sorting activity
- Identify where difficulties or errors might occur (e.g., missing information, incorrect data)

Facilitator support:

- Ask guiding questions like: “What is the first thing you need to do?”, “What happens after submission?”
- Encourage participants to think about the user journey step by step

This step helps participants understand and structure complex digital procedures into manageable actions.

Step 2: Pattern Recognition

Participants refer to all three Service Scenario Descriptions and the Common Form Fields Reference at the end of this document to compare the structure of different services and identify recurring elements.

They are asked to:

- Identify common elements across services, such as:

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- Personal information fields (name, ID number, contact details)
- Dropdown menus and selection fields
- Verification steps (e.g., codes, confirmations)

- Recognize repeated processes (e.g., login, data entry, submission confirmation)
- Discuss how understanding these patterns makes new services easier to use

Facilitator support:

- Prompt reflection: “What information is always required?”, “What steps are repeated in every service?”
- Highlight that many digital services follow similar structures

This step helps participants build familiarity and confidence by recognizing recurring patterns.

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Step 3: Checklist Creation (Algorithmic Thinking)

Participants develop a simple, step-by-step checklist or guide for completing an online public service.

They should:

- Create clear instructions such as:
  - “Log in using credentials”
  - “Select the correct service”
  - “Fill in all required fields carefully”
  - “Upload necessary documents”
  - “Review and confirm submission”
- Organize these into a structured sequence, for example:
  1. Prepare required information and documents
  2. Log in to the platform
  3. Complete the form step by step
  4. Check for errors
  5. Submit and save confirmation

Finally, participants:

- Present their checklist to the group
- Explain how it helps avoid mistakes and complete tasks efficiently

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- Compare different approaches and improve their guides based on discussion

Facilitator support:

- Encourage practical thinking: “Would someone with no experience be able to follow this?”
- Introduce small challenges (e.g., missing document, incorrect entry) and ask how the checklist adapts

This step helps participants develop structured, repeatable strategies for navigating digital public services confidently.

Facilitator Guidance

Before the activity

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Begin by asking participants whether they have previously used online public services such as downloading a certificate, submitting a tax declaration, scheduling an appointment, or signing a document electronically. Encourage them to share both positive experiences and challenges they have faced. Explain that many online public services follow similar procedures and that learning to recognize these patterns can make future interactions easier. Introduce the computational thinking concepts that will be applied throughout the activity.

During the activity

Encourage participants to work through each step methodically before moving to the next one. Rather than providing direct answers, ask guiding questions such as: "What information is required at this stage?", "Have you completed all the previous steps?", or "Have you seen a similar field in another form?" If participants make mistakes, encourage them to identify where the process went wrong and discuss how they could avoid similar errors in the future. Promote collaboration by having participants compare their checklists and explain their reasoning.

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After the activity

Ask each group to present the checklist they created and explain how it could help someone complete the same service independently. Discuss similarities between different public services and emphasize that understanding the overall process is often more important than memorizing individual steps. Reinforce that computational thinking helps organize complex procedures into simple, repeatable actions that increase confidence when using digital public services.

Common Form Fields Reference

The following fields appear in almost every Greek e-government service. Participants should learn to recognise and prepare these before starting any procedure.

Field	What to enter	Where to find it
Full name (ΟνομΑτεπώνυμο)	Surname and first name exactly as on ID card	National ID card (Αστυνομική / ΔΟΥ)
Tax Identification Number (ΑΦΜ)	9-digit number	Tax office letter or previous Taxisnet submission
Social Security Number (ΑΜΚΑ)	11-digit number	EFKA card or payslip
Date of birth	DD/MM/YYYY format	ID card or passport
Contact phone	Mobile preferred (for SMS verification codes)	Your own number



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Email address	Active email — verification codes are sent here	Your own account
Taxisnet username / password	Credentials issued by AADE (tax authority)	Set up online at taxisnet.gr or at local tax office
gov.gr credentials	Email + password registered on gov.gr	gov.gr account registration

Service Scenario Descriptions

Use these in Steps 1, 2 and 3. Each group can work on one service or compare all three to identify common patterns.

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Scenario A — Issuing a Certificate via gov.gr
Platform: gov.gr (the central Greek e-government portal). Purpose: Issue an official digital certificate (e.g., a certificate of permanent residence or a family status certificate) needed for a bank application. Required documents/information: gov.gr credentials (email + password), AFM (Tax ID), AMKA (Social Security Number), full name, date of birth. Steps: (1) Visit gov.gr and log in with your credentials. (2) Go to “Certificates and Documents” and select the type of certificate needed. (3) Enter your AFM and personal details as prompted. (4) Verify your identity via the SMS code sent to your registered mobile. (5) Download or share the digitally signed PDF certificate directly from the platform. (6) Save confirmation of issuance for your records.
Common difficulties: forgotten password (use “Forgot password” link); mobile number not registered (must update at a KEP service centre); certificate shows wrong address (must update residential address at the municipality first). Discussion prompt: “Which step do you think causes the most problems for first-time users? How would you help a friend who gets stuck at step 4?”

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Scenario B — Submitting a Tax Declaration via Taxisnet
Platform: Taxisnet (taxisnet.gr), operated by AADE (Independent Authority for Public Revenue). Purpose: Submit the annual income tax declaration (E1 form). Required documents/information: Taxisnet username and password, AFM, income details from employer (payslip or E3 certificate), bank account IBAN, details of any property owned. Steps: (1) Log in at taxisnet.gr with your Taxisnet credentials. (2) Go to "Income Tax Declaration" and open the current year's E1 form. (3) Check pre-filled data (employer income is often pre-filled by the employer). (4) Add any additional income, deductions, or dependants. (5) Review the calculation and check whether you owe tax or are due a refund. (6) Submit electronically and download the acknowledgement receipt (Αποδεικτικό).
Common difficulties: deadline pressure (late submissions incur fines); missing income data (employer has not submitted E3 yet); incorrect IBAN (causes refund delays). Discussion prompt: "What documents should you gather before sitting down to complete the form? What happens if you miss the deadline?"

Scenario C — Checking EFKA Insurance Contributions
Platform: EFKA online portal (efka.gov.gr) or via gov.gr. Purpose: Check your insurance contribution history and confirm months of coverage (needed to calculate pension entitlement or apply for benefits). Required documents/information: gov.gr credentials or EFKA access code, AMKA (Social Security Number), AFM. Steps: (1) Log in to efka.gov.gr or access EFKA services via gov.gr. (2) Navigate to "Insurance History" or "My Contributions". (3) Enter your AMKA when prompted. (4) View the list of employers and contribution periods. (5) Download or print the statement if needed for a benefits application. (6) If data appears incorrect, note the discrepancy and contact your local EFKA branch.
Common difficulties: AMKA not linked to gov.gr account (requires in-person verification at KEP); missing contribution periods for self-employment; confusion between AMKA and AFM. Discussion prompt: "Why might someone's contribution history be incomplete? What would you advise them to do?