

# Digitalisation that is useful, with competences that are effective

Education concept e-government services

June 2023

## Executive Summary: Project background

The Austrian federal government wants to make all citizens digitally fit by 2030. The implementation of the Digital Competence Initiative for Austria (DKO), supported by the BMF, BMKOE, BMAW and BMBWF, was launched in February 2023 as a central component of this endeavour. The initiative comprises eight sub-projects in cross-departmental working groups; the overarching goal is to improve basic digital skills in the population and provide the economy with a digitally competent workforce.

The P4 project "Education concept for e-government applications" focusses on the use of e-government services by citizens and the associated digital skills. In cooperation with stakeholder representatives and education experts, measures were developed to promote awareness and use of Austrian e-government services and the underlying digital skills in a needs- and target group-oriented manner.

In addition to strengthening eGovernment skills in the population as a whole, the programme is also aimed at pupils and senior citizens in particular.

As a result of the P4 project, an interdisciplinary training concept for eGovernment skills will be created in which the measures developed will be summarised.

## Executive Summary: Core components of the educational concept

### Methodological approach:

The education concept was developed in five stages, from primary research into the status quo to consultation with stakeholders in the education sector and the description and planning of specific measures.

### Research-based development of measures:

Based on qualitative and quantitative survey results on different target groups, possible measures were developed and prioritised in expert workshops, which were then detailed and incorporated into the education concept.

### Digital competence framework:

To ensure that measures address different starting points in terms of knowledge, the Digital Competence Framework for Austria was used, a reference model that makes the digital literacy level of the population measurable across 6 dimensions.

### Four-phase framework for digital education:

In order to align the proposed measures with the user experience of learning new digital skills, they were modelled along the four-phase framework for digital education (creating awareness > initialisation > usage > repetition).

### Overview of measures eGon:

The e-Government User Guide (eGon) is a conveniently accessible, easy-to-use, secure support tool for the use of e-Government services. eGon provides support both online and offline and is aimed at users of different skill levels with various measures.

### Piloting and next steps:

The first to be implemented from 2023 are workshops across Austria to acquire basic eGovernment skills; furthermore, the detailed concept and design of the training concept and eGon must be coordinated.

## Version history

- Version 0.5 of 05/06/2023: Created by the authors Christian Winkelhofer, Melanie Jöbstl, Isabel Eichinger, Alexander Auböck
- Version 0.7 of 20/06/2023: Incorporation of feedback from Strohmeier & Wisek (authors: Melanie Jöbstl, Isabel Eichinger, Alexander Auböck)
- Version 0.1 of 30/06/2023: Project handover by the authors Christian Winkelhofer, Melanie Jöbstl, Isabel Eichinger, Alexander Auböck

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# 1 Initial situation & objective

## *Initial situation:*

- A large proportion (30-40%) of the Austrian population between the ages of 16 and 74 lack basic digital skills. Negative effects on digital fitness are exacerbated by generational, gender and urban-rural disparities. At the same time, the need for digital skills in business and the world of work is increasing
- Key developments in recent years include the switch to e-ID, the expansion of mobile usage options for public websites and the introduction of the e-ID card
- An important step now is to publicise the opportunities to broad sections of the population

## *Vision:*

A digitally literate population that uses e-government services independently and to their personal advantage

## *Objectives:*

- Creation of an interdisciplinary education concept to publicise the possibilities for e-government applications
- Different target groups (e.g. general population, senior citizens, pupils) should be reached by different measures
- Development of the educational concept in co-operation with various educational institutions and taking into account the latest teaching and learning methods
- The reduction in the number of physical official channels also works via value levers such as sustainability effects (e.g. conservation of resources), efficiency gains and the strengthening of inclusion (e.g. people with limited mobility).

# 2 Methodology

## Methodical procedure for creating the educational concept

### Mobilisation, survey of status quo & objectives

- Processing of existing materials, statistics, information, experiences from past projects, etc.
- Definition of the project framework conditions & outline of a more precise objective/vision for the project outcome
- Detailed planning of the project, incl. focussing on the measures implemented as a result and the target groups to be considered in particular (general population, schoolchildren, senior citizens)

### User groups & customer research

- Conducting a quantitative online survey (with a focus on specific target groups) on the level of awareness/use of eGov applications, general experiences with administration and general digital usage behaviour
- Enrichment through targeted interviews with target groups (pupils, senior citizens) and administrative experts
- Explorative data analysis to create a basis for discussion in stakeholder consultation

### Stakeholder coordination & validation

- Discussion & evaluation of the status quo in workshops together with previously selected stakeholders
- Joint analysis of problem areas and areas of opportunity on the basis of the previously developed description of the current situation as the basis for a more detailed definition of possible educational measures

### Creation of educational concept

- Coordination, validation and prioritisation of possible solutions developed with relevant stakeholders
- Draft of an integrated education concept for e-government services including detailed

proposals for measures

#### Planning the measures for implementation

- Detailed description of the implementation steps (incl. rough implementation planning) for the implementation of the educational concept
- Detailed description of the piloting of a selected measure



## Basic framework of research & development of measures with experts

### Primary & secondary research

- Carrying out a quantitative survey on awareness and utilisation of eGov services
- Conducting qualitative interviews with students, seniors and experts to enrich the results of the quantitative survey
- Secondary research on best practices with a focus on raising awareness of e-government services, teaching digital skills and innovative learning methods

### Development & prioritisation of measures

- Creating a common understanding of the status quo by presenting the quantitative and qualitative survey results in the 1st expert workshop
- Group-based collection of ideas and initial detailing of target group-specific ideas for possible educational measures
- Joint prioritisation of the measures developed along the dimensions of feasibility and citizen benefit

### Detailing prioritised measures

- Inspiration through the presentation of international best practice examples as part of the 2nd expert workshop. Detailing the highest prioritised measures (added value, solution approach, interest groups, marketing, risks, implementation) in groups
- Joint validation of the detailed measures
- Considerations for integration into a holistic concept

### Embedding measures in an integrated education concept

- Further deepening of the detailed measures along the Accenture four-phase model for digital education, DigComp2.2 AT and the model of life situations
- Embedding the detailed measures in an integrated education concept for eGov services
- Illustration of selected components of the educational concept
- Detailing the piloting of a selected measure

## Measures address aspects of the digital competence framework

### Background:

The Digital Competence Framework for Austria (DigComp 2.3 AT)<sup>1</sup> is a reference model that aims to describe the digital skills of the Austrian population and make them comparable. The digital competence framework covers 6 different competence areas in which the skills of the population can be mapped on an 8-part competence level scale.

It should be noted that competence levels 6-8 are reserved for the categorisation of specialists; therefore, only competence levels 1-5 are used in this report. The measures described in the education concept focus in particular on addressing people at lower competence levels and supporting them in acquiring basic eGovernment competences.

Overall, educational measures can be designed, harmonised and implemented in a more targeted manner by including competence levels and areas.

### Competence levels

Competence levels represent the professional skills of a person in a specific competence area, the individual levels are as follows:

- Level 1: Basic understanding, simple tasks can be solved with guidance
- Level 2: Simple tasks can be solved independently, sometimes with support
- Level 3: Tasks can be solved independently as long as no problems occur
- Level 4: Tasks can be solved independently and without errors, others can be supported
- Level 5: In-depth expertise and responsibility, knowledge can be passed on to others in a structured manner

### Competence areas

Competence areas form self-contained subject areas in which a person's professional skills are measured. The digital competence framework maps the following competence areas:

- 0: Foundations, access and digital understanding
- 1: Information and data literacy
- 2: Communication, and collaboration
- 3: Digital content creation, production and publication
- 4: Safety and sustainable use of resources

- 5: Problem solving, innovation and continuous learning

Source: <https://www.fit4internet.at/view/verstehen-das-modell/&lang=DE>

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## Life situations & areas of life control utilisation requirements

The individual need for eGovernment services is triggered by various factors in the lives of citizens. In a study on the digitalisation of life situations conducted by Danube University Krems, the life situations of Austrian citizens were taken into account and assigned to the existing administrative services. The following 10 most relevant fields of application were categorised:

- Social security
- Motor vehicles and registration
- One-parent family
- Old-age provision/pension
- Employment and job search
- Travelling and staying abroad
- Living with an impairment
- Care and support
- Part-time employment
- Promoting mobility in school, training and work

Based on this, the following life situations and areas of life can be categorised, which trigger the need for certain eGovernment service areas:

### Life situations<sup>1</sup>

- A life situation triggers a need that is fulfilled by various services and processes.
- Every life situation brings with it various emotions and ideas for citizens.
- Life situations are limited in time and are orientated towards the stages of life to be passed through, but can take place in parallel.

### Overview of life situations

- Family with children
- Housing creation & relocation

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<sup>1</sup> For a detailed explanation of the life situations, see page 86 in the appendix.

- Vocational training
- Pension
- Professional activity
- Living with an impairment
- Unemployment
- Migration & asylum
- Partnership & marriage
- Care & support

#### Areas of life

- Areas of life are thematic areas that are independent of life situations.
- They can be relevant in a wide variety of life situations.
- They also trigger certain needs, which are fulfilled by various services and processes.

#### Overview of areas of life:

- Mobility
- Travelling
- Insurance & pension provision
- Illness & health
- Security & emergency call
- Political participation
- Pets
- Club system
- Finances
- Residence
- Justice
- Administration & help

# 3 Research results

## Research approach for analysing the target groups

### *Quantitative survey*

#### Approach:

- Survey via online panel, conducted by market research company Bilendi
- n = 1,992 participants: Austrian population, split by age, gender, federal state, level of education
- Closed questions (single choice) on the use and perception of e-government and on digital usage behaviour in general

#### Goals:

- Classification of the status quo
- Numerical comparison of attitudes and behaviour of the target groups

### *Qualitative survey*

#### Approach:

- Semi-structured qualitative interviews (30-45min; participants from different federal states)
  - 4 students (16-19 years, 3 female, 1 male)
  - 6 senior citizens (62-75 years, 3 female, 3 male)
- Focus group with 6 students in Vienna B-HAK (90 min; 17-19 years, 4 female, 2 male)
- Expert interviews with 4 representatives from state and municipal level (30-45min) and an educational scientist

#### Goals:

- In-depth and supplementary findings for a detailed understanding of the target groups

- References to best practices for measures

For a more detailed description of the methodology, see appendix.

## Key insights from quantitative user research

### *Information on quantitative user research*

The aim of the quantitative survey was to ascertain attitudes towards and use of e-government services as well as general digital usage behaviour. The aim was to profile the target groups for the educational concept and to create an understanding of the target group as a working basis for the participants of the two workshops.

The survey was conducted in the form of an online questionnaire, which was sent to participants in an online panel via a specialised market research institute. The sample was proportioned according to age, gender, federal states and level of education within the Austrian resident population. Due to the format of the survey (online survey), a possible slight deviation in the online affinity of the respondents compared to the overall population can be assumed within the sample.

The results on the use of digital services should therefore not be confused with the actual absolute usage figures, particularly with regard to the e-government services surveyed.

The results primarily provide information on the relative figures

- at the level of the variables surveyed, e.g. in the use of the services surveyed
- at the level of the analysed target groups, e.g. pupils as opposed to senior citizens



## Certain e-government services very well known in all groups

### Context:

In order to obtain a relative assessment of the roll-out of eGovernment services across the various target groups, the following 14 eGovernment services were surveyed with regard to their level of awareness:

- Digital driving licence
- FinanzOnline
- Commuter calculator
- Certificate service
- Digital Babypoint
- My SV
- Passport reminder service
- ELGA
- JustizOnline
- Registration system/Digital registration form
- eAMS
- Digital School Portal (PoDS)
- Online voting card application
- Online participation in referendums

## Core results:

	Highest level of awareness	Lowest level of awareness
General population	FinanzOnline (97%) Online voting card application (89%) ELGA (87%) Online participation in referendum (87%)	Digital School Portal (27%) Digital Babypoint (29%) Certificate service (42%) JustizOnline (43%)
Pupils	FinanzOnline (92%) Online voting card application (84%) Online participation in referendum (80%) Digital driving licence (75%)	Digital Babypoint (35%) Digital School Portal (37%) Passport reminder service (40%) Certificate service (43%)
Senior citizens	FinanzOnline (98%) ELGA (94%) Online participation in referendum (92%) Online voting card application (89%)	Digital School Portal (23%) Digital Babypoint (29%) Certificate service (48%) JustizOnline (50%)

### Interpretation

- It is particularly striking that FinanzOnline is the best-known e-government service across all target groups. One reason for this could be the (sometimes considerable) monetary benefits that users can generate for themselves using the service. The same applies to the commuter calculator, which is relatively well known among the general population (mainly people in professional life).
- Both services for democratic participation, online application for an absentee ballot and online participation in referendums, are also very well known. In addition to regular references to these services in the mass media, the reference to the online service on the paper polling card sent by post may also have contributed to the increase in awareness.

- Services that are only tailored to specific life situations/target groups are generally less well known. However, the low level of awareness of e.g. PoDS among school pupils or eAMS among the general population shows that there is still a need for action to increase awareness of these specific services among the target groups addressed.

For a more detailed presentation of the results, see appendix.

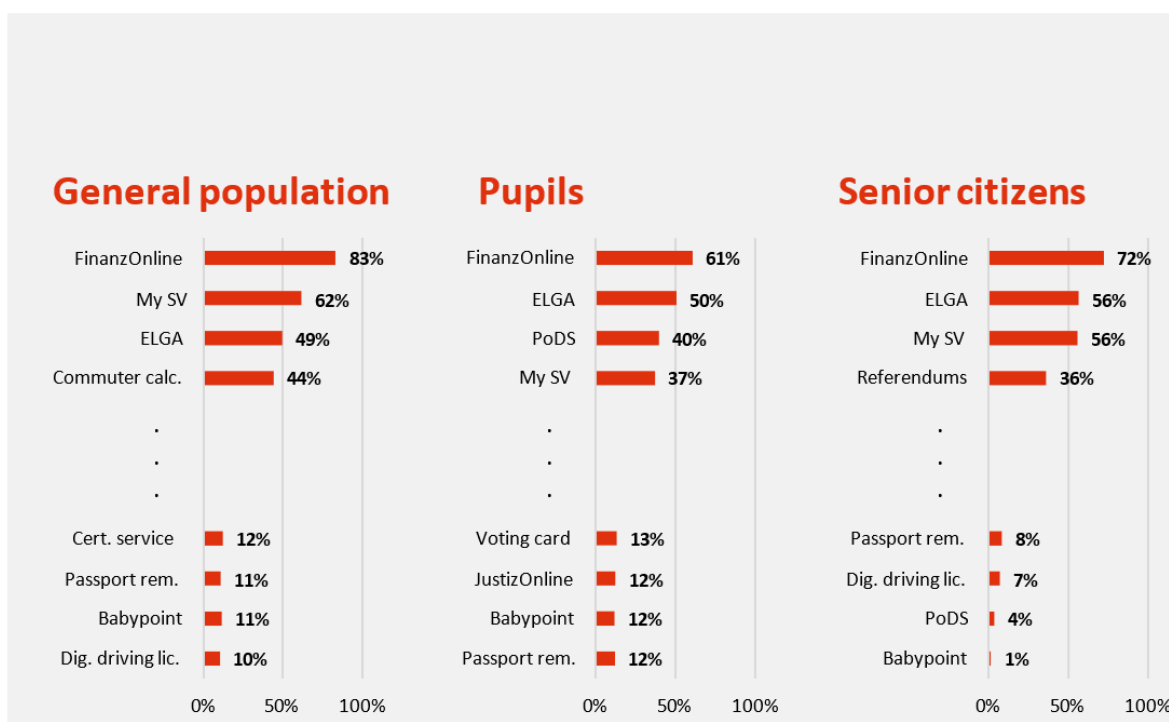
## Use of e-government services depending on target group

### Context:

In order to obtain a relative assessment of the use of the 14 eGovernment services across the various target groups, the frequency of use of the individual services was surveyed (based only on respondents who were familiar with the service).

### Core results:

Services with the highest/lowest degree of utilisation (% of respondents who use the service at least once a year), measured as the proportion of people who are aware of the service:



### Interpretation:

- FinanzOnline is also the most popular eGovernment service in terms of usage. It is striking that the service is used most by people in the "general population" group, i.e. predominantly working people; the same applies to the commuter calculator. Both services promise users monetary added value and have been available for several years.
- The Digital School Portal (PoDS) as a target group-specific service has the third-highest utilisation rate among pupils who are familiar with the e-government service. Nevertheless, 6 out of 10 of these pupils use PoDS less than once a year. A target

group-focussed campaign to communicate the added value of the service could increase the usage figures among pupils.

- It is striking that, despite its relatively high level of awareness (70% in the general population), the digital driving licence is the least frequently used service. One reason for this discrepancy could be a lack of understanding of the added value of this service.

For a more detailed presentation of the results, see appendix.

## Mobile phone signature well known, gradual switch to ID Austria

### Context:

Awareness of the mobile phone signature and ID Austria were surveyed as the basis for e-government use; in the case of ID Austria, the degree of use and the reasons for any non-use were also surveyed.

### Core results:

Almost all respondents are familiar with the mobile phone signature. 60% (general population) are familiar with ID Austria as a successor solution to electronic identification, and around half of school pupils and senior citizens are aware of it.

Among those respondents who are familiar with the ID Austria, around 60% use it across all target groups. 59% of people who are aware of the ID Austria but have not yet used it state that they have not yet had any official channels and therefore ID Austria activation was not yet necessary. Around 4 out of 10 state that the activation/installation of the ID Austria is too time-consuming for them or that they generally prefer physical official channels. Technical problems and the loss of access data are less cogent reasons for not using ID Austria.

### Interpretation:

- The high level of awareness of the mobile phone signature in all target groups shows the potential for dissemination of an e-ID solution in Austria, but also that there is still some catching up to do in terms of communication about ID Austria.
- Currently, the biggest obstacle to the spread of the ID Austria is the lack of demand for the new solution. Many respondents have not yet had any transactions with public authorities since the introduction of the ID Austria, and the simultaneous continued existence of the mobile phone signature further reduces the urgency to activate or use the ID Austria.
- The (subjectively perceived) great effort involved in activating the ID Austria could be counteracted by creating low-threshold activation offers and communicating them.
- People who prefer physical transactions with public authorities should first be made aware of the advantages of e-government services in general and only then informed specifically about ID Austria.

- Actual technical barriers to accessing and activating the ID Austria cause fewer problems, a positive indicator of the user-friendliness of the ID Austria.

For a more detailed presentation of the results, see appendix.

## E-government services are user-friendly overall

### Context:

Respondents indicated the extent to which the use of eGov services in the certain aspects have caused difficulties in the last 3 years ("Access", "Clarity", "Comprehensibility", "User assistance", "Functions").

### Core results:

In general, dealing with e-government services is not very difficult for users - all problem areas surveyed are below 30%. The greatest difficulties in use are on the one hand the clarity of the services and on the other hand access (log-in/authentication). The problem areas "Comprehensibility of content", "lack of functions" or "lack of user help" were restrictions on the use of e-government services for very few respondents.

Similar patterns in the perception of user-friendliness can be seen across the various target groups.

### Interpretation

- Since e-government services are generally perceived as user-friendly, the greater challenge is likely to be at the upstream level, namely making citizens aware of the services and encouraging them to use them (for the first time).
- There may be potential in a clearer, more concise design of the user interface and in simplifying the log-in and authentication methods. Support measures that could be considered here include the provision of (video) online instructions for authentication, as well as user aids in the service in the event of problems with clarity and finding functions, and low-threshold support for less digitally savvy groups, e.g. at municipal offices.

For a more detailed presentation of the results, see appendix.



## Physical transactions with public authorities create comprehensibility & individualisation

### Context:

Respondents were asked why they would prefer physical transactions with public authorities rather than using an eGov service. The evaluation criteria were (in)complexity, information transfer, personalised support and perceived data security.

### Core results:

Compared to e-government services, physical transactions with public authorities are preferred above all because information is explained on site in a way that citizens understand and because citizens feel more individually cared about at the physical office. Simplicity and data protection concerns, on the other hand, are hardly a reason for the general population to prefer physical transactions with public authorities. One exception to this is the group of senior citizens: The opinion that data is handled more confidentially on site than when using an e-government service is much more widespread among people aged 60 and over than in the general population and among students. Furthermore, physical appointments are more often perceived as less complicated by older people.

### Interpretation

- Even if eGovernment services will not completely replace physical public authorities, they should be able to fulfil their range of services and functions as well as possible digitally. Conversely, ways must be found to integrate the particularly relevant mediation function of the administrative employee - comprehensible explanation and personalisation of information - into e-government services.
- The fact that the physical transactions with public authorities are generally not perceived as more straightforward speaks in favour of the good existing functionality of e-government services. For those senior citizens who have significant difficulties here, a general strengthening of digital skills should probably be aimed for.

For a more detailed presentation of the results, see appendix.

## E-Gov dissemination requires increased communication & knowledge

### Context:

People who knew 50% or less of the eGovernment services were asked about possible reasons for their low level of knowledge, such as a lack of media communication or a lack of personal interest.

### Core results:

Around a third of respondents (31%) were only aware of half or fewer of the 14 eGovernment services surveyed and can therefore be defined as a "low involvement" group. Among the possible starting points for addressing this "low involvement" group, communication via the media in particular still shows untapped potential: the most frequently cited reason for a lack of awareness is that people have not yet been made aware of eGovernment services in the media. The second most important reason cited by the group for their "low involvement" was that no one had yet told them about digital administration services.

Among "Low Involvement" senior citizens, a relatively large number had difficulties finding e-government services on their own and more than a quarter of this group stated that they were generally not interested in the topic. For students who only knew half or less of the services, it was often the case that they had already heard of the service but could not do anything with it.

### Interpretation

- The most important reason for "low involvement" is considered to be that no information was received via the media, general information campaigns and media awareness-raising form an important basis for the promotion of eGovernment skills. Multiplier effects through word of mouth, for example, should be considered as a positive consequence of such campaigns, especially as many people in the "low involvement" group also see a lack of information from others as a reason for their lack of knowledge.
- As can be seen, depending on the target group, low involvement can also be due to a lack of content knowledge ("can't do anything with it") or a lack of digital expertise ("don't know where to find it"). Accordingly, depending on the case, the focus should be more on imparting knowledge about existing (digital) administration services or on

strengthening digital skills.

- In order to counteract a general lack of interest in e-government services, a target group-specific communication strategy is recommended that focuses on the added value and advantages of digital administrative solutions (compared to physical transactions with public authorities).

For a more detailed presentation of the results, see appendix.

## "Learning by doing" to use digital applications

### Context:

In order to be able to identify which learning methods are particularly popular among the population for the acquisition of digital services, the following learning methods were surveyed with regard to their frequency of use:

- Learning by doing
- Help from family/friends
- Help from colleagues
- Help from a competent (official) person
- Telephone hotline
- Chatbot
- E-mail support & online form
- Paper instructions
- Explanatory video
- Online instructions
- Online forum

### Core results:

"Learning by doing", i.e. acquiring knowledge through trial and error, is the most frequently used method for learning digital applications across all target groups. Online instructions, whether in text or audiovisual form, are the second most popular. For students, asking family or friends is also a popular option for learning new digital services, whereas senior citizens prefer to use paper-based instructions, email support and online forms.

### Interpretation

- The majority of all respondents particularly like to learn to use digital applications by trying them out. At the same time, there is a fear of "doing something wrong" when using eGov services, especially among older people. This contrast implies that citizens should be provided with a safe environment to try things out or that other popular learning methods such as online videos and tutorials should be used.
- The group of students tends to rely more on the help of their peers, so multiplier effects

can be achieved through campaigns focussed on students. The preference of senior citizens for support services provides an idea for learning and support methods in the direction of e-government breakdown assistance.

For a more detailed presentation of the results, see appendix.

## Social media relevant for everyone, including audio streaming for students

### Context:

The frequency of use was surveyed for the following digital media on a scale from "at least daily" to "never": digital news services, social media, podcast streaming platforms, TV streaming services.

### Core results:

The survey of digital media usage behaviour revealed that social media is the most regularly used form of digital media for all target groups. Only digital news portals achieve similar levels of popularity, but only among senior citizens. Multimedia offerings such as TV streaming services and podcast streaming services are more popular among the target groups of the general population and school students. The popularity of podcast services among young people should be emphasised here in particular: students use such services way more often than the general population or senior citizens.

### Interpretation

- A presence on social media seems to be a prerequisite for reaching younger people in particular. This target group obtains information of all kinds (e.g. including news - i.e. not just private or entertainment content) primarily via this medium.
- With regard to senior citizens, it can be stated that traditional (digital) news media are quite popular. Communication measures tailored to this target group should therefore focus on offline and online print media.

## Merging quantitative & qualitative research: target group profiles

### Usability and added value as core arguments for e-government services

#### Target group: General population:

- Age: 16-75 (special focus on 22-59)
- In the midst of professional life → little time
- Often bear responsibility for other people (children, relatives)

#### General digital usage behaviour

- Digital competence varies greatly depending on the use of digital technologies in everyday working life
- Use of online services due to the need to save time, so ease of use/comprehensibility (= low threshold) plays a major role
- TV streaming services are used frequently by this population group, while the most popular digital channel is social media
- "Learning by doing" is the most popular method for learning new digital tools, followed by online instructions in written and video form

#### Usage behaviour of eGov services

- This group is in the middle of life and is confronted with the full range of (online) administrative services
- FinanzOnline is the best-known service; services for employees such as the commuter calculator or the eAMS are used relatively frequently in this population group
- Mobile phone signatures and ID Austria are more widespread among the general population than among schoolchildren and senior citizens. The mobile phone signature is almost twice as well known as the ID Austria
- When using e-government services, the main criticism from this group was that there were problems with logging in and authentication
- In comparison, the basic personal preference for physically handling official channels is the lowest

### Needs for greater use of eGov services

- Information is required on the full range of eGov services, which can be based on knowledge of eGov services already in use (e.g. FinanzOnline)
- Due to the limited time capacities of this group, the communication should emphasise the time savings when using the online service compared to the physical transaction with public authorities. At the same time, training material on services should be short and easy to understand.
- Furthermore, citizens can be motivated to use eGov services by the prospect of (monetary) added value (e.g. applying for funding).
- The best way to attract this group to new content is through recurring short pieces of content; classic (digital) media such as television or digital news programmes would be predestined for such content;



## Digital natives need information about (digital) administration

### Target group: Pupils

- Age: 16-21
- Mostly in training
- Often still few points of contact with administration and public authorities

### General digital usage behaviour

- Easy handling of digital technologies and quick adaptation to technical innovations → digital natives
- Great confidence in own abilities & impartiality, thanks to fewer negative experiences with e.g. online fraud
- Digital channels that are used frequently are social media and podcast streaming platforms
- Are often the most digitally savvy in their environment and act as helpers for parents and relatives, but at the same time have fewer contacts for digital problems themselves
- They learn new digital applications through trial and error, online (video) instructions or peers

### Usage behaviour of eGov services

- In most cases, there is still little need to transact with public authorities, which leads to a lack of knowledge about (digital) services
- FinanzOnline and services for democratic participation (voting card application, referendum) are the best-known services
- Only around one in three people know about the Digital School portal
- Mobile phone signatures and ID Austria are somewhat less common among younger people than in the general population, many students had problems with activating the ID Austria
- If physical transactions with public authorities are favoured, then because they are easier to understand and allow to ask questions
- Many students have heard of various e-government services before, but couldn't apply them

### Needs for greater use of eGov services

- This group requires upstream information about the general services offered by the administration and the public authorities and only in a second step dedicated information about the design and functionality of eGov services
- The important thing in communication is to emphasise the concrete benefits of an eGov application, not so much the detailed technical requirements
- Knowledge transfer best via new media, e.g. social media posts that generate added value for the user (entertainment, information about specific benefits, etc.)
- Active training by people of the same age (e.g. influencers) or specific experts (e.g. teachers), as older people are not consulted as a source of knowledge due to their (perceived) lack of digital expertise

## Eliminate scepticism through learning opportunities suitable for senior citizens

### Target group: Senior citizens

- Age: from 60
- Mostly already retired (for many years)→ a lot of time
- Personal health condition increasingly important

### General digital usage behaviour

- Partly solid digital competence (acquired in working life), but large number of people with low competence and motivation to acquire new skills
- Hesitant use of digital tools for fear of doing something wrong or becoming a victim of fraud
- Widespread use of traditional media forms such as newspapers, both offline and online
- Learning new digital content requires structured, detailed instructions and a process that is as consistent as possible
- Top methods for learning digital services are trial and error, paper manuals and support queries

### Usage behaviour of eGov services

- There is a routine in dealing with authorities & administration, new digital applications that disrupt this routine are more likely to be questioned
- ELGA and My SV are well known and regularly used by senior citizens
- Mobile phone signatures and ID Austria are slightly less common among older people than in the general population
- Physical transactions with public authorities are favoured over e-government offerings primarily due to their simplicity and data protection concerns
- A considerable high number of senior citizens are generally not interested in e-government topics or have heard about it but did not know where to find these services

### Needs for greater use of eGov services

- Educational measures for senior citizens should focus on explaining in detail the

functionality of an eGov tool that is as easy to use as possible

- It is best to carry out a service and the application process together with a trained person, while at the same time providing detailed written instructions for subsequent individual use
- The fear of "doing something wrong" can be countered by providing demo accounts and click dummies that can be used to "safely" try out e-government services. Active communication on fraud attempts/prevention would also increase digital self-confidence
- Raising awareness of existing e-government (education) services is best done via traditional campaigns in (online) print media

# 4 Derived educational measures – "eGon"

## eGon - Framework of the educational concept

### eGon - The utilisation aid for digital administration services

#### Background:

The basic premise for the design of eGovernment services should be a user design that does not require any special assistance when using digital administrative services. However, if separate support is required, then eGon provides the conveniently accessible, easy-to-use, securely manageable eGovernment utilisation aid. The name "eGon" is to be understood here and throughout the document as a working title and the logo as a draft proposal.

Name derivation: e-Government utilisation aid

In German:



## **eGon follows a stringent internal and external logic**

Egon is designed internally according to clear principles and conceived holistically:

### Visual identity

The eGon identity fits logically into the DKO brand architecture. eGon is always recognisable, regardless of the context or format, thanks to a uniform visual appearance.

### Design principles

The design of eGon ensures that all content and services are convenient for users to access, easy to use and safe to handle.

### Formats

eGon imparts knowledge in various formats: e.g. explanatory videos, test access, digitally integrated user aids, printed information sheets or personal guidance, for example in workshops

### Touchpoints & intermediaries

eGon uses various touchpoints and communication channels: e.g. the eGov services themselves, local contact with citizens at public authorities, school lessons or social media.

Egon follows the needs of users along defined criteria during implementation:

### Competence levels

eGon measures pick up citizens at their individual competence level: From level 1 to level 5 and with a stronger focus on empowering the lower competence levels.

### Areas of expertise

The eGon eGov skills are assigned to digital competence areas and organised accordingly - from understanding the basics to problem solving & further learning

### Life situations

eGon organises its services according to different life situations and areas - whether vocational training, parenthood or retirement, finance, health or mobility.

### Educational phases

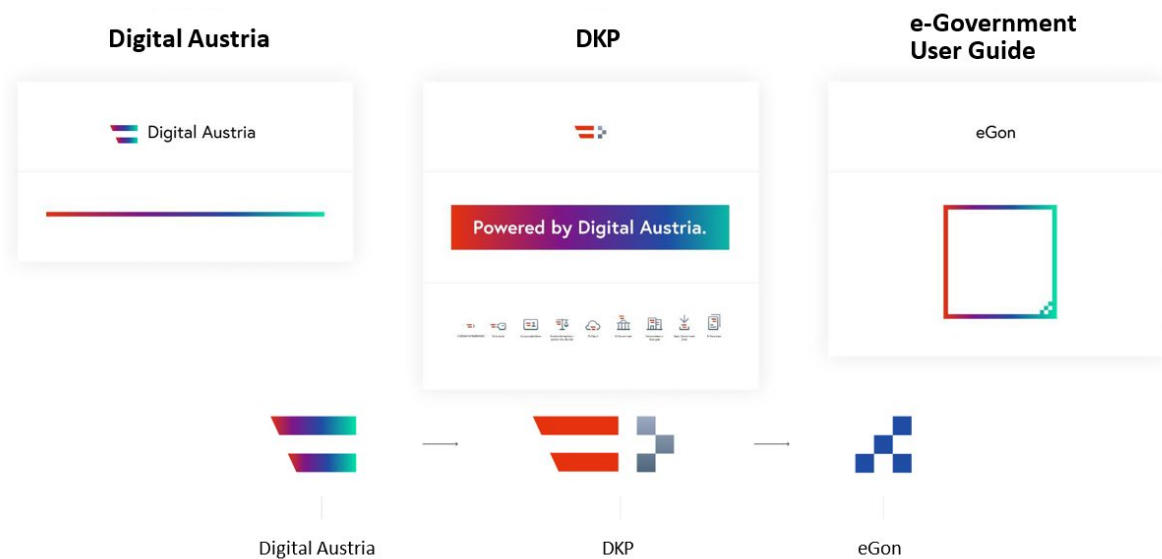
eGon measures specifically address the respective information requirements in the various educational phases - from awareness-raising to repetition & consolidation

## eGon is integrated into the DKO brand architecture

### Background:

The eGon website should fit into the brand architecture relevant to DKO and incorporate the corresponding visual elements and icon logic.

- At a higher level is the visual identity of Digital Austria and Digital Austria Skills with the federal flag icon in its own colour gradient.
- Below this is the Digital Competence Platform (DKP), into which eGon is structurally integrated. The DKP symbol uses the individually extended red-white-red flag along the icon logic for federal services.
- In the proposal shown below, eGon takes up the colour scheme of Digital Austria Skills and transfers the individual part of the DKP icon (chessboard pattern) into its own symbol. This proposal is used in the rest of the document to illustrate a possible standardised appearance.



(draft for illustration, not a finally designed proposal)



## Basic principles for the design of eGon within the framework of the DKO

### Background:

The principles of the Digital Austria Act "more convenient, simpler, safer" serve as the overarching guiding star in the development of eGon. Taking into account the results from the quantitative and qualitative surveys, as well as the priorities generated in the two workshops, the following basic principles emerge for the successful design and implementation of eGon and the measures contained therein, which must be observed:

### Convenient access

- Low-threshold access
- In order for the service to reach a broad section of the population, it must be possible to use it without certain prerequisites, especially with little prior digital knowledge.
- Inclusive
- The offer takes into account the totality of all possible users and therefore also different requirements, needs and restrictions.
- Clear and easy to understand
- The purpose, structure and functionalities of the offer should be recognisable at first glance without prior knowledge.

### Easy to use

- Intuitive and easy to use
- "Learning by doing" is the first way for all target groups to learn new digital services. The design of the offering should therefore enable independent learning and use without risk.
- Implements uncompromising "first-time usability" in service design
- Many e-government services are used less frequently. Therefore, familiarisation should work on the first attempt and no separate learning requirement should be generated.
- No self purpose
- The offering is geared towards what creates added value for users.

### Safe handling

- Creates a trustworthy atmosphere: Standardised layout of e-government services as well as information and visible security precautions create trust and reduce fears of falling for fraud.
- Enables safe trial and error: People who are less experienced in dealing with eGov services are relieved of the fear of "doing something wrong".
- Transparency in the use of data: When data is requested, it is proactively explained for what purpose data is requested and how data is stored.

Source: BMF (2023): Digital Austria Act. Available at

<https://www.bmf.gv.at/dam/bmfgvat/presse/unterlagen-pressekonferenz/Digital-Austria-Act.pdf> (opens PDF download)

## eGon turns e-government into smart government

### What:

- eGon (e-Government User Assistance) is the face (identity/brand) that accompanies users: from the initial familiarisation to the long-term use of e-Government services
- Stands for curated (learning) content and user support for e-government services

### Where and how:

eGon has its "home base" on the Digital Competence Platform, but...

- appears in the form of various aids (e.g. as user help, info sheet, explanatory video) wherever it is needed (touchpoints) e.g:
  - directly in the e-government services (e.g. My SV, FinanzOnline)
    - e.g. as user help, FAQs, walkthrough, test access
- at physical contact points with public administration (e.g. municipality, tax office)
  - e.g. as an info sheet
- in offline, online and blended learning environments (e.g. schools, vocational training providers, senior cafés)
  - e.g. as explanatory video, script

## eGon has the knowledge of eGovernment services

### Explanation:

- eGon is your companion when using various eGovernment services.
- eGon makes potential and existing users fit to use the eGovernment services that are useful to them, competently and independently in the long term.
- eGon stands for *curated* (learning) content and usage assistance relating to eGovernment services that impart knowledge and expertise for their use. The content can be prepared in various forms (e.g. explanatory videos, information sheets, integrated user guidance).



The visual/structural appearance and identity of all eGon formats should be designed in line with a standardised CI/CD. This strengthens the recognition value for users and makes it easier to recognise and find the content and to perceive eGon as a uniform identity across all formats. The CI specifications for eGon are to be integrated into the existing BLSG eGovernment style guide accordingly.

## eGon is integrated into the Digital Competence Platform (DKP)

### Explanation:

- On the Digital Competence Platform (DKP), eGon is a sub-area that covers digital competences in dealing with e-government services.
- Digital learning content and offers on the topic of e-government services and their use are bundled and organised here.
- Users can navigate directly to eGon via the DKP homepage; alternatively, they can access eGon content via filter criteria or the menu navigation according to their individual needs, life situation and level of digital competence.

### Links & features:

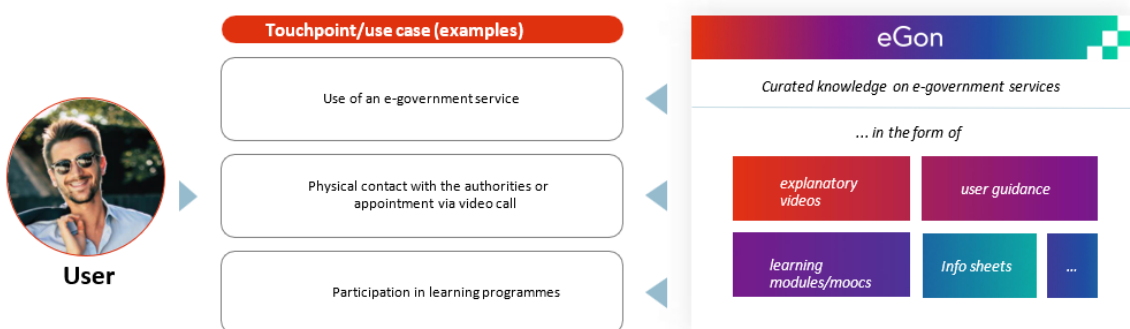
- eGon links on the DKP homepage
- eGon microsite brings together all digital content on eGovernment services
- eGon menu navigation for filtering content according to life situations

## eGon is on site wherever he can contribute his expertise

### Explanation:

In the sense of an attentive companion, eGon is where it is relevant for users. Online and offline, eGon's knowledge is integrated at various touchpoints for users, e.g:

- Direct integration into the e-government services
- Involvement in personal (official) contacts
- Integration into existing communication material (e.g. printouts provided by the authorities; mailings by post)
- Integration into existing learning programmes
- Bundling of existing (digital) help services into eGov services in a centralised collection



## eGon appears in different formats depending on the context

### Explanation:

eGon is integrated at various touchpoints with users and the administration in line with requirements, as in the following examples:

### Examples:

- eGon link on the FinanzOnline access page
- eGon integration into the "Digitales Amt" app
- eGon as physical info sheet with web reference

## **eGon is directly integrated online into the eGovernment services**

### Explanation:

When using eGovernment services, eGon is available right from the start. In this case, for example, there is a direct link to all of eGon's financial online help:

### Examples

- Access page FinanzOnline with link to eGon
- eGon microsite on the DKP with filtered content on FinanzOnline

## **eGon helps with the mobile use of e-government apps**

### Explanation:

The integration of eGon also makes mobile eGovernment use as easy as possible, for example with applications from the "Digitales Amt" app:

### Examples:

- Section on reporting in the Digitales Amt app with FAQ link to eGon
- FAQ on eGon for reporting in the Digital Office App

## **eGon combines "offline" with "online" in print formats**

### Explanation:

Offline, eGon uses existing physical touchpoints such as public offices and is always recognisable there too, e.g. as an information sheet. These connect seamlessly to eGon online:

### Examples:

- eGon frame with logo also identifies eGon content in physical format
- Reference on the info sheet to content on ID Austria on eGon steers users from offline to online

- eGon as a physical info sheet for ID Austria

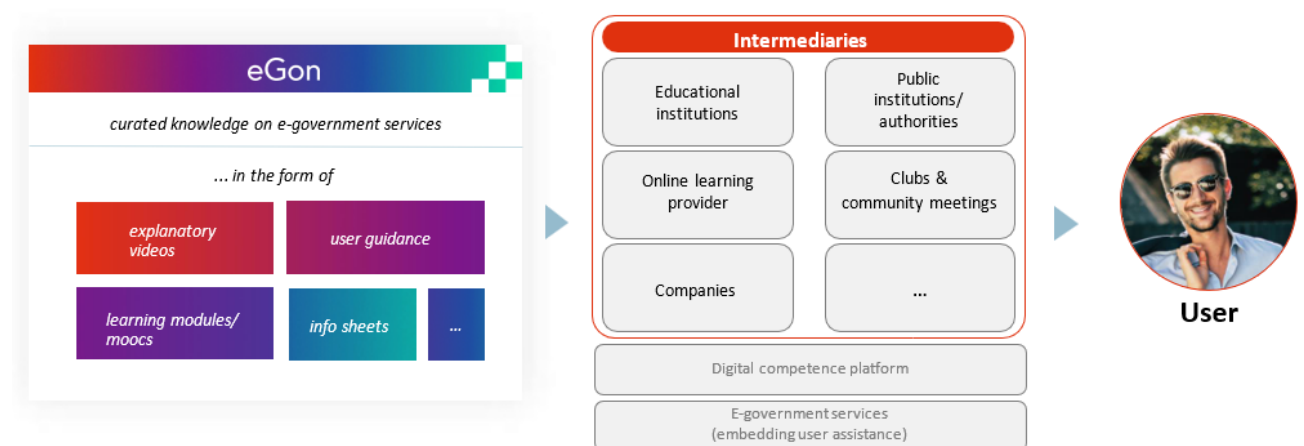
## eGon is embedded in a network of intermediaries

### Explanation:

The various eGon formats are integrated by numerous partners who embed the knowledge for users in the appropriate (learning) context.

These are individuals or organisations

- at the interface to e-government services, e.g. public authorities
- with thematic overlap to certain e-government services, e.g. parent groups
- with an educational mission, e.g. schools





## Integration of concrete measures in eGon

### eGon follows a stringent internal and external logic

eGon is internally designed according to clear principles:

#### Visual identity

The eGon identity fits logically into the DKO brand architecture. eGon is always recognisable, regardless of the context or format, thanks to a uniform visual appearance.

#### Design principles

The design of eGon ensures that all content and services are convenient for users to access, easy to use and safe to handle.

#### Formats

eGon imparts knowledge in various formats: e.g. explanatory videos, test access, digitally integrated user aids, printed information sheets or personal guidance in workshops, for example.

#### Touchpoints & intermediaries

eGon uses various touchpoints and communication channels: e.g. the eGov services themselves, local contact with citizens at public authorities, school lessons or social media.

eGon follows the needs of users alongside defined criteria in terms of its implementation:

#### Competence levels

eGon measures pick up citizens at their individual competence level: From level 1 to level 5 and with a stronger focus on empowering the lower competence levels.

#### Competence areas

The eGon eGov skills are assigned to digital competence areas and organised accordingly - from understanding the basics to problem solving & further learning

#### Life situations & areas

eGon organises its services according to different life situations and areas - whether vocational training, parenthood or retirement; whether finance, health or mobility.

#### Educational phases

eGon measures specifically address the respective information requirements in the various educational phases - from awareness-raising to repetition and consolidation.

## **Overview of eGon's integrated measures**

### **1. eGon introduces itself - target group-specific communication**

#### Explanation:

- Raising awareness of the various existing e-government services as well as ID Austria and corresponding support functions (eGon) through communication across multiple media.
- The central message should be the functionality of the individual services and the added value associated with their use.
- Applications for eGovernment services should always include a reference to eGon in order to optimise the user experience right from the start.
- Multiplier effects can be achieved on eGon through targeted referrals to other eGovernment services.
- Depending on the target group, suitable formats and channels are used in communication; where possible, the reach of existing communication formats is also utilised (e.g. postal mailings from public authorities), as suggested in the examples below:

### 1a) Social media communication (e.g. Instagram)

Short videos should be created for social media platforms in which the added value of e-government applications is emphasised specifically for students and they are informed about e-government services and offers from the administration in general. Influencers who specialise in relevant topics (e.g. funding) can be used to communicate this information. Examples of the target group-orientated preparation of administrative topics can be found on the AK's social media account.

Competence levels and areas: Level 3+ - information & data literacy, communication, interaction & collaboration; problem solving, innovation & continuous learning

### 1b) Printed communication

Offline communication on eGovernment and eGon in print media or, for example, postal mailings from public authorities in order to reach the general population and senior citizens in particular. In addition to clearly communicating the added value of advertised services, the focus should be on ease of use and the support functions offered.

Competence levels and areas: Level 1+ - foundations, access and digital understanding, problem solving, innovation & continuous learning

## **2. eGon on site - "Digital überall" and eGov contact person**

### Explanation:

- Low-threshold, accessible basic skills training for the population, especially for target groups with low levels of digital literacy, should be provided via various physical, citizen-centred channels.
- By referring to support material (e.g. on eGon) and creating access points (e.g. ID Austria registration), citizens are empowered to use eGovernment services independently in the long term.
- 60% of the population find that information and questions are better explained to them when dealing with public authorities in person. The need for guidance from a competent contact person should be met through workshops as well as specifically trained eGovernment contact persons. Thanks to their multiplier effect, contact persons are

also key to spreading a positive attitude towards eGovernment, as described below:

#### 2a) "Digital überall" workshops

Half-day workshops provide basic knowledge and skills on site. They are designed for the general population and tailored to target groups and life situations. In cooperation with educational institutes, the workshops are held in youth centres, clubs, retirement homes or municipal offices, for example, in order to reach the target groups as easily as possible. Materials from the workshops are available in eGon; registration can also be done directly on eGon.

Other target groups for the workshops are

- Companies
- Organisations
- Parents
- Administrators
- Training of contact persons for the contact points / "Train the Trainer"

Competence levels and areas: Level 1 - Foundations, access & digital understanding, communication, interaction & collaboration

#### 2b) E-Gov contact person

Using eGovernment training material to implement a train-the-trainer approach, staff at administrative touchpoints (e.g. when issuing passports, driving licences, etc.) are to be trained as eGovernment contact persons. In their role as multipliers, they should be able to convey enthusiasm for and the benefits of eGovernment and eGon and advise people individually on the use of the range of services (targeted recommendation of workshops, passing on information material, etc.).

Possible institutions addressed as administrative touchpoints are:

- Municipalities
- Cities/ district authorities
- Finance authority
- AMS (job centre)
- WKÖ (Austrian Economic Chambers)
- Federal police headquarters, courts

- Social insurance carrier
- Social counselling centre
- Start-up counselling
- Counselling at Chamber of Labour (AK)

Competence levels and areas: Level 2+ - “Foundations, access & digital understanding”, “Communication, interaction & collaboration”, “Problem Solving, innovation & continuous learning”

### 3. Try it out with eGon - test accesses

#### Explanation:

- The full functions of an eGovernment service can usually only be accessed with a personalised log-in. For this reason, test accesses are to be set up that make it possible to run through the scope of the services without using one's own e-identity.
- Possible implementation would be, for example, the provision of ID Austria dummy users - these can be called up via eGon or used directly in the eGovernment services. In addition, various ready-made profiles could be selectable by target group to illustrate different use cases.
- Test accesses allow users to familiarise themselves with an e-government service without risk. They are also an important tool for facilitators in e-government training courses, who would then no longer need to use their personal log-in for demonstration purposes, as described below.

#### 3a) Risk-free test environment for users

87% of the population rely on "learning by doing" to learn to use digital applications. Test access is therefore extremely useful to offer citizens a space to try things out and approach the use of eGovernment services on their own, without having to worry about "doing something wrong".

Competence levels and areas: Level 3 – “Foundations, access & digital understanding, “Communication, interaction & collaboration”

#### 3b) Data protection-compliant demonstration option for intermediaries

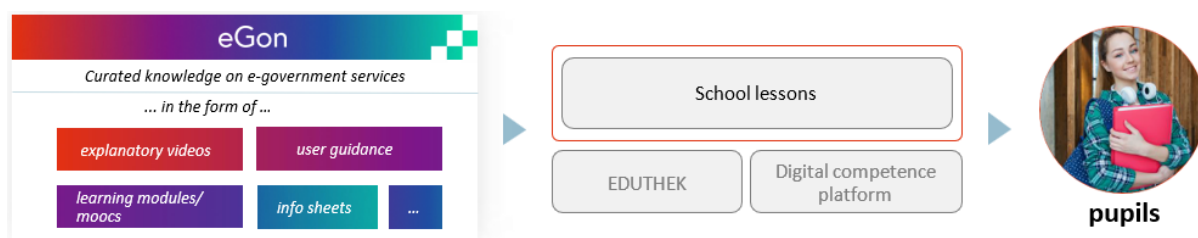
In order to be able to present the concrete use of an e-government service as a mediator - e.g. at school, in a senior café or in an online training course - the personal user interfaces of the teacher (or learner) must currently be considered together. In contrast, the provision of test access would offer a data protection-compliant way to demonstrate the practical application of the services.

Competence levels and areas: Level 1 – “Foundations, access & digital understanding”, “Communication, interaction & collaboration”

## 4. eGon at school

### Explanation:

- School lessons play a central role in teaching basic e-government skills. It creates an understanding of the purpose of e-government services and how they can be used in everyday life. Students can build on this understanding in later phases of their lives.
- Students should recognise the added value of various e-government services and be empowered to use them.
- This target group has a high level of expertise for further independent use, but has had few previous points of contact with administrative topics. It is therefore important to initialise its use in the classroom. The involvement of ID Austria also plays a special role here.
- Specifically prepared teaching material on eGon supports teachers in teaching, as described below. Students can access the materials beyond the classroom on eGon or the DKP and thus also obtain information on further content independently.



### 4a) Teaching material

The eGovernment teaching material should be ready-made and freely accessible for teachers in eGon on the DKP and the EDUTHEK. The teaching concept should be designed in a multimedia format and broken down into topics relevant to pupils. It contains a pedagogical framework for the implementation of eGovernment units, including curriculum reference and application benefits.

Competence levels and areas: Level 3+ - “Foundations, access & digital understanding”, “Information & data literacy”, “Communication, interaction & collaboration”, “Problem solving, innovation & continuous learning”

## Classification of the measures into utilisation phases

### Overview of measures:

#### 1a) Social media communication (e.g. Instagram)

Educational phase: Raising awareness

Channel: Digital

#### 1b) Printed communication

Educational phase: Raising awareness

Channel: Physical

#### 2a) "Digital überall" workshops

Education phase: Initialisation

Channel: Physical (with digital support elements)

#### 2b) E-Gov contact person

Educational phase: Raising awareness

Channel: Physical (with digital support elements)

#### 3a) Risk-free test environment for users

Education phase: Utilisation

Channel: Digital

#### 3b) Data protection-compliant demo option for intermediaries

Education phase: Utilisation

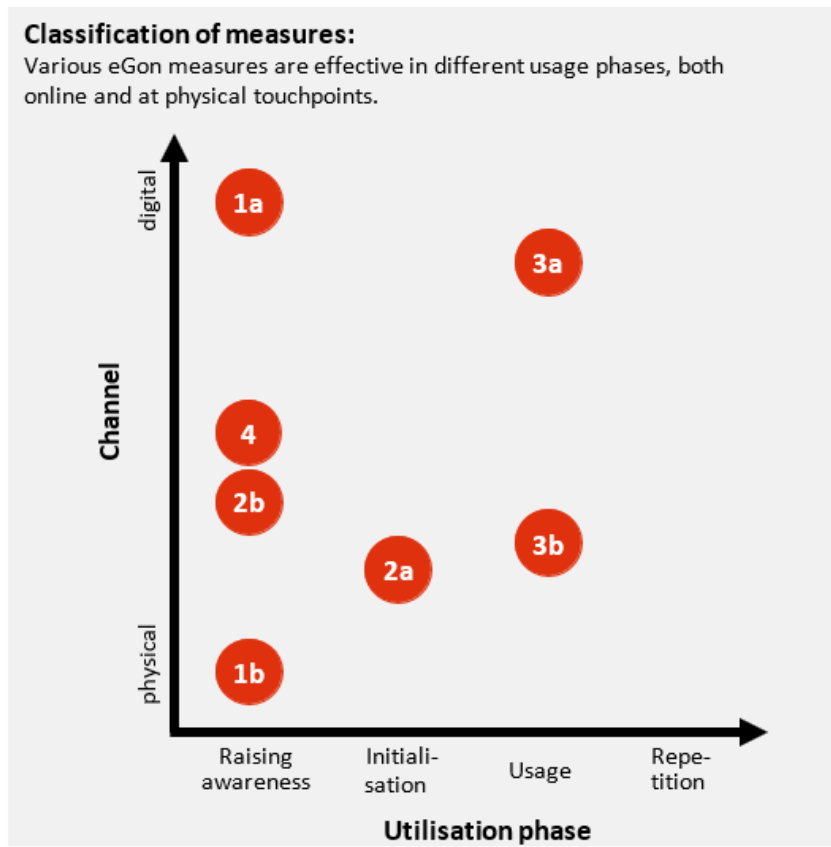
Channel: Physical (with digital support elements)

#### 4) Teaching material

Educational phase: Raising awareness



Channel: Physical and digital



# 5 Educational concept and areas of application

## Four-phase framework for digital education



(Source: Accenture Research)

### Raising awareness/needs

- In this phase, the target group should be informed about the existence and basic functions of the ID Austria, digital driving licence and other e-government services.
- Furthermore, this phase aims to meet the needs and requirements of the population with regard to administrative services and to encourage them to use eGovernment services to fulfil these needs.

### Initialisation

- The initialisation phase serves to impart the basic knowledge required to use e-government services.
- The phase also aims to create the technical requirements for accessing and using the services. In this way, the possibilities of switching to and using ID Austria are conveyed.

### Utilisation

- In the utilisation phase, the population should be encouraged to actively try out and use eGovernment services.
- Citizens should be supported in their active use in order to make the user experience as smooth as possible.
- The support can take various forms, but the needs of the target group to be supported

and the characteristics of the service must always be taken into account.

#### Repetition & consolidation

- The aim of the Repetition & Consolidation phase is to encourage the population to use e-government services repeatedly in order to consolidate the e-government skills they have learnt.
- A service that has already been used can be used again or the use of another eGov service can be suggested.
- This phase is particularly important for the target group of senior citizens, as learnt skills need to be consolidated through repetition.

## When creating awareness, added value must become clear

### Target:

- Informing the population about the existence and basic functions of the various e-government services; activating the individual latent need for digital administration.

### Challenges:

- Social media is the most popular digital medium across all population groups (2/3 of all respondents use this medium daily). However, the use of individual platforms differs greatly between the individual target groups and content must be adapted to the purpose of the respective platform.
- Otherwise, the target groups differ greatly in their digital media usage behaviour: 60% of pupils use podcast streaming services several times a week, while senior citizens particularly like to use digital news services.
- A distinction must be made between the target groups in the content of the communication: Pupils need to be picked up at a relatively high level of fluency, an explanation of what services the administration offers and then a reference to the digital design of these services. For the general population, the added value of the eGov service must be clearly emphasised, while for senior citizens, more precise instructions for action must be placed in the foreground.

### Measure categories and implementers:

- General marketing campaign: to be implemented by BMF Section V/3 or DKO P6  
Awareness-raising
- Specific communication/campaign for target groups: see above, involving relevant departments
- Existing physical contact points (authorities & private individuals); see above, including BLSG cooperation
- Existing digital contact points (authorities & private individuals), see above, including BLSG cooperation

## Examples awareness-raising phase

Below are examples of how measures in the awareness-raising phase could be organised:

Situation/ area	Target group	Touchpoint/ medium	Measures/ category	Description of measures
Family with children/ administration & help	General population	Birth preparation course/ midwife	Existing physical contact points	In antenatal classes offered by public organisations, the parents-to-be are informed about the possibilities and practicality of the Digital BabyPoint by the midwife running the course.
Travelling	General population	Passport application/ municipal officials	Existing physical contact points	When applying for a new passport, citizens are informed about the possibility of activating ID Austria at the same time.
Vocational training/ finances	Pupils	E-government teaching/ standardised teaching material	Campaign for target groups	As part of the regular lessons in the subject "History & Political Education", pupils are introduced to digital administration using the example of FinanzOnline using a package of teaching materials customised for a teaching unit.
Mobility	Pupils	Driving school/ brochure	Existing physical contact points	After passing the driving test, learner drivers are given a brochure at the driving school in which they are informed about the possibility of applying for a digital driving licence.
Pension/ sickness & health	Seniors	Appointment at doctor's surgery/ receptionist & leaflet	Existing physical contact points	After a visit to the elective doctor, senior citizens receive an information brochure on the options offered by "Meine SV". The receptionist also explains that it is possible to submit the invoice to the health insurance company via the online service.

## The initialisation phase is critical for the basic qualification

### Target:

- Providing the basic knowledge required to use e-government services and enabling users to get started with these services.

### Challenges:

- Around 9 out of 10 respondents stated that they rely on "learning by doing" when learning new digital skills. This familiarisation with a service through trial and error should be facilitated by ad hoc support materials, such as online instructions or explanatory videos (the second and third most popular learning methods). Learning methods that require more time or personal effort, such as hotline calls or chatbots, are less popular.
- Particular attention should be paid to access to the individual services, as 24% of the population stated that they had problems with logging in and authentication. This is further emphasised by the fact that 40% of respondents who are familiar with ID Austria but do not yet use it believe that the effort required for installation and activation is too great.
- A special focus should be placed on senior citizens, especially as this group is often afraid of "doing something wrong" when using services. A safe environment to try things out and detailed information about the feared risks should therefore be given special attention.

Measure category	To be realised by
Online instructions (textual or audio-visual)	Providers of eGov services / departments and their public relations areas; Entry-level authorisation (E-ID) - BMF Sect. V/3
Physical instructions (e.g. leaflets, brochures, information on letters from authorities, etc.)	Providers of eGov services / departments and their public relations areas; Entry-level authorisation (E-ID) - BMF Section V/3
Test access/click dummies for existing eGov services	BMF Sect. V/4
Personal declaration (e.g. from a competent person)	Coordination by OeAD

## Examples Phase Initialisation

Below are examples of how measures in the initialisation phase could be structured:

- Situation “Family with children/ Administration & help“ (target group: general population): When researching the Digital Babypoint in the Digital Office, prospective parents come across a link to eGon. There, a step-by-step text guide explains how to use the Digital Babypoint and which functionalities it covers. (Touchpoint: Digital Office/ eGon (online instructions); Measure/category: Online instructions).
- Situation “Travelling“ (target group: general population): Municipal officials activate citizens’ ID Austria on the spot. The citizens are made aware of the Digital Office and the functions integrated into the app, e.g. the passport reminder service, by the municipal officials. (Touchpoint: Passport application / Municipal officials; Measure/category: Personal declaration).
- Situation “Vocational training/ finances“ (target group: pupils): When attempting to log in to FinanzOnline for the first time, the students realise that they need ID Austria access. In eGon, you will find detailed video instructions on the steps to be taken to activate the ID Austria. (Touchpoint: FinanzOnline & ID Austria/eGon (video tutorial); Measure/category: online instructions).
- Situation “Mobility“ (target group: pupils): New driving licence holders download the eAusweise app using a QR code shown on the brochure. (Touchpoint: eID cards/Brochure; Measure/category: Physical instructions).
- Situation “Pension/ sickness & health“ (target group: senior citizens): Once on the My SV website, seniors get an overview of the functionality of the service by using a click dummy. Features can be clicked through and filled with the test data provided. (Touchpoint: My SV/ click dummy; Measure/category: Test access/ click dummies).

## Successful use through self-learning aids and mediation

### Target:

- Supporting the population in actively using the various e-government services.

### Challenges:

- A particular focus in the design of the utilisation phase should be placed on creating clarity. For example, 28% of respondents stated that they had problems finding functions in the eGov service itself. A lack of comprehensibility of the content itself is a less pronounced problem.
- Another priority should be the simple explanation of the steps to be taken: The quantitative study shows that 60% of citizens prefer physical official channels because of the more understandable explanations.
- In general, the general population tends to want little to do with the administration and attention spans are short. This makes it all the more important for educational documents to be short and intuitive in order to actually encourage citizens to accept offers of help.

### The individual measure categories are as follows:

- “Online instructions (textual or audiovisual)” to be realised by the resp. providers of eGov services/departments and their public relations areas
- “Physical instructions (e.g. leaflets, brochures, information on letters from authorities, etc.)” to be realised by the resp. providers of eGov services/departments and their public relations areas
- “Personal declaration (e.g. from a competent person,...)” to be realised by the coordination of OeAD



## Examples of phase utilisation

Below are examples of how measures in the utilisation phase could be designed:

- Situation “Family with children/ Administration & help“ (target group: general population): If there are any problems with the operation of the Digital Baby Point, prospective parents can also refer to the step-by-step textual description provided by eGon to clarify any uncertainties. (Touchpoint: Digital Babypoint/ eGon (online instructions); Measure/category: Online instructions).
- Situation “Travelling“ (target group: general population): Citizens use the passport reminder service installed in the Digital Office and are supported in using the service by paper-based instructions that they receive at the municipal office. (Touchpoint: Passport reminder service/ flyer; Measure/category: Physical instructions).
- Situation “Vocational training/ finances“ (target group: Pupils): The service design, which is based on user preferences - with precise descriptions and specific error messages in the event of problems - makes it easier for students to use FinanzOnline independently. (Touchpoint: FinanzOnline/ Optimised service design; Measure/category: Online instructions).
- Situation “Mobility“ (target group: Pupils): After downloading the eAusweise app, a video tutorial will help you to the digital driving licence is ready for use. (Touchpoint: eAusweise/ eGon (video tutorial); Measure/category: Online instructions).
- Situation “Pension/ sickness & health“ (target group: senior citizens): As part of a workshop organised by the "Digital überall" initiative, senior citizens get to grips with My SV for the first time under the detailed guidance of the trainer and are guided through the most important functions. (Touchpoint: Workshop "Digital überall"/ Personal assistance by trainers; Measure/category: Personal declaration).

## Repetition consolidates usage patterns and increases added value

Target:

- Stimulating the population to use eGov services repeatedly and more extensively in order to consolidate the digital skills they have learnt.

### Challenges:

- Around a third of respondents were aware of half or fewer of the eGovernment services surveyed, with the majority attributing this to the fact that they had not yet been made aware of services in the media or that no one had told them about the services, while a small number were generally uninterested in eGovernment services. This is an indication that there is certainly potential for increasing awareness of many services.
- The different levels of awareness and usage across the various services, from 27% awareness of PoDS to 97% awareness of FinanzOnline, clearly show the possibilities of publicising services through cross-references between the services. As a result, more different services would be used and citizens would have more regular contact with the digital administration.

### Measure categories and their application:

- “Encourage repetition through direct communication (e-delivery, push notifications, notifications, postal notices,...)” to be realised: in each case. Providers of eGov services/departments and their public relations departments or DKO P6 Awareness raising
- “General awareness measures” to be realised: in each case. Providers of eGov services/departments and their public relations departments or DKO P6 Awareness raising
- “Convincing service design” to be realised: Management of the AGPS (City of Vienna/MA01)
- “Strengthening of recommendation (Net Promoter Score)” to be realised: Stakeholders:internal
- + All measures from the awareness-raising phase

## **Examples Phase Repetition**

Below are examples of how measures in the repetition phase could be organised:

- Situation “Family with children/ Administration & help” (target group: general population): One of the checkpoints of the Digital Baby Point refers to the certificate

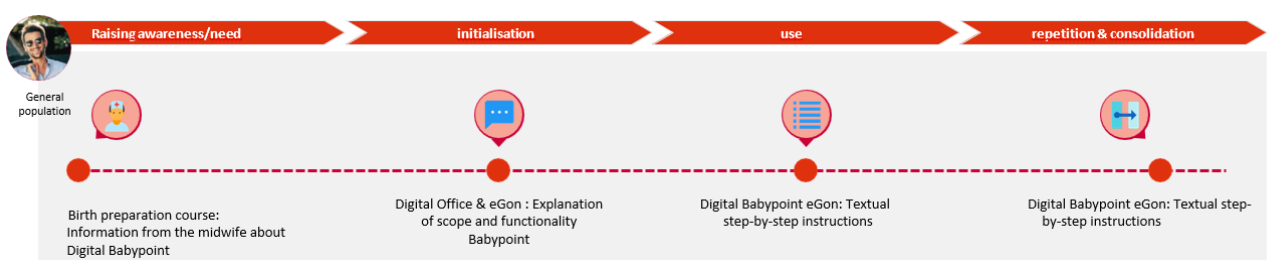
service, where (prospective) parents have digital access to the newborn's birth certificate. (Touchpoint: Digital baby point/cross-reference to the certificate service; Measure/category: Existing digital contact points).

- Situation "Travelling" (target group: general population): After setting the reminder service, a cross-reference is made to the MFA's foreign service app. (Touchpoint: Passport reminder service/ cross-reference to BMEIA app; Measure/category: Existing digital contact points).
- Situation "Vocational training/ finances" (target group: Pupils): Once the income tax application has been checked, the assessment is sent electronically. To retrieve the electronic assessment, students log back into FinanzOnline. (Touchpoint: FinanzOnline/ Electronic delivery; Measure/category: Direct communication).
- Situation "Mobility/Administration / Help" (target group: pupils): A push notification from the eAusweise app informs holders of the digital driving licence that they can now also store their ID card as a digital version in the app.<sup>6</sup> (Touchpoint: eID cards/Push Notification; Measure/category: Direct communication).
- Situation "Pension/ sickness & health" (target group: senior citizens): Thanks to the ease of use and practicality of Meine SV, senior citizens are now also deciding to try out ELGA, which they learnt about from their pharmacists, to get an overview of their prescriptions. (Touchpoint: My SV & pharmacy/ Convincing service design; Measure/category: Convincing service design).

This functionality has not yet been implemented and serves to illustrate further possibilities for using touchpoints.

## User Journeys Target groups

### Help with the current life situation and further online support



### Phase 1: Raising awareness/need

Objective: To inform the population about the existence and basic functions of the various eGov services; to activate the individual latent need for digital administration.

Example: In antenatal classes offered by public organisations, the prospective parents are informed about the possibilities and practicality of the Digital Baby Point by the midwife running the course.

Touchpoints/medium: Birth preparation course/midwife

### Phase 2: Initialisation

Objective: To impart the basic knowledge required to use e-government services and to enable participants to get started with these services.

Example: When researching the Digital Babypoint in the Digital Office, prospective parents come across a link to the eGov user guide (eGon). There, a step-by-step text guide explains how to use the Digital Babypoint and which functionalities it covers.

Touchpoints/medium: Digital office/

eGon (online instructions)

### Phase 3: Utilisation

Objective: To support the population in actively using the various eGovernment services.

Example: If you have problems using the Digital Baby Point, prospective parents can refer to the step-by-step text description from eGon at the same time and thus resolve any ambiguities.

Touchpoints/medium: Digital baby point/eGon

(Online instructions)

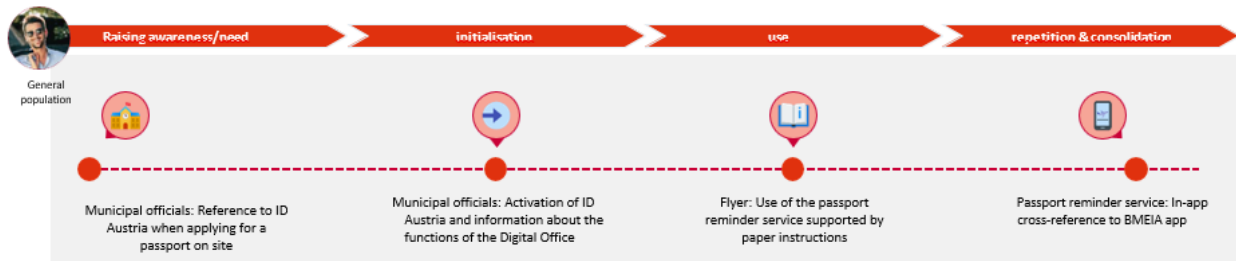
### Phase 4: Repetition & consolidation

Objective: Stimulate the population to use e-government services repeatedly and more extensively in order to consolidate the digital skills they have learnt.

Example: One of the checkpoints of the Digital Baby Point refers to the certificate service, where (prospective) parents have digital access to the newborn's birth certificate.

Touchpoints/medium: Digital baby point/cross-reference to the certificate service

## Empowered by competent mediators and suitable formats



### Phase 1: Raising awareness/needs

Objective: To inform the population about the existence and basic functions of the various eGov services; to activate the individual latent need for digital administration.

Example: When applying for a new passport, citizens are informed about the possibility of activating ID Austria at the same time.

Touchpoints/medium: Passport application/ municipal official

### Phase 2: Initialisation

Objective: To impart the basic knowledge required to use e-government services and to enable participants to get started with these services.

Example: Municipal officials activate citizens' ID Austria on site. The citizens are made aware of the Digital Office and the functions integrated into the app, e.g. the passport reminder service, by the municipal officials.

Touchpoints/medium: Passport application/ municipal official

### Phase 3: Utilisation

Objective: To support the population in actively using the various e-government services.

Example: Citizens use the passport reminder service installed in the digital office and are supported in using the service by paper-based instructions that they receive at the municipal office.

Touchpoints/medium: Passport reminder service/flyer

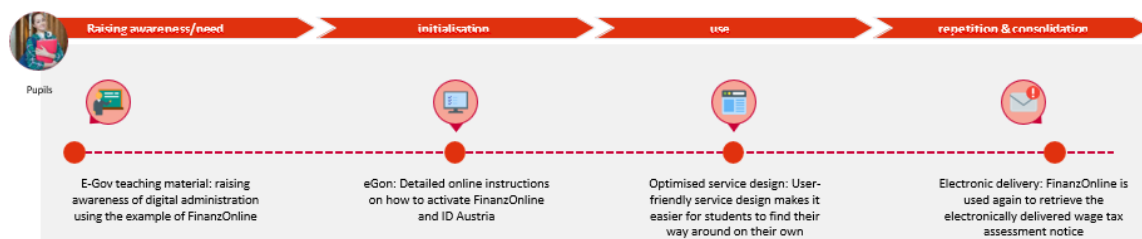
#### Phase 4: Repetition & consolidation

Objective: To encourage the population to use eGov services repeatedly and more extensively in order to consolidate the digital skills they have learnt.

Example: After setting the passport reminder service, a cross-reference is made to the MFA's foreign service app.

Touchpoints/medium: Passport reminder service/ cross-reference to BMEIA app

### **Equipped with basic knowledge and supported in self-learning**



#### Phase 1: Raising awareness/needs

Objective: To inform the population about the existence and basic functions of the various eGov services; to activate the individual latent need for digital administration.

Example: As part of the regular lessons in the subject

"History & Civic Education", students are introduced to digital administration using the example of FinanzOnline using a package of teaching materials customised for a teaching unit.

Touchpoints/medium: e-government lessons/standardised teaching material

#### Phase 2: Initialisation

Objective: To impart the basic knowledge required to use e-government services and to enable participants to get started with these services.

Example: When attempting to log in to FinanzOnline for the first time, students realise that they need ID Austria access. You will find detailed video instructions on eGon on the steps to be taken to activate the ID Austria.

Touchpoints/medium: FinanzOnline & ID Austria/ eGon (video tutorial)

### Phase 3: Utilisation

Objective: To support the population in actively using the various eGovernment services.

Example: The service design based on user preferences - with precise descriptions and specific error messages in the event of problems - makes it easier for students to use FinanzOnline independently.

Touchpoints/medium: FinanzOnline/ optimised service design

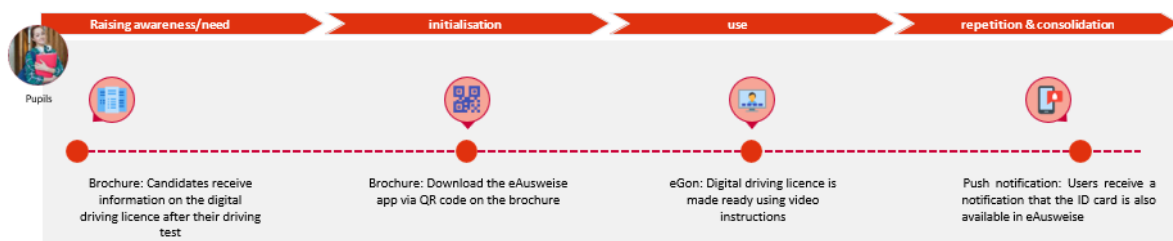
### Phase 4: Repetition & consolidation

Objective: To encourage the population to use eGov services repeatedly and more extensively in order to consolidate the digital skills they have learnt.

Example: Once the income tax application has been checked, the assessment notice is sent electronically. To retrieve the electronic assessment, the students log back into FinanzOnline.

Touchpoints/medium: FinanzOnline/Electronic delivery

## **Seamlessly connected to digital services and always up to date**



### Phase 1: Raising awareness/needs

Objective: To inform the population about the existence and basic functions of the various eGov services; to activate the individual latent need for digital administration.

Example: After passing the driving test, learner drivers are given a brochure at the driving school in which they are informed about the possibility of applying for a digital driving licence.

Touchpoints/medium: Driving school/brochure

### Phase 2: Initialisation

Objective: To impart the basic knowledge required to use e-government services and to enable participants to get started with these services.

Example: New driving licence holders download the eAusweise app using a QR code shown on the brochure.

Touchpoints/medium: eCard/brochure

### Phase 3: Utilisation

Objective: To support the population in actively using the various e-government services.

Example: After downloading the eID card app, the digital driving licence is made ready for use with the help of video instructions.

Touchpoints/medium: eAusweise/eGon (Video)

Instructions)

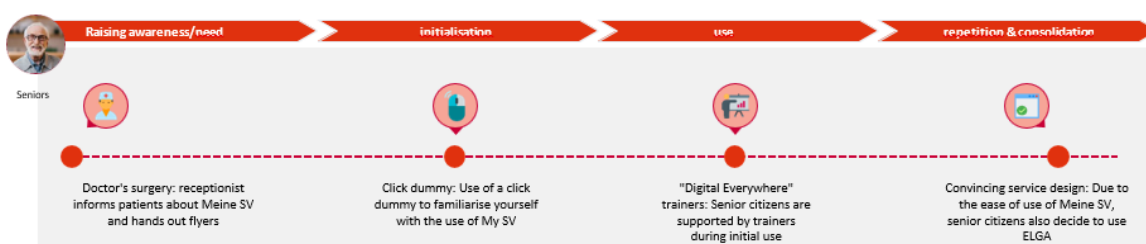
### Phase 4: Repetition & consolidation

Objective: To encourage the population to use eGov services repeatedly and more extensively in order to consolidate the digital skills they have learnt.

Example: A push notification from the eAusweise app informs holders of the digital driving licence that they can now also store their ID card as a digital version in the app.<sup>7</sup>

Touchpoints/medium: eID card/push notification

## Increased from risk-free trial to convenient use



### Phase 1: Raising awareness/needs

Objective: To inform the population about the existence and basic functions of the various



eGov services; to activate the individual latent need for digital administration.

Example: After a visit to an elective doctor, senior citizens receive an information brochure on the options offered by "Meine SV". The receptionist also explains that it is possible to submit the invoice to the health insurance company via the online service.

Touchpoints/medium: Appointment in doctor's surgery/ consultation assistant & leaflet

### Phase 2: Initialisation

Objective: To impart the basic knowledge required to use e-government services and to enable participants to get started with these services.

Example: Once on the My SV page, senior citizens get an overview of the functionality of the service by using a click dummy. Features can be clicked through and filled with the test data provided.

Touchpoints/medium: My SV/click dummy

### Phase 3: Utilisation

Objective: To support the population in actively using the various eGovernment services.

Example: As part of a workshop organised by the "Digital überall" initiative, senior citizens are introduced to My SV for the first time under the detailed guidance of the trainer and are guided through the most important functions.

Touchpoints/medium: Workshop "Digital überall"/

Personal assistance from a trainer

### Phase 4: Repetition & consolidation

Objective: To encourage the population to use eGov services repeatedly and more extensively in order to consolidate the digital skills they have learnt.

Example: Thanks to the ease of use and practicality of Meine SV, senior citizens now also decide to try out ELGA, which they learnt about from their pharmacists, to get an overview of their prescriptions.

Touchpoints/medium: My SV & pharmacy/ Convincing service design

Illustration User Journey Senior:innen

## Johann, 73 years old

Johann is a fun-loving senior citizen who enjoys his retirement life to the full. After a long working career, he finally has time to devote to his hobby of "gardening" and his loved ones. Several times a year, Johann treats himself to short holidays with his wife Margarete.

Johann is known among his friends for always being open to new things, whether it's new restaurants or cultural events, he is curious and open-minded.

However, he is sometimes sceptical about digital services. Although he is interested in understanding and using them, he fears that he will be confronted with technical problems that he cannot solve on his own. He also has concerns about the security of digital services.

Johann feels most comfortable trying out new technologies when he is accompanied by a competent person. Someone who guides him and takes the risk.



Initial situation: He has already heard of ID Austria, but does not have one himself. He prefers to do his official business in person at the nearest authority. When it comes to digital services, he likes to rely on the support of his family,

Demand arises

Johann is watching the morning news on TV when suddenly an election advert for the upcoming National Council elections comes on. He becomes aware and realises that he will be

on holiday with his wife in Sicily that day.

It is very important to Johann to exercise his right to vote. To get clarification, he calls the municipality to find out what he can do in this situation.

#### Search for help

The municipality informs Johann that he can cast his vote by postal vote. He also learns that he can conveniently apply for his polling card digitally - all he needs is ID Austria. Johann remembers reading about ID Austria in the newspaper. His grandson also told him about it. Until now, however, it was too complicated for Johann to deal with and he was afraid of doing something wrong.

However, the municipality informs him that a "Digital überall" workshop will take place tomorrow, where trained staff can help him activate the ID Austria.

#### "Digital überall"

Johann takes part in the workshop and successfully receives support in activating his ID Austria. eGon is mentioned in the workshop. A microsite with teaching materials designed to provide support in the provision of digital services.

#### eGon

Full of zest for action, Johann opens the "eGon" microsite on his PC at home and is impressed by the variety of educational programmes on offer.

Despite his interest, he wants to apply for a polling card first. He therefore uses the search function to find a suitable video guide. Thanks to the clear layout, he quickly finds the right content and can start applying for the polling card straight away.

The instructions made it easy to apply for my polling card online.

With the help of the (video) instructions, Johann can easily apply for his polling card online.

He is relieved that everything went smoothly and is now looking forward to going on holiday without any worries.

#### Demand arises again

Johann is back from his holiday and enthusiastically shares his holiday photos with his family.

His grandson also has exciting news to share: not only has he passed his driving test, he now also has a digital driving licence.

Johann is delighted with his grandson's digital skills. He realises that he would also like to have a digital driving licence. He decides to apply for his digital driving licence on his smartphone. He also wants to have his driving licence to hand at all times. But he is unsure how to proceed and where he can find the information he needs.

He remembers how the instructions on the eGon microsite helped him to apply for his polling card. So Johann visits the eGon microsite on his laptop to find the right information and instructions.

#### Digital driving licence

Video tutorials, virtual tours and demo click dummies - these are all very helpful resources. There are even PDFs to download and print out.

#### eGon

Johann uses the search function on the homepage. He is delighted when he sees how much helpful information & resources are available to him.

Johann decides to follow the virtual tour step by step. The tour gives him clear instructions and shows him exactly how to install the app and which options he needs to select.

This makes Johann feel safe and gives him the reassuring feeling that he is not overlooking anything important.

# 6 Piloting & next steps

## Piloting: digital skills workshops teach key competences

### Overview:

Digitalisation should bring benefits "for everyone" and "everywhere" in Austria. The prerequisites for this are basic digital skills and continuous training in digitalisation topics.

The DKO's "Digital überall" initiative creates a low-threshold educational programme. The main aim is to provide basic skills for people with low digital skills (level 1-2).

Specific workshops for e-government skills are part of a broad range of topics from device use to cybersecurity that address different target groups and areas of expertise.

Cooperation with existing organisations and training providers brings the offer closer to citizens and enables a rapid, comprehensive roll-out with piloting at the end of 2023.

In the long term, the on-site programme and the content taught will also be integrated into the Digital Competence Platform (DKP), and thus also into eGon in the case of eGovernment skills.

## Piloting is followed by nationwide roll-out and expansion

### Background:

From the end of 2023, the DKO will be bringing digital skills to the general public. The workshops and course formats of "Digital Skills for All" and "Digital überall" and "Digital überall +" also teaches e-government skills, thus realising a central measure of the education concept

### "Digital Skills for All"

Piloting 2023:

- Scope & time horizon: 300-400 workshops from the end of September 2023
- Target region: Selected municipalities in all 9 federal states
- Format & content: 3-hour on-site workshops in groups of 10-30 people in which a

specific digital skill is acquired or a digitalisation topic is taught

- Realisation: held via educational institutions (e.g. VHS, Ring österreichischer Bildungswerke)
- 1 educational institute - 1 federal state - 1 topic: In this phase, each federal state is addressed by one education provider with one topic. 2-3 federal states are addressed with e-government content (focus on registration/changeover to ID Austria).

#### "Digital überall"

Roll-out 2024:

- Scope & time horizon: 3,500 workshops in 2024
- Target region: All 2,093 Austrian municipalities
- Format & content: Like "Digital Skills for All"; broader spectrum of target group-specific topics, from e-government services to cybersecurity; e-government workshops are offered in all federal states
- Implementation: Low-threshold touchpoints depending on the target group, i.e. in addition to educational institutions, e.g. municipal offices, retirement homes, clubs, youth centres, in addition to citizens, e.g. businesses are also a target group

#### "Digital überall+"

Extension 2024:

- Scope & time horizon: Expansion to include long formats from 2024
- Target region: All of Austria
- Format & content: In-depth qualification programme on "Digital Überall"; longer formats over several weeks that support qualification in specific subject areas; involvement of DKP & eGon.
- Realisation: Via educational institutions

## **Next steps and important aspects for implementation**

Overview:

The immediate next steps in implementing the educational concept are to set up project management structures for the realisation of the educational measures.

Furthermore, coordination with the administration and existing eGov services on the proposed measures and consequently the detailed concept and visual design/brand identity of eGon must take place.

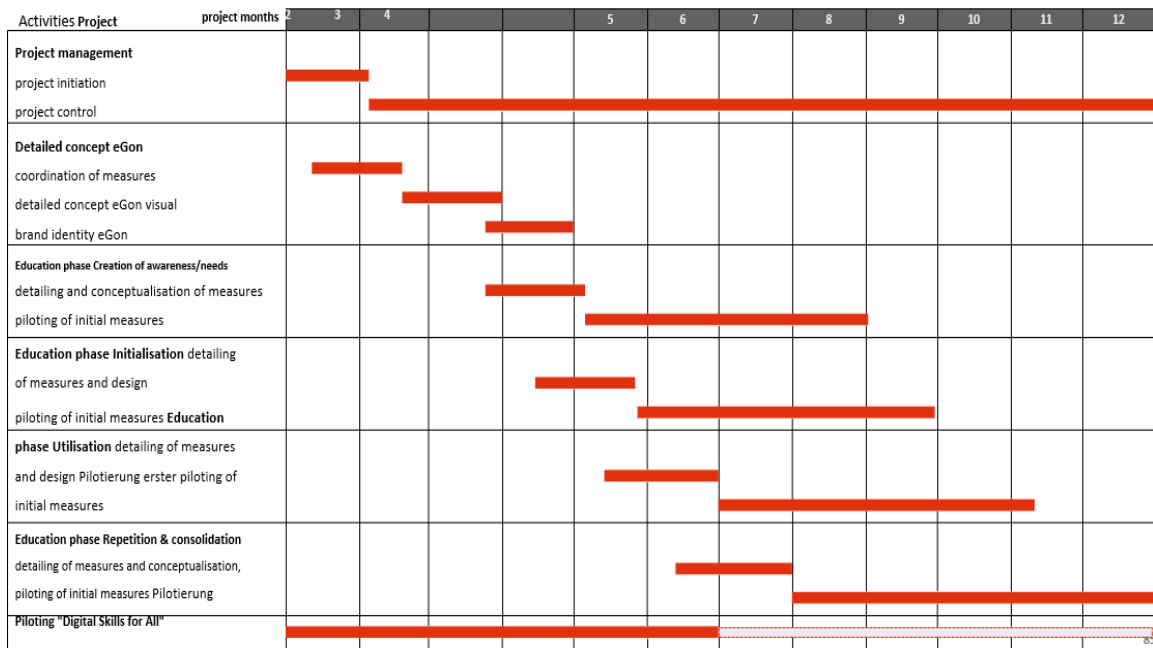
The introduction of eGon will initially take place in the central eGovernment services of the BMF Section V (e.g. eID, Digital Office, driving licence) and the wide-ranging services of the BMF (e.g. FinanzOnline).

Due to the current spread of basic requirements for eGov processes such as eID and the current utilisation rate of the services, there is great potential for training measures in the area of low competence levels.

It is important to utilise all available digital (including integration into the digital skills platform and e-government services) and non-digital (physical contact points with authorities) channels in order to support skills development with the training concept.

A further aim should be to link existing help services with eGon (e.g. FinanzOnline chatbot "Fred" refers to suitable help in eGon during the chat) and to establish eGon as a central collection point for all existing help materials (e.g. online videos, flyers, etc.).

## **Implementation roadmap for implementing the education concept**





# Appendix

## Workshop 1 - Quantitative results

Quantitative survey - methodology and demographics

### Key data of the study

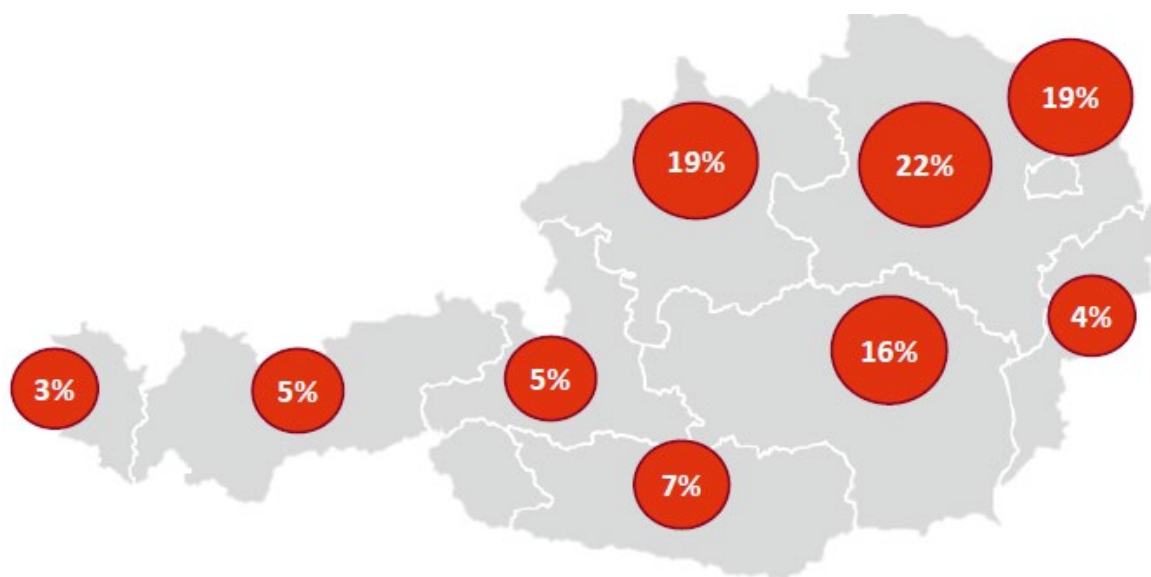
- n = 1,992 participants
- Online survey conducted by market research institute Bilendi in April 2023
- Respondents between the ages of 16 and 75; Austrian population divided according to
  - Age
  - Gender
  - Federal state
  - Level of education

### Subject areas

10-12 closed questions (single choice) on e-government and dealing with digital services:

- Awareness and use of e-government services
- User-friendliness and obstacles
- Acquisition of digital skills and digital media consumption

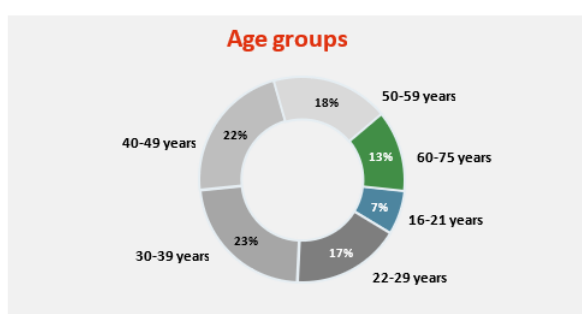
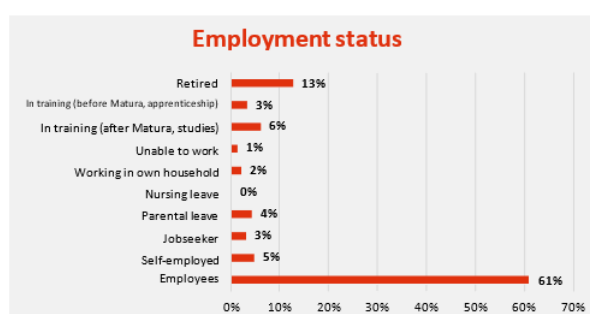
Respondents by place of residence






## Level of education

- University degree Academy or non-university education
- Secondary school with Matura
- Apprenticeship with Matura
- Specialised training without Matura (poly/technic/apprenticeship)
- Compulsory school-leaving certificate or below

## Demographics and focus target groups



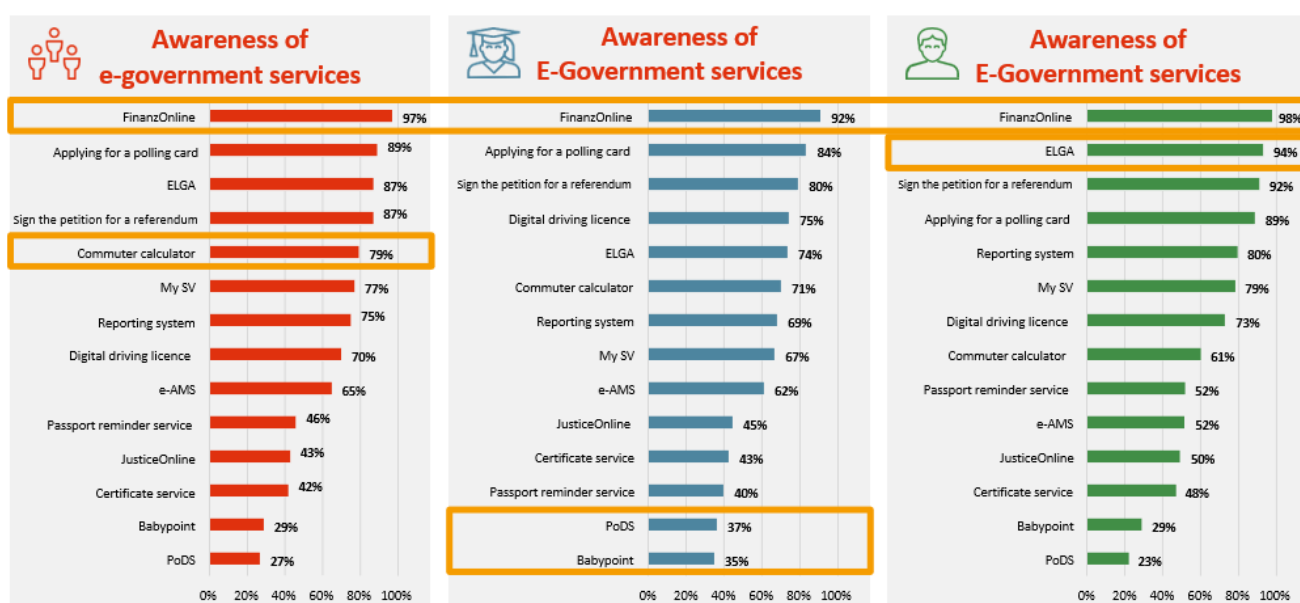
### Focus target groups

General population	Pupils	Seniors
<ul style="list-style-type: none"> <li>• <b>Age:</b> 16–75 years</li> <li>• <b>Size:</b> n = 1.992</li> </ul> 	<ul style="list-style-type: none"> <li>• <b>Age:</b> 16–21 years</li> <li>• <b>Size:</b> n = 144</li> </ul> 	<ul style="list-style-type: none"> <li>• <b>Age:</b> 60–75 years</li> <li>• <b>Size:</b> n = 256</li> </ul> 

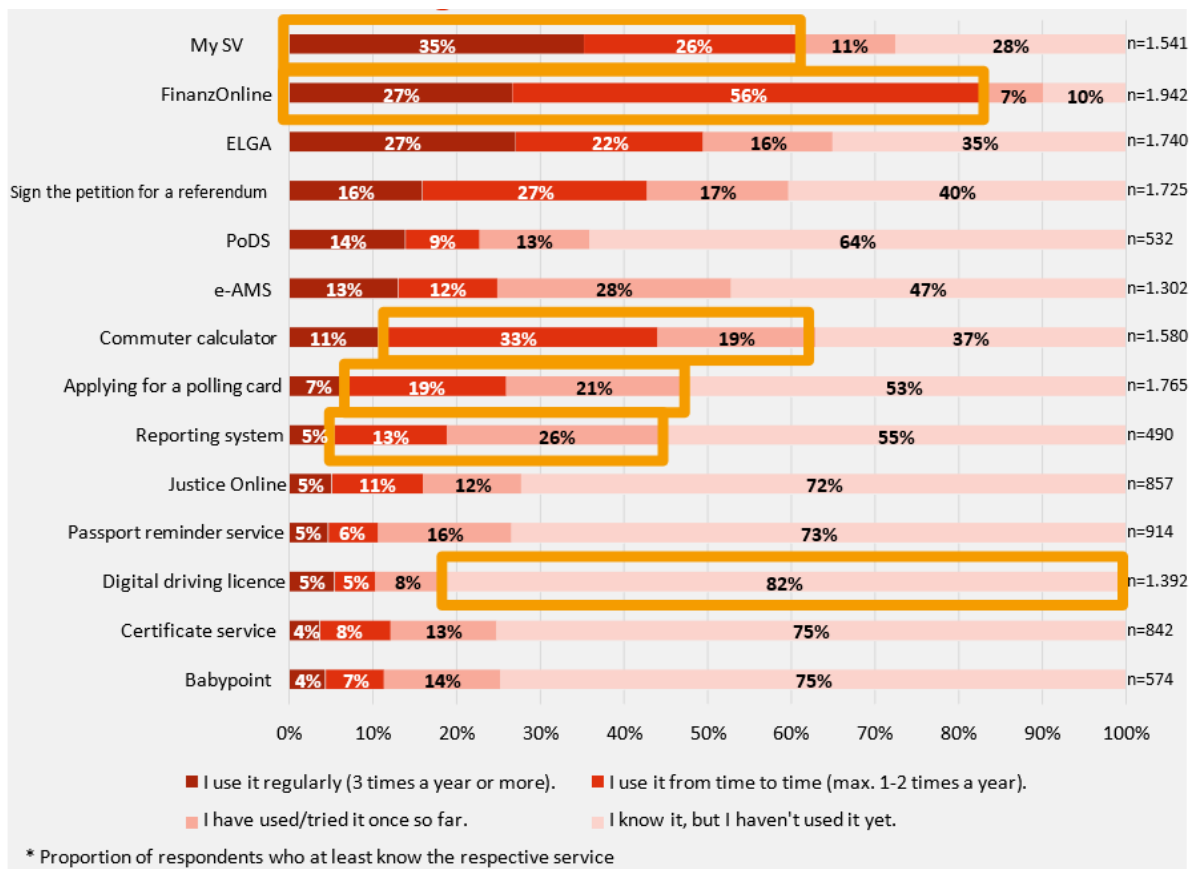
## Certain e-government services very well known in all groups

- FinanzOnline is the best-known e-government service across all groups analysed (> 90%).
- 89% of the total population are aware of the possibility of applying for polling cards electronically.
- 87% of the total population are familiar with ELGA, and the proportion of senior citizens is as high as 94%.
- The option to sign referendums online is one of the top 4 most popular services for all three groups.
- The commuter calculator is better known among the population as a whole (79%) than among senior citizens and schoolchildren.
- Portal Digitale Schule (PoDS) and Babypoint are better known among pupils, even if the absolute level of awareness (37% and 35% respectively) still has room for improvement.
- 19 out of 20 senior citizens are familiar with the ELGA electronic health record. eAMS and the commuter calculator are less well known compared to the general population and schoolchildren.

## Awareness varies, especially for specific eGovernment services



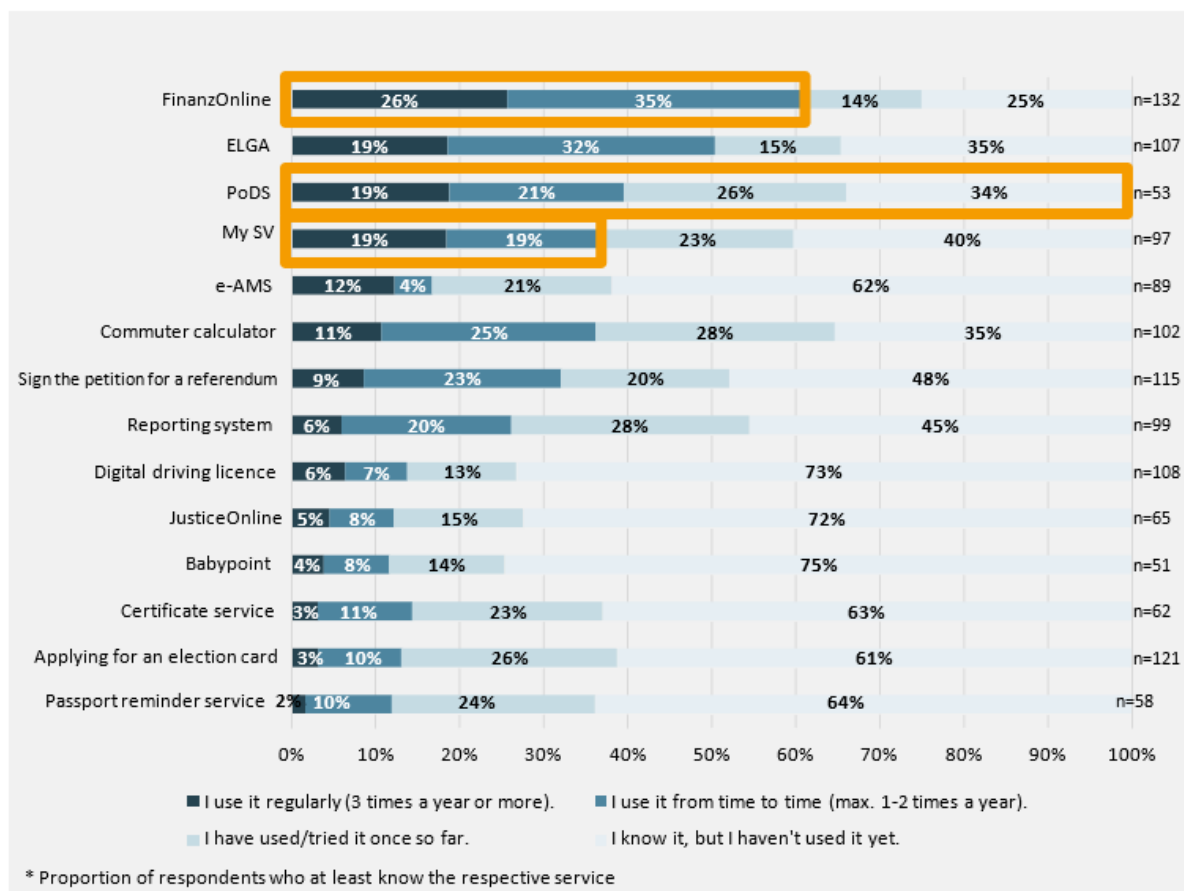
## Use of e-government services - total population



### Key findings

- One in three people use My SV regularly and more than 60% use it at least once a year.
- FinanzOnline, by far the best-known service, is used by 83% at least once a year.
- Services such as the commuter calculator, the electronic application for a polling card or the online services of the registration system are mainly used on an ad hoc basis (once a year or less frequently).
- The digital driving licence is known to 70% of respondents, but 82% of them have not yet used this service.

## Use of e-government services - pupils

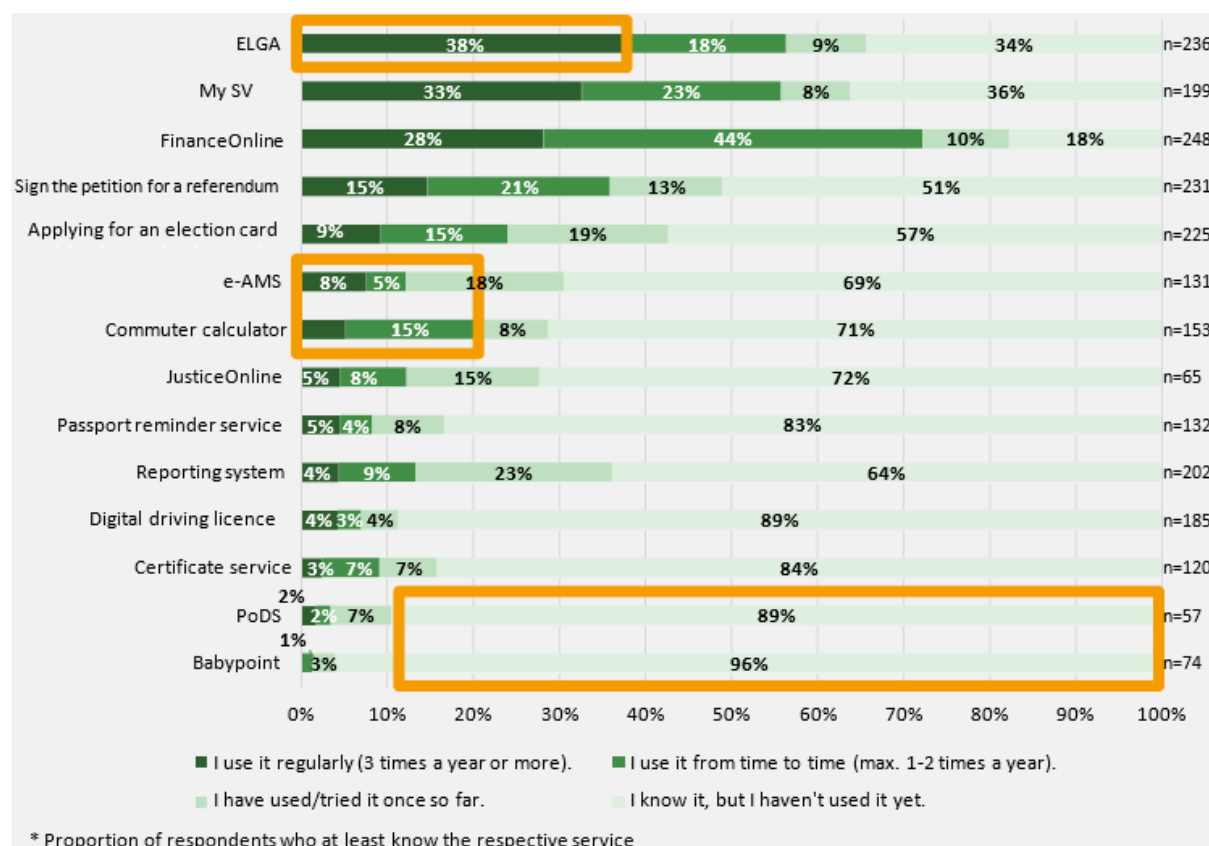


### Key findings

- The proportion of students who use FinanzOnline at least once a year (61%) is significantly lower than the proportion of the total population and senior citizens (83% and 72% respectively).
- As expected, the Digital School Portal (PoDS) is used more by pupils than by the general population or senior citizens. Nevertheless, a third of students who are familiar with PoDS state that they have never used the service.

The proportion of students who use My SV regularly or occasionally (38%) is significantly lower than the proportion of regular and occasional users in the overall population (61%) and among senior citizens (66%).

## Use of e-government services - senior citizens



### Key findings

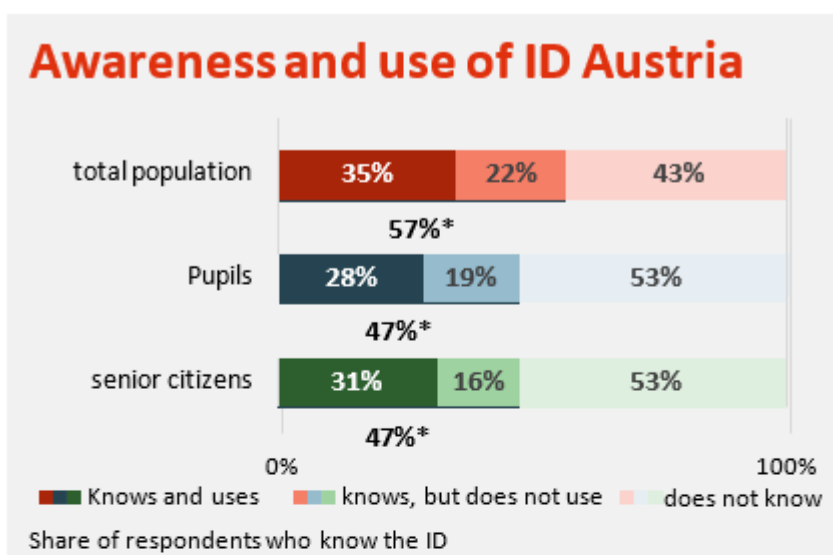
- Regular use of ELGA, the second best-known service in this group, is more widespread among senior citizens (38%) than in the overall population and among students (27% and 19% respectively).
- Services for employees, such as eAMS or the commuter calculator, are used less by senior citizens than by the general population or the group of students.
- PoDS and the Digital Babypoint are hardly used by seniors who are familiar with these services.

## Mobile phone signature very well known, gradual switch to ID Austria

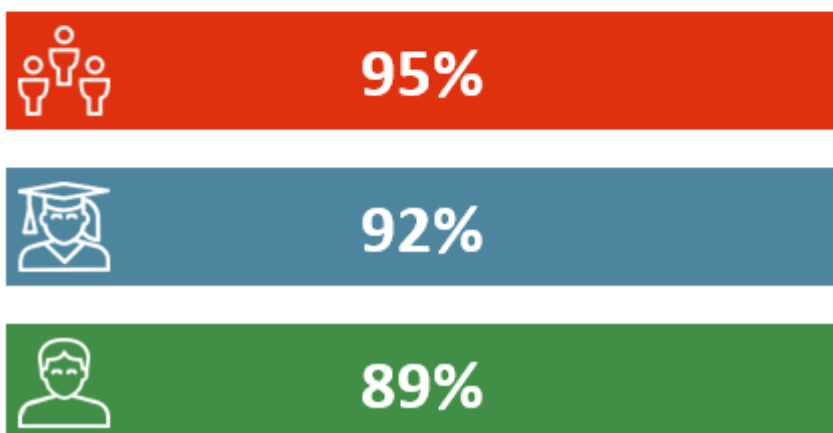
Reasons for not using the ID Austria\*

- 59% had no transactions with public authorities
- 40% installation/activation effort
- 38% preference for physical transactions with public authorities
- 23% problems with installation/activation
- 10% lost access data

\* Respondents who stated that they knew the ID Austria but did not use it (n = 439)



### Mobile phone signature



### Key findings

- Mobile phone signatures are very well known across all target groups (approx. > 90%).
- Around 60% of the total population are familiar with ID Austria, and around one in two school pupils and senior citizens (47% each).
- Of those people who know the ID Austria, around 6 out of 10 people in all the groups analysed use it.

The main reasons for not using the ID Austria are that no transactions with public authorities have had to be done to date, that the installation and activation is seen as too time-consuming and that physical transactions with public authorities are preferred.



## E-government services are user-friendly overall

In general, using eGovernment services is less problematic for users (< 30%).

### Clarity

The clarity of the services is viewed most critically: 28% were unable to find functions or could not find them immediately.

### Access

Access to the services (log-in, authentication) is not possible for 24% of the population very or rather difficulties.

### Comprehensibility

19% had very or rather difficulties in understanding the content or forms.

### Functions

17% have suitable functions for their concerns.

### User help

17% have no help for their questions found.

### 5-part scale:

1 = Completely true; 5 = Not true at all. Values cumulated for 1 and 2 | n = 1,915

## **Physical official channels help with comprehensibility and individualisation**

60% think that information and questions are better explained to them in a way that they understand them when they go to the authorities in person.

53% feel that they receive more individual and personalised support when dealing with the authorities in person.

41% tend or do not think that a physical official channel is less complicated than using an app or website.

25% of senior citizens, on the other hand, feel very strongly that physical official channels are less complicated for them.

43% are rather or not at all sure that their data will be handled more confidentially if they go through an official physical channel.

25% of senior citizens feel very strongly that data security is higher for physical official channels.

## Better dissemination requires communication and knowledge

31% of respondents only know half or fewer of the e-government services listed

43% of them attribute this very much or rather to the fact that they have never been made aware of it by the media.

31% see the fact that nobody has told them about these e-government services as a very or rather important reason.

28% find it very or rather difficult to find e-government services independently.

*This is particularly challenging for senior citizens (36%).*

23% are familiar with the services, they but can do little or nothing with it. *This applies in particular to pupils (36%).*

19% have a general lack of interest in e-government services.

*Among senior citizens, 28% are little or not at all interested.*

## "Learning by doing" first choice when learning digital applications

### Five favourite learning methods

- Learning by doing
- Online explanatory video
- Paper instructions
- Online instructions
- Friends or family are

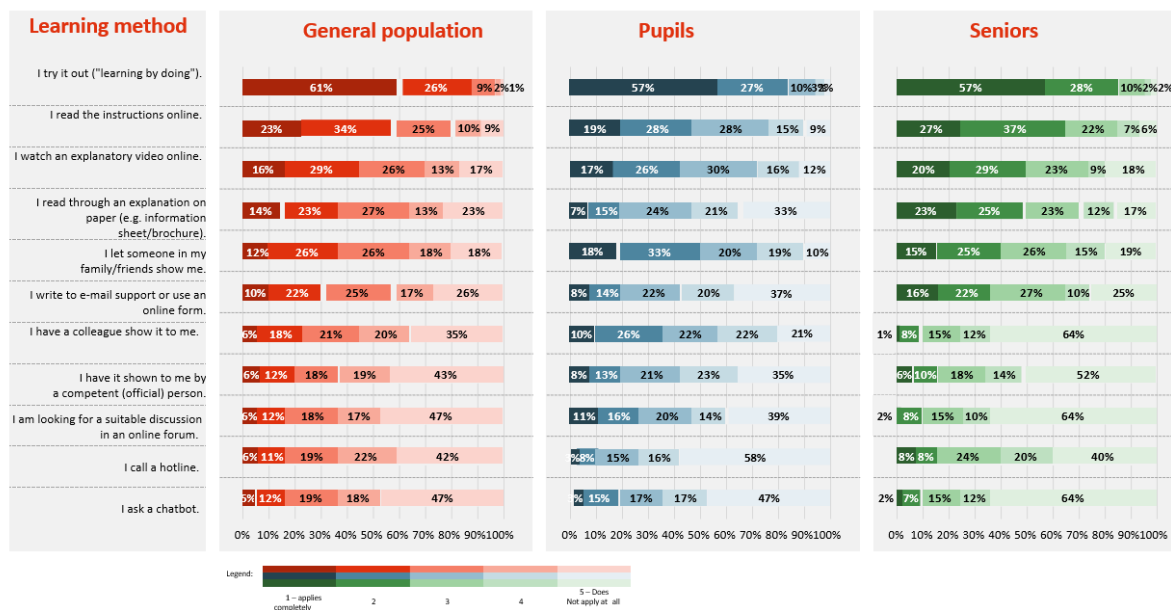
### Five least favourite learning methods

- Chatbot
- Online forum
- Ask colleagues
- Hotline
- Ask a third-party expert

### Key findings

- 87% of the general population relies on "learning by doing" to learn new digital applications.
- 57% of the general population refers to online tutorials to learn digital applications.
- 51% of students ask friends or family for help.
- 48% of senior citizens like to read paper instructions in the first instance.

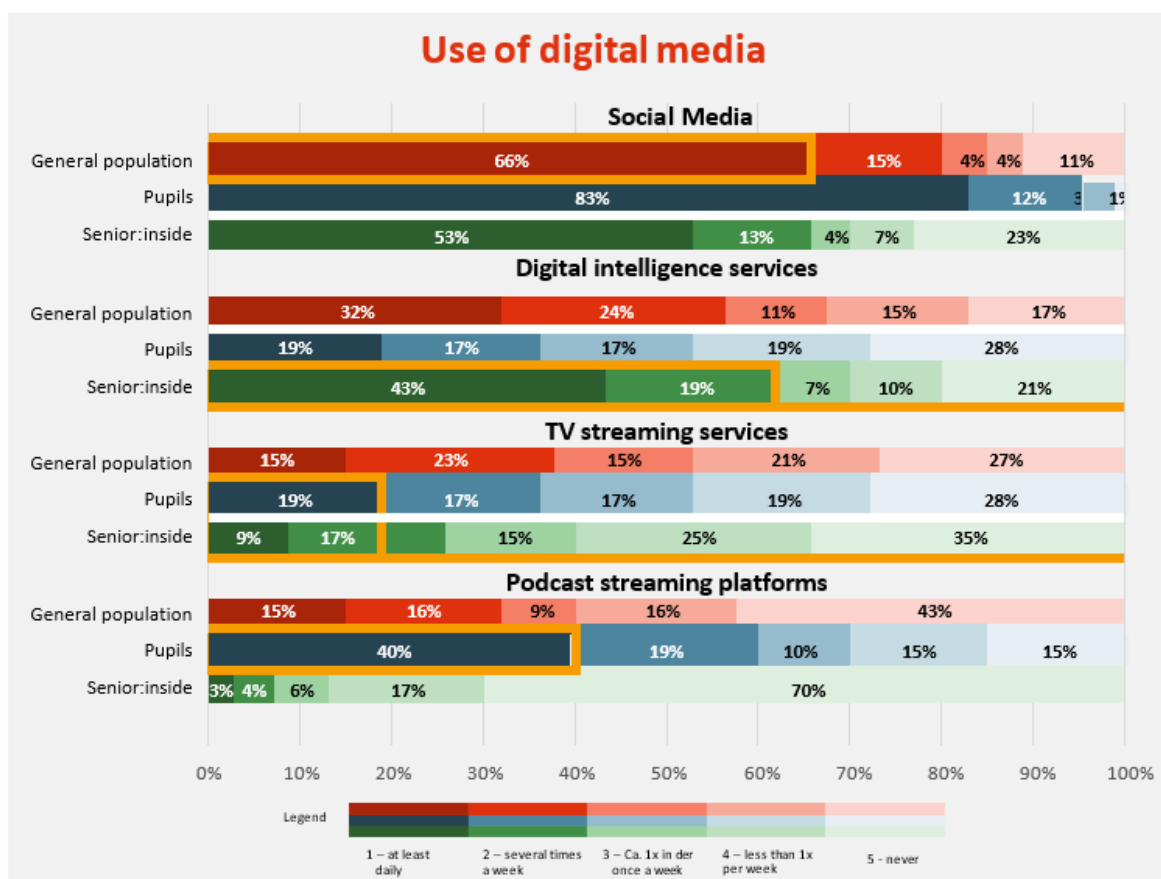
## How people learn to use digital applications?



## Social media relevant for everyone - students also streaming audio

### Key findings

- Social media are the most frequently used digital media across all population groups: 66% use social media every day.
- Digital news services are used disproportionately often by older people: More than 6 out of 10 senior citizens use these portals several times a week.
- Television streaming services are used relatively less by senior citizens. Daily use of this medium is only half as common among older people as in the 16-21 age group.
- The proportion of students who use podcast streaming platforms daily is 13 times higher than the proportion of seniors.



## Workshop participants

List of participants in ideation and conception workshops

- Alexander Auböck, Organisation: Accenture, Role: Business Analyst, Workshop: 1&2
- Michael Bauer, Organisation: BMGKPS/E-Gov, Role: Input provider SV/PV, Workshop: 1&2
- Irene Besenbeck, Organisation: OeAD, Role: DKO P7, Workshop: 1
- Isabel Eichinger, Organisation: Accenture, Role: Expert User Research, Workshop: 1&2
- Jörg Hopfgartner, Organisation: BHAK-10 (Leitung E-Gov-Klasse), Role: E-Gov input provider and pupils, Workshop: 1&2
- Melanie Jöbstl, Organisation: Accenturs, Role: Project Manager Accenture, Workshop: 1&2
- Michael Kollenprat, Organisation: Accenturs, Role: Expert E-Gov-Services Accenture, Workshop: 2
- Valerie Michaelis, Organisation: Fit4internet, Role: Digitisation expert, Workshop: 1
- Caroline Pajancic, Organisation: OeAD, Role: DKO P7, Workshop: 1
- Nicole Ranninger, Organisation: BMBWF (I/13), Role: Contact Federal Ministry, Workshop: 1&2
- Patrick Reisinger, Organisation: OeAD, Role: DKO P7, Workshop: 1&2
- Flora Schmudermayer, Organisation: Federal school spokeswoman, Role: Input provider Target group Pupils, Workshop: 1&2
- Ernst Siller, Organisation: BMF, Role: Financial online/customer service expert, Workshop: 1
- Alexandra Sperl, Organisation: Accenture, Role: Business Analyst, Workshop: 1&2
- Edith Simöl, Organisation: Digitale Senior:innen (ÖIAT), Role: Input provider digital adoption Senior:innen, Workshop: 1&2
- Günther Tschabuschnigg, Organisation: BRZ, Role: Input provider digital adoption Senior:innen, Workshop: 1
- Christian Winkelhofer, Organisation: Accentur, Role: Expert E-Gov-Services Accenture, Workshop: 2

## Life situations (1/2)

- Life situation: Pregnancy & birth; time component: From the pregnancy test to the end of parental leave; persons concerned: Family parents, single parents, divorced partners with children, adoptive parents; needs: financial security, health
- Life situation: Family with children; time component: From toddler group to graduation; persons concerned: Students, apprentices, career changers, school dropouts; needs: Education, efficiency
- Life situation: Vocational training; time component: from the start to the end of training; persons concerned: Students, apprentices, career changers, school dropouts; needs: Education, independence
- Life situation: Professional activity; time component: From the start to the end of your career; persons concerned: Employees, workers, self-employed, public sector Staff; needs: Prosperity, self-realisation
- Life situation: Unemployment; time component: from the end of employment or training to the start of employment; persons concerned: Trained, People who have been made redundant, job changers, school drop-outs, young mothers or single parents; needs: Financial security, career choice
- Life situation: Partnership & Marriage; time component: From getting to know each other to divorce or death; persons concerned: Lovers, young parents, engaged couples, married or in a partnership, widows; needs: Love, future planning
- Life situation: Housing creation & relocation; time component: From moving request to moving in; persons concerned: Trainees, young professionals, partners (relationship), migrants; needs: Independence, well-being

## Life situations (2/2)

1. Pension: from retirement to death  
Persons concerned: Elderly, family members, single people; needs: financial security, time, health
2. Living with an impairment: from the first symptom to healing or death  
Persons concerned: Physically impaired, mentally impaired, ill, accident victims, elderly, people in need of care; needs: appreciation, inclusion, support



3. Migration & Asylum: from the desire to emigrate to nationality or re-emigration or death; Persons concerned: Refugees, students abroad, expats, globetrotters, job changers, partners (relationship); needs: improved living situation, belonging, security
4. Care & support: from the beginning of a care responsibility until healing or death  
Persons concerned: Relatives, loved ones, children, carers; needs: appreciation, love, efficiency