



#FLIGHT

Financial Literacy for Investment, Growth,
Help and Teamwork 

DIGITAL FINANCIAL IDENTITY SAFETY & THEFT TRAINING PROGRAMM

Programme annotation

We live in a global and information-overloaded world where we have limited control over our personal information. The EU wants every citizen to have a secure, authentic and verifiable identity, so that EU citizens can choose how much information they want to give out about themselves on a case-by-case basis, i. e. so that they can take control of their personal data.

Recently, as digital services have become more popular than ever before, fraudsters have also become much more sophisticated in the face of these growing digital opportunities. Therefore

it is very important to know not only the nature of digital identity and the risks involved, but also how to protect your personal data.

The aim of the Digital Financial Identity and Thieves training programme is to provide participants with an understanding of the nature of digital identity, how it works, how to protect personal information and the risks associated with digital identity. It will also provide knowledge and practical skills to protect and/or prevent situations related to digital identity theft.

After the programme, participants:

- Describe the essence of digital identity;
- Know the nature of digital identity and the risks associated with it;
- Identify ways to protect personal information;
- Understand the principles of how digital identity works;
- Know how to steal a digital identity;
- Be able to critically evaluate information.

Programm duration

The duration of the programme is based on learning credits – units of learning volume that measure learning outcomes and learner time. 1 (one) learning credit is equivalent to 27 academic hours. The European Credit System for Vocational Training (ECVET), developed by the Member States of the European Union in cooperation with the European Commission, and supported by the European Commission and the countries participating in the Erasmus+ programme.

Programm scope

The programme consists of one (1) learning credit to learn about the theoretical aspects of digital identity, the risks of digital identity, the importance of critical thinking, as well as to practice digital identification, digital identity and personal information protection tools.

Curriculum plan

No.	Title of topic (subtopic)	Academic hours
1.	Programme annotation The concept of digital identity, its importance and examples	2
2.	Types of digital identity	2
3.	Risks of digital identity	2
4.	European digital identity and its benefits	2
5.	European Digital Identity Regulation	2
6.	How does digital identification work today?	2
7.	Ways of stealing digital identities	2
8.	Digital identity authentication technologies and their risks	2
9.	Variety of digital identity protection tools	2
10.	Artificial intelligence solutions for identity security	2
11.	Categories of information that make up a digital identity	2
12.	Protection of personal information	2
13.	The importance of critical thinking and awareness in the digital world	2
14.	Future perspectives on digital identity	1
In total:		27

Remark. In the light of technological progress and relevance, the geopolitical situation and other circumstances, the lecturer may supplement, adjust or modify the topics (sub-topics) included in the curriculum plan, as well as change the number of hours devoted to the topics according to the interests of the learners, without changing the overall duration of the course.

18 academic hours of learning credit 1 (one) may be devoted to contact work, tutorials and assessment of the learner's performance, and 9 academic hours may be devoted to independent study. Other ways of delivering the modules of the programme are also possible, depending on the needs and possibilities of the target group.

The teaching process can be:

1. Contact¹ (classroom);
2. Distance²;
3. Blended³.

¹ Classroom teaching is a traditional teaching process that combines theoretical and practical teaching, where the lecturer and the learners are in the same place at the same time (lecture hall, classroom);

² Distance learning - teaching(s) using information and communication technologies in a virtual learning environment, where the lecturer and learners are usually separated in time and space;

³ Blended learning - a combination of different information and communication technologies, allowing for the development of the best curriculum for a specific audience, combining e-learning elements with face-to-face lectures and tutorials;

Given the rapid development of technology, learning providers, as part of their responsibility for the quality of knowledge and the effectiveness of learning, can provide the opportunity for self-directed learning in the Moodle⁴ virtual learning environment.

Teaching and learning methods

The aim of modern teaching and learning is to select and adapt content so that each learner, according to his or her own abilities and needs, acquires the competences necessary for further learning and a meaningful, active life in modern society.

Teaching and learning methods shall be selected taking into account the learner's activity during the learning process, the intensity of the interaction between the participants in the learning process, the nature of the activities prevailing in the learning process and the links with learning paradigms, the learner's age, readiness, etc.

The teaching methods are chosen by the teacher taking into account these criteria, but adult learning is organised with the main objective of helping the learner to respond to the main challenges and questions of the present, taking into account the readiness, age, etc. of the group. Learning methods must be adapted to adult learning and motivate learning.

It is recommended that both classical and modern teaching and learning methods be used in the selection of teaching and learning methods, but that the learner's age, readiness, etc. be taken into account as a priority. In working with adults, the recommended ratio of theory to practice is 1:4 (one part theory, four parts practice). It is recommended to divide the lessons into 90-minute (2 academic hours) blocks.

When working with learners, it is recommended that classical teaching and learning methods such as lecture, narration, demonstration, etc., be complemented by modern teaching and learning methods characterised by a variety of ways of conveying information and a multitude of sensations experienced in the teaching/learning process. These include case studies, group discussion, debates, brainstorming, projects, creative tasks, etc. Group learning methods that combine different activities, such as familiarisation, idea generation, grouping, etc., are also recommended.

The training programme provides general competences

Competences	Description of competences
Communication	The ability to communicate, exchange, transmit, receive and understand information appropriately and effectively.
Cognitive	The ability to embrace new things, to experience the joy of learning new things.
Social	The ability to be aware, responsible, respectful of others, and able to communicate and cooperate appropriately.
Personal	Know yourself and others, be unafraid to face and overcome difficulties, and be able to evaluate yourself and your actions. To develop and strengthen critical thinking and awareness.

⁴ A virtual learning environment is a system that includes tools for delivering e-learning materials, organising learning activities, communicating and collaborating with learners, providing access to core and supplementary learning materials, lecture recordings, slides, quizzes, tests, and a variety of assignments, as well as the ability to teach at a time, pace, and pace that is convenient for everyone.

Digital	The ability to use digital technologies for learning, working, problem solving, communication and collaboration, information management, and appropriate, safe and ethical content sharing. The ability to use digital resources effectively, to reflect on, notice and develop the skills needed to search, collect, process and critically evaluate information.
Financial literacy	Ability to take charge of your own and others' financial well-being, security and future. Ability to meet day-to-day responsibilities and to take risks in managing your personal information, finances and goals.

Requirements for lecturers

All lecturers must have a university degree, experience in the subject, the ability to plan the learning process and the ability to work in a MOODLE (or other) virtual learning environment.

Expected professional competence(ies) to be acquired by the graduate of the Programme

Digital, information and financial literacy competences.

Assessment of the competences acquired during the programme

It is recommended not to use formal (assessment) methods in non-formal adult learning, as they can cause unnecessary tension between participants and do not provide anything of value to the trainer or the participant. However, in order to assess progress, which is a necessary part of the learning process and motivates further learning, the assessment of acquired competences can be applied. This assessment is organised by the lecturer, who chooses the most appropriate way of assessing the competences (test, presentation, written work, etc.).

Methods of (in)assessing the competences acquired during the programme

Assessment methods are ways of determining what a learner knows, understands and can do at the end of a learning process. Methods of assessing competences can include: interview, portfolio, testing, observation, reflection on practical work, professional discussion, presentations, peer learning assessment and evaluation and/or other methods such as online questionnaires, discussion forums, problem-based assignments, as well as modern digital tools.

For learner (assessment), the trainer can use the innovative digital tool for romance fraud developed by the #FLIGHT project, "Financial Literacy for Investment, Growth, Support and Teamwork". This tool can be used for both diagnostic and post-programme assessment.

A certificate in the form prescribed by the learning organiser is issued to the person who completes the non-formal education programme and completes the prescribed tasks.

Educational materials and technical tools used to run the programme

Educational material

No.	Title of training material
1.	https://www.teise.pro/index.php/2021/06/03/ek-siulo-patikima-ir-saugia-skaitmenine-tapatybe-visiems-europieciams/
2.	https://www.lrt.lt/naujienos/mokslas-ir-it/11/160798/skaitmenine-tapatybe-kaip-apsaugoti-savo-asmenine-informacija-internete
3.	https://www.europarl.europa.eu/news/lt/headlines/society/20230302STO76818/euopos-skaitmenine-tapatybe-internetine-prieiga-prie-pagrindiniu-paslaugu
4.	https://www.youtube.com/watch?v=LWywDFxjxTA
5.	https://www.youtube.com/watch?v=30RhcpOyZl4
6.	https://www.lrt.lt/naujienos/mokslas-ir-it/11/1848175/nuotolinio-tapatybes-patvirtinimo-sprendimams-dirbtinis-intelektas-ir-sudetingi-algoritmai
7.	https://www.vartotojai.lt/projektai/tapatybe/tapatybes-vagyste/
8.	https://www.iv.lt/kas-yra-eyeonid/
9.	https://mirkt.bibliotekavisiems.lt/mediju-ir-informacinio-rastingumo-kompetenciju-ugdymo-programa/
10.	https://issuu.com/notarurumai/docs/notariatas_30_web_1/s/11121766
11.	https://www.adnovum.com/blog/digital-identity
12.	https://onfido.com/blog/digital-identity/
13.	https://www.jumio.com/what-is-a-digital-identity/

Technical measures

Computer/smart device, remote working environment, interactive whiteboard, video display tools.