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# e-government between needs and competences

*New skills for governance*

Edit by

**Salvatore DI MAIO e Luca VETROMILE**



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**DIeS** Dipartimento  
Innovazione e Servizi



## **e-government between needs and competences** *New skills for governance*

SALVATORE DI MAIO e LUCA VETROMILE, *edit by*

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Via S. M. di Costantinopoli 94, 80138 Napoli  
Tel. 081290988 – Fax 0814420177  
*Internet:* [www.intramoenia.it](http://www.intramoenia.it)  
*E-mail:* [awander@tin.it](mailto:awander@tin.it)

*Grafica:* LUCIANO PENNING

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The Leonardo da Vinci e-Gov project, on our point of view, is constructed on a binomial to winning: *e-government* and professional formation. The objective is ambitious: to achieve models continuously adapts to requirements and competences of Public Administration, in order to increase quality and innovation, modality of training and professional re-qualification. Today, more than ever, it's necessary to answer to the increasing demand of valorisation of upgrades human resources present in Public Administration, indispensable condition in order to raise the level of quality and effectiveness and to adapt the public services rely on more strong professionalism, re-qualification of competences and knowledge. The Province and the City of Naples are sensitive and pay attention to the general topic of *e-government* and to the opportunities deriving from the responsible use of the new technologies. We are convinced that it is necessary to improve continuously the internal training processes, connected to the modernization of the administrative building and to the requirements of simplification of it's procedures.

In so far as, the two local Administrations of Naples have already realized plans in order to manage actions for distribute services *on line* to the citizens, in particular **the multi-project on e-government** of which you will read in the 1° chapter of this book.

In order to implement and to optimize all that, a complex of actions aimed at the adaptation of the Administrative systems trained at a better institutional structure has been set up.

The Program Leonardo from Vinci represents one of these actions, in the conviction that the role of the City Local Administration and the Province of Naples cannot prescind from an high qualification, a constant modernization of the staff and from an optimal use of publics services from the citizens. The result of the e-Gov project received an added value from the international partnership that has managed it that confers to it's product an European dimension supplying the possibility of disseminations over the borders of the single cities that have actively participated.

**NICOLA ODDATI**

*Local Councillor for Development  
and Culture – City of Naples*

**GUGLIELMO ALLODI**

*Local Councillor for Strategic Resource,  
Community policies, negotiate programming  
and balance – Province of Naples*



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## • **Preface** •

by Rosario MURDICA  
National Agency Leonardo Da Vinci  
Italy (ISFOL)

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## The Leonardo da Vinci programme: inside Europe

At a distance of almost 12 years from the White Book, and subsequently the Council of Lisbon of 2000 with Europe enlarged to 25 members, the concept still stands for which “[...] *The notion of lifelong education and training no longer merely represents an aspect of general and vocational training, but rather becomes the informing principle of supply and demand in any learning setting*”<sup>1</sup>. This strategy is stressed, furthermore, in the European Commission document entitled “*Achieve a European space for lifelong training*” (developed on the grounds of the results coming from the debate on the 6 key messages of the Memorandum) where the following was asserted: “the magnitude of changes in process requires a new and sweeping approach to education and training”. Efforts, therefore, according to the European Union must be directed towards identifying coordinated strategies for implementing development measures at the local, regional, national and Community wide level resting on a wide range of experiences, skills and resources.

In the light of this progress development addressed towards processing and building a coherent and integrated system of policy has as its highlight the following Barcelona summit (March 2002) which encourages, in the light of its conclusions, an additional stage<sup>2</sup> of the European Union which sees in Cooperation among the education and training systems by 2010, not only an extended area of rights and duties of European citizens, but also a place of discussion and development, in addition to processes and innovative alternatives that can contribute to improving the economic-productive system of the European Union and of the individual countries that are part of it. Add to this the declaration of Copenhagen<sup>3</sup> (Declaration of Copenhagen, 30 November 2002)<sup>4</sup>, where the obvious and actual following of the global strategy defined in Lisbon and Barcelona takes shape in the consideration of education and training systems, also, as open areas straddled over differentiated sectors which embrace schools, work, research and innovation. These systems, in fact, must lay the foundations for realising a “European space” inserting in a global setting the processes, strategies and plans

that not only regard themselves but also the fundamental components of policies for employment, social inclusion, and for equal opportunity.

Nonetheless, it appears imperative here to speak of the Proceedings of Bologna<sup>5</sup> directed towards building a road to harmonisation of the various higher secondary education systems for the purpose of creating a European Area of Higher Education for: worldwide international competitiveness and a more dynamic scientific system, with greater and better employment prospects and greater social cohesion. Lifelong learning, education system and continuous and vocational Training<sup>6</sup> develop in this direction not only as a tool for individual and collective emancipation but also, as strategies for implementing L.L.L., and a target or goal to aim at for improving quality of life even at different ages.<sup>7</sup> On the basis of what has just been illustrated, on the plane of content the following has been asked of the institutional actors and field workers and experts: to formulate and propose legislative measures capable of innovating education and training systems with far sweeping approaches. New methods capable of developing a “*learning approach*” apt to accessing far ranging and integrated knowledge that must be valorised and developed in a life-long learning logic.

It appears to be quite clear that, taking up the challenges laid out at the European level means being aware that *knowledge* is a prerequisite to be acquired in becoming active citizens in the societies we live in and to improve quality of life. This recognition, in fact, constitutes a source of motivation for all those that are involved in training systems, but this holds true even more so for all those who are excluded or require strong guidance. Furthermore, the institutions found in training systems, (schools, training agencies, universities, enterprises, local authorities, etc.) appear, certainly, for their natural connotation, the most affected by the changes in act. If it is true, in fact, that the great scientific and technological transformations challenge consolidated models of individual and collective lifestyles, within the systems mentioned involved institutions propose to defy present knowledge, its setup, organisation and content, programmes and activities, as well as roles and same functions of those, at different levels, in which they work. In other words, not only should we adapt to the changes, but “established” behavioural patterns should themselves change. In fact, “... in a society of change, founded on ICTs, training can no longer be conceived as acquiring of a specific knowledge attached to the training instance, but rather takes shape as a continuous learning process capable of absorbing urgings coming from innumerable sources of knowledge. We have gone in fact,

from the concept of *training* to that of *learning*, where the responsibility of learning always falls on the individual and today we can observe the passage from *learning* to *knowledge*. The purpose of the training offer is not that of delivering education but rather that of producing learning. The focus is no longer on teaching (or linked entities: teacher, agency delivering the service) but rather on learning (and thus the user or the agency making use of the service)<sup>8</sup>.

This leads to the need in developing, through actual and designed actions, more and more effective approaches, tools and innovative methods, centred on:

- a) the needs of the learner;
- b) recognition of the acquired skills in the different formal, non formal and informal settings;
- c) identification of good practices for evaluating qualifications as well as on specific issues of transparency of certifications;
- d) the ability to improve the quality of training systems through the certification of the individual training segments rendering those acquired from the enterprise and in the various industrial sectors easily marketable;
- e) technological structures and non of education and vocational training;
- d) the know-how and skills of the workers and teachers and their abilities to exploit the potential offered by ICTs and by the new learning methods.

## The Leonardo da Vinci Programme II phase 2000-2006

The Leonardo da Vinci Community programme's goal is that of developing knowledge of quality, innovation and European scope of the systems and practices of vocational training. This development takes shape by implementing planning ideas with which it is tested, (on common grounds among different territorial realities, foremost in a transnational scope) the principle of sharing needs and peculiarities of the various European markets in a perspective of employment, of social inclusion and, lastly, of enhancing of methodologies and tools aimed at certifying the skills acquired in formal, informal and non formal areas.

In its internal structuring of multiple procedures and Measures<sup>9</sup> different conceptual and operating modalities are underlined which make the Leonardo da Vinci Programme<sup>10</sup> a "workshop of ideas". For this very

reason, starting off from shared general objectives in all the measures it is structured in, the specific contribution of results/products of each project realised through stimulating evaluations to unique perceptions with which it has been possible to define prototypal models and concepts based on the need to enrich and innovate traditional systems and non and the very way of “processing” training (action on the training system) and “developing”, instead, learning processes (action on the education system).

It is not fortuitous that in Leonardo da Vinci the projects approved (which to this day amount to 218 projects) to the quality of prototype given to the product/result realised and utilised, for the reason that, on the basis of the projects financed within the scope of the Programme its very nature of financing lies in the principle of non actuation of the actual training measures (*for the exception of the Mobility measure, for the specificity distinguishing it*) but we underline that the project is the place where ideas live and grow and die to be reborn.

In the reality of the facts this means imagining, defining and setting up a set of methodological solutions, of practical strategies and instrumental resources to ensure an effective response to known training problems and not yet resolved or even to process effective solutions to emerging problems and potentially extended in different European territorial realities.

For the present phase of the Programme 2000-2006 the Community Decision of April 1999 indicates foremost three main objectives: *Objective 1*: promote skills and competencies, especially of youth, in initial vocational training at all levels, for the purpose of simplifying professional entry and re-entry. *Objective 2*: improve the quality of lifelong vocational training and access to the same, as well as acquiring the skills and competencies along the entire life span. *Objective 3*: promote the contribution of vocational training to the innovation process, for the purpose of improving competitiveness and entrepreneurship, even in the prospects of new employment opportunities<sup>11</sup>. If, more specifically, we can take a look at the promoters and contracting parties of the Leonardo nominations we may say that the players have presented and developed proposals that underline different socio-economic sectors<sup>12</sup> and represent a cross-section of Italy, which sees in Europe a vibrant arena of study and analysis on public policies in the sectors of vocational training and education and carry out with their active participation the role of performers in the Programme itself. This characteristic can be attributed not only because they are actively involved in the projects

financed with Leonardo resources, but also because they represent a multi-player profile of our country both on the economic plane as well as on the social-education-training plane. This takes on greater shape and character if we look at the transnational dimension of the partnerships formed to give life to the projects. “[...] In order to conceive and design a Leonardo da Vinci project it is necessary, both on the theoretic plane but more so on the practical plane, to reason in a perspective of shared efforts at the national and transnational level. The partners involved will actively take part together in realising established results, starting from a set of obligations and rules that formalise and define the workings of the network in function of a service and mutual utility. The main theme holds together, in a single objective the individual strategies conceived and adopted for defining a winning project is represented by the unifying power and strength of the partnership, transnational and multiplayer, debating over a single problem and single need in the training field. This need, with all its different facets retaining it to the different realities – on the geographic, contextual plane, and plane of competencies –, embraces a strong potential for exchanging and placing in stake specific and non homogeneous potential and experiences, giving space to shared solutions or responses. This is possible by recognising and valorising the various knowledge, exalting the qualitative elements of each system, promoting the realisation of innovative experiences, shared and recognised at the national and international level. Since this approach has (on which we must clearly define, the Programme poses an absolute obligation) as guideline on its road, any effort advanced, directed towards attaining effective, coherent and productive results, will be aimed at giving voice to a new project definition, more modern, innovative and European. Consideration of the individual territorial realities must be assured, enhancing of the *back ground* of each individual organism involved, investing on the *expertise* of each player participating and involved in the project. This will allow to guarantee reaching, on the European plane, those essential requirements that make the individual project adequate to the general needs of the Programme, to the specificities of the individual measure considered and to the characteristics of the productive reference sector and of the user base examined”<sup>13</sup>.

In this reference framework the planning actions, overall, have focused on numerous areas of consideration: qualification and certification of competencies, European mobility in terms of apprenticeship/training and work, analysis of needs, employability and accessibility, quality of the training and guidance systems, requalification of workers and adult

education, new technologies and competencies of learning mediators. These topics have often been expressed within specific productive sectors: from traditional ones (textile, chemical, mechanic, construction, tourism) to more innovative ones (products and services linked to production and conservation of energy, environment, biotechnologies, new technologies for communication and to public administration).

## Local Agencies and the Leonardo da Vinci Programme

The White Book on Governance (2001) encouraged, in its content, all the players involved, to a greater opportunity and responsibility in the evolution of the processing of the European Union policies. In order to ensure the broadest possible adhesion of the citizens and of the organisations to defining these policies.

In specific, The European Commission, through the publishing of the five principles at the basis of *Governance* (Opportunity, Participation, Responsibility, Effectiveness and Coherence) meant to underline the greater participation of local authorities in the policies of the European Union, reflects the weight of the growing responsibilities of the same authorities and the greater involvement of the citizens and their base organisations in developing these policies.

In the Italian case this impulse has undergone a quick acceleration with the Constitutional reform of 2001<sup>14</sup> which has revamped the institutional and constitutional setup of our country, assigning and strengthening a new juridical state and broader powers to Regions, Provinces and City Councils.

In particular the Regions have been awarded with a primary legislative function and peculiar functions of policy and programming. Provinces and City Councils (individually and associated in the Union of Councils and in mountain Communities), have been awarded coordination management and administration functions and powers at the base of the workings of the new relationships existing between Public institutions and citizens and between the State and Local authorities.

A process which, if on one hand shatters old bureaucratic practices to invent new relational modalities between public activities and needs of the citizens (on matters regarding the environment, safety, local welfare, local development, governing the territory, schools, vocational training and work), on the other stimulates integrating regional policies through a more effective involvement of City Councils and Provinces. This relationship

allows to provide citizens with the hope of a better future, investing on youths, on their training and on their skills and occupational potential, to facilitate job entry for those who have been excluded, to accompany and help people grow during their lifetime within a logic of life-long learning.

Within the scope of the Leonardo da Vinci Community Programme in the reference period 2000- 2006<sup>15</sup> the projects handled by the local authorities are aimed at developing the following topics:

- a) new technologies (ICT) and competencies in the services to people, energy and the environment;
- b) qualifications and certification of competencies, needs assessments, employability and accessibility, the quality of training systems and guidance;
- c) lifelong learning, worker requalification, adult education, trainers' training and managers' training in P.A.;
- d) quality and safety, especially the study of profiles and competences for police personnel responsible for the safety of our cities;
- f) local development, in specific, identifying professional figures and the building of networks for developing knowledge/competencies of knowledge work;
- g) equal opportunity in a logic of consultancy and guidance especially in the national and European labour market;
- h) social dialogue, in involving social constituents and public authorities in managing and certifying the transparency of qualifications in the training system;
- i) e-government by developing a guide (methodological and operating indications) in building professional profiles.

In this framework of action the participation of these institutional actors in the Leonardo da Vinci projects has been and is, for themselves, a great opportunity from various viewpoints:

- a) **policy**: which, in addition to representing the full recognition of the supra-regional function of the European Union itself (on matters concerning training, occupation, social integration and promotion) represents, also, the capability to solidly participate with the European projects in developing Governance at the European level;
- b) **methodological and of content**: for the relationship created among the various scientific communities, involved in the projects, in the study and analysis of content and topics compared to the expected results of process and products envisaged in the projects;
- c) **operational**: for facing Community rules and the standards and practices of the other countries involved in the partnerships.

This triple connotation actually makes the Leonardo da Vinci Programme a very rich and complex tool focused on urging processes of integration and sharing of responsibilities, above all, in this historical time where not only European setups, but national and local ones seem to focus on resettling.

The Programme, thus, has urged and encouraged local authorities to building a training policy and even test new management opportunities of territorial networks in spreading innovative patterns, (even of an organisational-procedural type) for developing certain functions, attributed to it by the reform, for the purpose of removing the social and economic imbalances present in the individual territorial realities.

We are dealing here with a greater quality in delivering public services, of an improved relationship with local enterprises, of an effective quality of services for Employment and, especially, of a specific attention to training policies and those active for work with a careful eye on developing of innovations in organising Public Administrations.

In regards to these issues and duties the experiences from the Leonardo da Vinci Programme cannot but enhance the partnership models in which the local authority turns into coordinating actor but also political actor of economic and productive development between National economic-productive and European integration through self-government abilities.

On the plane of a greater and more intensive presence in European participation in the programme presents, furthermore, the solid opportunity to valorise and transfer the results obtained by the projects at the national and local level, thus also urging other territorial institutions to participate in the new Community programmes<sup>16</sup> (brought into being by the European Commission through the new 2006-2013 programming) and the leadership ability in the scope of the new partnership, both national and international.

In this fertile setting, through the *E-Gov Village* project, the City of Naples demonstrates the will and capability of the local agencies to move in a transnational partnership setting to contribute in building training policies focused on improving the quality and specificity of the relationships existing between institutions and citizens.

The whole matter here is not only sharing knowledge and experiences but also offering an authoritative contribution to building and developing a national and European space of cooperation strengthening at the same time the institutional role of each one in a network logic and of mutual recognition.

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# • Introduction •

by Salvatore Di Maio





*“to face the problem of the lack of qualifications in the information and communication technologies in the EU [...] by promoting training along the entire lifespan and favouring a more intense dialogue and more intense cooperation among the social constituents, teaching institutions and other interested players”*

(Prodi Plan for e-Europe).

## 1 Identified Needs

One of the sectors in Europe more involved by the far sweeping transformations produced by the transition to a *Knowledge Society* is that of Public Communication and Public Information Management. The instating of new media and of *Information and Communication Technology* has allowed to open up new horizons in managing the relationship of Public Administrations among themselves and with citizens and the territory in general, creating innovative models of production and distribution of information and supply of services, but also as citizens communication with the P.A. and of access of these to *policy-making* and to *democracy*. Application area of Public Communication have been identified that allow *valorising and communicating the territory* (of a continent, nation, region, province, of a City). However, Public Communication within the same Public Administration strongly sees its own operating dynamics modified. Internet and the technologies connected to them (e-mail, electronic documents, digital signature, forum, chat, videoconferencing, etc.) are operating a substantial modification to Public Communication in the Information Society. The growth of citizen culture in the use of new technologies is accelerating these processes.

**e-Government** is born, a set of innovative methodologies and technologies for Public Communication.

Certainly an accelerating factor of this process of transformation has been the result of the European Council of 23 and 24 March 2000. In the final document of the Council, the European Union takes on the challenge of the *knowledge society*. Among the many points of interest the one which follows appears to us to be very interesting in illustrating the needs that the e-GoV Project has identified:

“The European Union faces an epochal shift resulting from globalisation and from the challenges presented by a new economy based on knowledge. These changes involve every aspect of people’s lives and require a drastic change in the European economy. The Union must pattern these changes coherently with its own values and concepts of society, even in view of the enlargement”.

Among the main results that this policy of the European Union has produced in these years deserving mention are:

- the christening of the eEurope programme, aimed, among other thing, at addressing and supporting the development of e-government forms focused on building an information society open to all citizens;

- the christening of the sixth FP6 framework programme, focused on building a European space of functional research, among others, even the building of a Europe of widespread know-how and knowledge.

e-Government allows realising new services, new products of “bi-directional” communication and thus the creation of a preferential channel of contact between the State and citizens, as well as realising a specific electronic government as a component of the more general management action of the “res publica”.

In order to understand the extent of the e-Government context, from the application and technological standpoint, we can observe that every e-Government process presupposes, in general, different types of measures: Infrastructural actions (National Networks), Actions of the central administrations (Portals), Actions of regions and local authorities. Through these actions e-Government can see its application in various sectors. Among these we would like to mention: **Integration of the registrars, the Electronic Identity Card, the Digital Signature, the Electronic Management of Document Flows, e-procurement, e-Learning, Telework, Information Portals, Portals for delivering services**

In Italy, especially, the legislative framework on building innovation, even following the issuing of the Consolidated Law on administrative documentation, includes today both laws directed towards simplification and rationalisation of public structures, as well as laws inherent to administrative processes (we recall here the “Bassanini” Laws).

The Government Plan of action in favour of e-Government presently operative in Italy aims at addressing a set of initiatives that regard infrastructures, service tools, delivery systems, content, managing change and adapting of the legislative framework finalised at fostering change in processes of the Public Administration through the use of ICTs. Its Aims are:

- actions directed towards information delivery of services to citizens and enterprises implying an integration among services of various administrations;
- actions directed towards allowing telematic access to end users of public administration services and its information.

And, following and in support to the actions mentioned above:

- technological actions aimed at improving the internal operating efficiency of the individual administrations.

In this plan the citizen/enterprise may obtain any public service, they are entitled to, addressing to any type of front-office administration enabled to e-service, regardless of any territorial competence or residential constraint.

*Pisa Beatrice Magnolfi, ministry of Innovation, participating in the 'TALeP – Technologies for eParticipation: end or opportunity of democratic participation? conference' has among other things upheld the following:*

*"In the face of the present crisis of politics and traditional forms of representation we are living, it has become imperative to identify new modalities of participation of citizens to the public life", Internet, with its own potential for democracy expressed 'bottom-up', represents at the same time a useful tool and model for defining and activating new forms of relationships among the citizens and their representatives. e-Participation is, therefore in the society of networks, a necessary dimension of the new digital citizenship: as such it must be developed and upheld by public administrations.*

*"Digital technologies and the Net also possess another value: they represent, along with the legislative framework and the culture of innovation one of the strategic tools necessary for changing public administrations. In particular, Internet's democratic and inclusive vocation is an element that the public sector cannot afford to ignore: it must instead understand it and use it to improve, overall, the democratic quality of the Country".*

*"The Net, however, cannot be a new vehicle for the outdated ways of conceiving organisation and relations with the various speakers", "Public administrations must start 'thinking in terms of Internet', adopt a 'digital syntax', release content and services on-line that can actually take up all the possible opportunities and give greater voice to the citi-*

zens. *The presence on the Net of public agencies must be as a guiding principle for the centrality of the user*".

*The Ministry of Innovation has not concealed the existing difficulties: "this democratic and participative dimension of the Net is hindered by various types of divides: foremost infrastructural, since there are A class citizens in Italy – less than eight million people have access to broadband – and B class citizens, who are completely left out. There is however also the issue, well known, of the generational and social gap, that sees all those ranges of population excluded with low literacy and income or those excluded from the job market. There is also a divide caused by the scarce usability of the services offered on the Net by the administrations: we must also teach the machines to speak with the users, not only viceversa"*.

*For Beatrice Magnolfi "On this ground much can be accomplished, starting, for example, from greater supply of improved quality services; easier to use, with simple and comprehensible information, and maybe even tailored on the basis of constant suggestions and feedback from the users"*<sup>17</sup>.

Even at the international level the actions for fostering access to all Public Administrations to e-Government are for that matter numerous. Let us recall a few of the initiatives and structures that in the world work in support of e-Government (and that prove the importance that it is assuming worldwide):

Nations of the world have defined specific support programmes for e-Government and in particular for developing countries as for example the Development Programme of the United Nations (**UNDP**) with various sections relative to *Good Governance* and ICT. A specific space exists in the "Online Network in Public Administration and Finance" of the United Nations (**UNPAN**) dedicated to e-Government.

The **World Bank** supports specific actions on e-Government in developing countries, for example through the **infoDev** which is a global funding programme (*grants*) to promote innovative projects based on the use of ICT for economic and social development in developing Countries.

But for "reducing the *Digital Divide*", that's to say the technological gap that deeply divides industrial countries from developing ones, numerous actions have been undertaken worldwide and many decisions made. For example: at the **Kyushu-Okinawa Summit** (in July of 2000) *Charter of Okinawa on the information global society* was adopted (**IT Charter**), where the G8 countries have decided to create a *Digital Op-*

*portunity Taskforce (DOT Force)* whose responsibility in developing support initiative on e-Government was entrusted to Italy.

But still, upon request by ECOSOC (*United Nations Economic and Social Council*), the UN General Secretary has created the **ICT Task Force**, finalised towards reducing the digital divide using ICT.

Even many ICT industries work in significant initiatives, creating specific sectors within dedicated to e-Government. We would like to mention, for example: the IBM Institute for Electronic Government (IEG) that publishes on the relationships that bind public policies and use of ICT, economic development and education, on-line services for citizens and enterprises and e-democracy, or the Hewlett-Packard e-Government sector which was one of the sponsors of the **European e-Government Conference 2003** (held in July at Lake Como).

In the face of this dynamic evolution of the e-Government sector, many European Public Administrations do not appear to be ready: and even among the same partner countries of the project – Italy, Spain, Ireland, Greece, Romania – with perhaps considerable internal differences, the administrations often view these innovations more as pure “complications” to the normal operation of the communication activity with the city and managing of public information. Others ignore the potential of a broad use of all the components of ICT (which we will describe very soon) and see innovative public communication only as a one-way communication tool of P.A. towards the territory. e-Government is reduced, oftentimes to the sole realisation of an Information Internet Site not even so much as “up kept”; and this is true especially for Local Public Administrations. And in fact even these latter might have from this resource a strong valorisation and significant improvement of the relationship among them and with the territory, but also for valorising the territory itself, in a no longer local dimension, but rather transnational one.

Few public administrations are ready to take up the challenge of technological changes and of communication but encounter hardships in adapting their own communicative structure and their own organisation to the new models and new communication media.

But even for those ready to innovate, the far sweeping dynamics of the transformations may give rise to hardships in adapting. Rapid change risks to reduce e-Government to the rate of building the Administrations' Web Site. Instead it is necessary that the European P.A.s learn how to conceive, design, and support the realisation of powerful tools for e-Government that are capable of talking to the European citizens,

publicise and valorise the territory, uphold the information needs of the citizen, enrich the opportunities offered by the same Administration in order to perform its own institutional tasks. But this means overcoming the competencies and knowledge gaps of human resources operating in the P.A.s, especially, managers and decision makers.

Similar needs reside in the world of European firms that work in conceiving, designing and realising Internet sites and portals and of Intranet and Extranet systems of the client-server type. In these areas the relative competencies to Public Communication on the Net become more and more specialised. This means that even the ICT enterprise sector in the countries represented by the project, must acquire specific competencies on e-Government.

It is necessary, therefore, to increase the commitment for training at every level in the sector of innovative Public Communication, in particular, promoting a “**digital culture**” for all and generalising adequate types of training that comprehend the technological aspect and managing of changes, as upheld by the **eLearning** initiative at the European level. Furthermore, as the European commission states in **eEurope**, (eEurope 2002 – Impact and Priority, COM(2001)140 definitive) regarding the need to operate the transition to the information society, it is indispensable “*to face the problem of the lack of qualifications in the information and communication technologies in the EU [...] promoting lifelong learning and favouring a more intense dialogue and a greater cooperation among the social parties, teaching institutions and other interested players*” (Prodi Plan for e-Europe).

In this scenario the education, information and guidance action in the e-Government sector becomes an essential effort in Europe. The effective and efficient adapting of Public Administrations and of its workers (at all levels) is possible only by broadening the knowledge and competencies of all the actors involved, allowing to fill the technological, methodological, productive, organisational and managerial gaps which, de facto, prevent Public Administrations from becoming truly active in e-Government on the international market. The production of e-Government systems with services that allow effective and efficient support, requires a redefinition of the professional resources of the sector: certain competencies prove to be today obsolete, others are introduced as being necessary, others fall on reconversion tracks. It is therefore necessary and urgent, in order to anticipate and favour the P.A. transition towards e-Government, to invest in vocational training of human resources and favour the synergy among Public Admi-

nistrations, ICT enterprises and Education enterprises, even through the building of “common meeting and exchange spaces”, as the Project aims at accomplishing thanks to the partnership that includes local authorities, enterprises and training agencies. But this training process in a so dynamic and innovative sector cannot but start from the *need of the learner* and be *centred on the learner*. In fact, only in this manner the training processes can be motivation driven, especially for the many players no longer used to learning and those for which training processes must be integrated with the pace and times that the learners can afford.



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## **The project**

by Salvatore DI MAIO and Luca VETROMILE

*“Ideare, mettere a punto, sperimentare e validare un complesso ed innovativo modello di formazione professionale aperta e a distanza per il settore dell’e-Government che attraverso la cooperazione di una rete transnazionale di pubbliche amministrazioni, imprese, istituzioni formative, assicuri a tutte le realtà che operano o che vogliono operare nella comunicazione e nella gestione dell’informazione pubblica innovativa, formazione di base e permanente, per l’adeguamento costante ai saperi nuovi e alle nuove competenze, orientando, nello stesso tempo, le competenze delle organizzazioni pubbliche e delle imprese dell’ICT, supportando entrambe nell’intervento nel settore dell’e-Government”.*

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The **e-Government Village** project takes its place within the scope of the public communication sector and of governance which, involved by important changes brought about by the advent of the information society, requires strong investments in human resources as in public administrations and on enterprises, in terms of technological innovation, of evolution of the productive processes and of the organisational processes, of the dynamics and on the communication methodologies and relation with the territory and management of the services. The main recipients of the project may, for that matter, be split into differentiated targets that can utilise the final products of the project and services connected to them with a differentiated potential of inquiry, coherent with the various needs and expectations.

The project is addressed mainly to:

**Public Administration employees** that aim at introducing or improving their own relationship with citizens and enterprises for the purpose of offering them better and more efficient services and all this within a society which is more and more an information and knowledge society.

For this group of recipients the project has experimented partly shared training and information products and services, partly differentiated by type within the same Group.

Common elements of the supply are:

- *instruction, training and education on Governance in its more evolved form, in conformance with the needs of the information society (e-Government);*
- *information, structured, on the sector of e-Government and on the opportunities offered by it, as well as on the initiatives and the good practices at the European level;*
- *virtual spaces for exchanging good practices and promote cooperation among public administrations and these with enterprises of the ICT sector;*
- *in respects with the various types of roles and functions, e-GoV may offer the following products and differentiated services: to*

### **decision makers and employees at the operational level of Public Administrations;**

- *e-Learning training models relative to the topic of organisational structures in support of e-Government, to use in formal and non formal learning processes;*
- *integrative didactic materials relative to the aforementioned modules;*
- **managers/employees of ICT enterprises, in particular SMEs, that wish to operate or already operate in the e-Government sector.**
- *the project can offer even to this group of recipients models for training, structured information products and services on the e-Government sector and on the opportunities offered by them, as well as on the initiatives and on the good practices at the European level;*
- *virtual and interactive spaces for the exchange of good practices and promoting cooperation among ICT enterprises and public administrations;*
- *obviously, even the operators of training agencies and of all other realities that operate in the education and vocational training sector may benefit from the final products that characterise the e-Government Village for which the e-Government Village may represent a training model aimed at shaping lifelong training processes, characterised by tools, methods and specific materials and a training approach applicable in operating contexts characterised by constant change.*

*The Project has identified two main sectors of e-Government that have a cross-over aspect and therefore inclusive of more areas of e-Government itself and which we have previously described:*

- *the **Territory Marketing** sector;*
- *the sector of **Communication finalised towards e-Government***  
*In said areas e-GoV upholds that the pivotal innovative specialist figures and on which the Project is going to focus its attention, are the following (their names have been introduced by the Project itself;*
- *e-Government Services Agent for Territory Marketing;*
- *Expert in Communication finalised towards e-Government.*

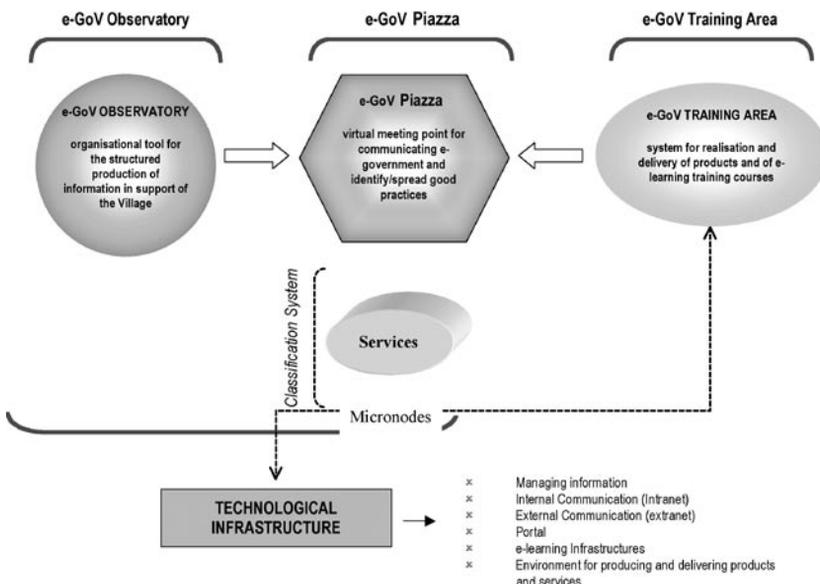
The entire training and information model of e-GoV is built with an approach *centred on the learner*, that's to say a model in which the entire system of formal training (made up by modules and by training courses in e-Learning) and non formal (made up by the debate and

meeting spaces and services in the sector) is integrated within a systemic intervention which on one hand gathers the needs of the users and on the other transforms them into ad hoc training processes.

The intention, exactly from the perspective of creating a training system that is capable of changing dynamically and constantly in respects to change and needs, has been that of realising a Model in which the formal learning processes are not separate from those of exchange of ideas and opinions, which represent even likewise informal learning settings, for which a meeting point has been realised where one can schedule appointments or, more simply put, where to reside and observe (**e-Piazza**).

A space where activities, ideas, doubts, changes, discoveries of e-Government which go through it, meet and exchange ideas/opinions, are made to be known and receptive by the Public Administration and by the ICT enterprises.

This the role of the **Village** (which gives the name to the Project) which, on the road, has changed into Square (e-Piazza), a place of synthesis in a too large and dispersive village. In the e-Government e-Piazza training initiatives and information will be produced and delivered (in e-Learning), also finalised towards the guidance of public administrators and of all those that work or wish to work in the e-Government sector.



## e-government Piazza



## 1.1 e-Piazza

The **e-Piazza**, will be the *information board* and guide to the world of e-government, as well as the virtual meeting point for identifying and spreading *good practices* of e-government. Inside it we will find the **e-Gov Observatory**, which will contain information, researches and initiatives relative to developing *public communication strategies in the Information Society* and the **e-Gov Training Area**, through which *distance learning products and courses* for public and technical operators of the sector are provided. (refer to. Chap. 3)

e-Piazza will take care of delivering information services and guidance for the world of e-government, will favour managing of a virtual meeting point for exchanging good practices between Public administrations in the e-government sector, allow spreading research activities and analysis carried out by the Observatory on the world of Public Communication in the Information Society and, lastly, will achieve distance training tracks for public operators and technicians of the sector.

Lastly, the section "**The good practices corner**" (refer. Chap. 2) aims at utilising communication as a tool for spreading good practices experimented in the world of e-government. Although presenting itself as an important opportunity of visibility for the more innovative projects, this space aims at promoting forms of communication and cooperation for the exchange of experiences.

For that purpose, the section has been structured in such a way as to not only constitute a showcase of excellence cases, but also be an actual tool for spreading ideas, initiatives, experiences.

All the projects will be entered into a data bank, and can be accessed via a search engine that allows filtering the interest categories (type of Administration, sectors and areas of innovation, etc.), and for each project we may signal the presence of materials for inquiring, operational tools and the availability of the Administration to realise direct experiences of contact and exchange with other P.A.s interested in replicating success stories or simply exchanging opinions.

The structure of the section will be articulated in the following areas:

*an introductory area (HOME) where the goals of the section and the type of documents contained in it will be illustrated;*

*a Suggest a project area, where one can download a form by which suggesting an e-government initiative to be submitted to the*

*drafting of the section so it can be entered in the data banks of good practices;*

*a Search the DB area, basically made up by a search engine (via keywords) for searching the DB of good practices;*

*a most searched Good practices, with a list of 3/5 good practices that have registered the largest number of searches;*

*a Forum area finalised in favouring a direct contact among the PA operators interested in the application areas of more innovative e-government.*

The e-Piazza is accessed through the dedicated portal [www.egov-net.org](http://www.egov-net.org) through which one may find the life and activities of projects in addition to spreading of results obtained (intermediate and final) and information on the international initiatives started in the scope of the same.

## 1.2 The Promoter

It is not our intention to linger on the important role of the Local Authorities in the policies of the Union and on the basic function that they carry out in realising Community programmes; this aspect was dealt with extensively by Dr.Murdica previously.

We wish to underline the non causality of the action promoted by the City of Naples.

For the Neapolitan local Authority venturing on an experiment of this scope, as mentioned in this publication, is more than just an important opportunity, rather it represents the continuity of a road undertaken in 1997 when Naples Local Administration started the testing on “te-  
lework” proposing, within the scope of the ADAPT II Community Initiative, the project “Telework and Local Development”.

The quality of the results of that testing, to this day still considered one of the most significant among those realised by a Local Authority on the entire territory of the Union, has allowed to develop new actions aimed at responding to the questions posed by ICT on topics like job quality, participation, democracy and above all the ability to respond to new needs which, in terms of citizen services, technological innovation places to Public Administration.

In fact, the e-GoV project employs the results achieved through the TES Project that the I.T.I. "F.GIORDANI" of Naples realised in partnership with the city of Naples developing, in particular, the technological infrastructure, the distance training system on the model of the Tele-services Centre realised, exactly by "Telework and Local Development" project.

We need to underline the experimental nature of the e-Gov project which, is far from being the only and above all, all-inclusive one. The aspiration is that of supplying possible responses to the novelties that ICT introduces in government action.

It goes to say that the City of Naples has already started and by now practically concluded the **multiproject on e-government** for which it is appropriate here to provide some summary information using.

*"The multiproject, realised by the City Administration as head Partner in collaboration with the Province of Naples, Port Authority, University "Federico II" and the City of Genoa, approved and financed by the Ministry of Innovations and Technologies, takes place in the scenario identified by the "Regional strategic plan on the Information Society and enjoys co-financings by the Campania Region".*

The project, which finds in cooperation and in interoperability among Agencies its inspiring principles, is articulated in various specific initiatives, all practically realised and ready to take off by next spring.

The Multichannel Metropolitan Portal is a portal that will allow the citizens and enterprises of the metropolitan area of Naples to access services and information of City, Province, University "Federico II" and Port Authority through a multiplicity of channels: web, wap, sms, neighbourhood agencies, call centers. Over 100 services traditionally delivered through the windows of the agencies become today accessible via web, changing the relationship between citizens and local public administration. With the Multichannel Metropolitan Portal Public Administration, will be at hand's reach, that is, at mouse reach: citizens, tourists and enterprises will be able to use, via internet, from their home phone or by a normal mobile phone, of the new technological setup of Public Administration: demographic services, to person, tax, Province services, of the University, urban services, port, of information.

The goal of SISDOC (Metropolitan Document System) instead, is that of realising a system for managing document flows which, through automation of certain fundamental internal processes, allows, at the metropolitan level, the start of new cooperation modalities of coope-

ration among territorial Agencies involved in the complex process of managing information. The rationalisation of the back-office processes constitutes the chief prerequisite for delivering on-line services to citizens and enterprises. A series of modular applications aggregates among themselves the individual services of electronic protocol, certified mail, interoperable document flows, administrative acts and private building. The innovation will impact citizens and enterprises on the side of communication and interaction with Public Administration, both in the medium-long and short period".We are in the presence of an innovative practice that our project will take care of making "observable" in its e-Piazza to those willing to see.

### 1.3 The partnership

We have already underlined the value that a partnership adds, to a project action, made up by public and private structure coming from different social, cultural and economic realities. The e-Gov partnership (Italy: Comune di Napoli (promoter), SILABO srl (coordinator), ANTA-RES a r.l., Onlus La Fenice, University of Roma Sapienza, Province of Naples, Province of Roma – Romania: CTANM Polytechnic University, Bucharest 2° District – Greece AllWeb Solution S.a – Spain ACISA no profit Enterprises association). Has been an added value considering that its make up is the outcome of the network of relations that the head City Council has built during the years by participating in projects financed by the EU but, above all, as active player in the community debate on the role of cities in the building of the Union.

A consolidated experience has allowed a true cooperation among players used to compare and draw from mutual experiences opportunities of growth.

In the following chapters, especially in the second one, research of common approaches and identification of sustainable solutions, therefore valid in spreading, demonstrate how much this statement is true.

Debate does not only represent a need in direction of a real Union but it is without doubt the true added value that the opportunities offered by the programmes financed by the EU offered to the participants.

The organisational structure defined for managing the programme has been structured into work packages, of which 8 have been envisaged, each partner taking on the responsibility of coordinating one and for each package a designated member from the partnership has been requested. The validation of each realised product has occurred

collectively during the various transnational meetings achieved in each of the participating countries.

Thanks to this approach we have managed to realise the products together, no action was undertaken without the complete participation and mutual sharing of the partnership.

The choice to verify and validate each and every product during our transnational meetings has revealed to be effective and guarantee their sustainability, on each of the territories involved and, thus, considering the breadth and heterogeneity of the partnership, it is not risky to state that the sustainability is extended to the entire community territory.

## 1.4 The Book

The idea is that of illustrating the project and its results, by a simple and comprehensible reading of a complex road that has involved players of various countries (Spain, Italy, Romania and Greece) on the topic of e-government.

Quite a daunting task that of describing the paths and possible solutions on this topic, moving from such variegated realities in the history, culture and social organisation. Truly a fascinating work, however, which has drawn value right from the differences borne by each partner, ensuring, in our opinion, the sustainability and possibility of spreading of the products realised on the entire community territory.

This book has been realised by the representatives of the organisations that make up the partnership of the e-GoV and Government Village Projects and the topics faced make up the entire sum of reflections and solutions that this partnership has produced in the span of these two years of hard but passionate work.

The Second Chapter "**E-GoV reference scenario**" by Laura FRANCESCHETTI moves from a shared process of defining the e-government policies. Moving on then to facing the e-GoV Village project that focuses its attention on the application dynamics of the ICT both in the structures and in the internal processes of public organisation (*back office*), as on the administrative activities that develop interactions with the citizens and enterprises (*front office*). The intention is that of selecting, analysing and promoting electronic government initiatives aimed at a greater involvement of citizens in the public *decision making* process. The project not only focuses on the innovative scope of the new technologies for improving the communication function performed by the administration, but structures a tool for the exchanging of *good*

*practices* that favours the valorisation and spreading of success stories in the sector of communication for e-government.

The appendix contains the *questionnaire for selecting good practices*.

The third Chapter entitled “**New skills – methodologies and results**” – a collaboration of many people of the ANTARES and DIES partners (Stefano Bertoldi & Laura Franceschetti – describes the processes that confirm the initial assumption: egov requires both the re-conversion of existing professional figures as well as new professional ones directly connected to the needs and processes which e-Government demands.

Research methodologies used and results obtained are also discussed; obviously the choice to limit testing to only two professional figures is closely linked to the availability of resources that our project can put together.

And in any event the results reached provide, to whomever wishing to utilise them, tools and methods – that can be transferred both in the public as well as private sector – that facilitate the process of defining needs and necessary competencies to meet them.

The appendix shows the *Questionnaire for assessing the technical and professional competencies of the e-government services agent for territorial marketing*.

The fourth Chapter “**The Piazza and technological choices**” by CTANM – ALLWEB Solution (Tom Savu & Iliana Korma) discusses the technological choices adopted and realised by e-gov.

The technological choices and the realisation of the environments, both portal as well as platform, have seen involved, as for any other project product, the entire partnership. Even in this case the differences have been at the center of debate. The choices have taken into account not only the effectiveness but also the cost-effectiveness of the solutions adopted, considering possible use on the different territories. Interestingly enough, the results appear in light of the fact that to realise them are a public structure together with a private one, a University and an ICT enterprise.

Obviously, the life of the project has represented for each partner an opportunity for exchanging ideas and opinions on the e-government topic.

Final contributions of this book refer to the experience of each participant to include judgements on the value the experience itself as added to the institutional activities for each one.

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## **E-gov: reference scenario**

by Laura FRANCESCHETTI

Innovation and Society Department  
(Sapienza – University of Rome)

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## 2.1 e-Government: a shared definition

**eGov – Village** is a European project characterised by a network of wide ranging partners spanning a host of different countries (Italy, Greece, Romania and Spain) as well as a range of actors adhering to the network. Among the partners of the project we can count up public administrations as well as representatives from the business world, be they providers of e-government services or university institutions.

This diversification distinguishing the network has from the start underlined the indispensable operational needs for realising, in a methodologically proper manner, all the work phases envisaged in the project working plan. Since each partner represents a different way of interpreting the e-government process, as each one was at the same time *provider* and/or *user* of different national experiences for applying Information and Communication Technologies (ICT) to the processes of public services delivery, we cannot overlook the need to produce a mutually accepted and recognised definition of the “e-government” phenomenon by the entire project group.

It became clear from the very start that a single universal definition of the term was not only impossible to find in the entire project network, but also impossible to be universally accepted among the international and national institutions which more than others promoted the spreading of these new ways of delivering public services, and even less so among the major scholars of the phenomenon.

A range of e-government definitions have been identified, consequently proposed by the various actors – institutional and non – for the purpose of revealing, wherever possible, a minimum common denominator among the different meanings.

According to various authors, among whom D. Holmes, e-government “is use of *Information Technology* for delivering public services more effectively, using a *customer oriented* method, less costly and at the same time different and better. It affects the relations of the individual agency with the users, with the enterprises and with other public agencies in addition to internal commercial procedures and on employees”. (Holmes 2002, 18)

Starting off from this definition, oftentimes, the e-government experiences undertaken in various western countries are described by looking at the areas of activity of Public Administration as distinct sectors.

On one hand, focus is given to the ICT application dynamics inside the administrations themselves, or better put the *back office*, which in-

cludes all the facilities and internal operations of public organisation that support the main processes and which are not directly accessible and visible to the end users, but are fundamental for producing public services. In this area the application of new technologies is chiefly limited to organisational procedures, to information flows and to *decision making* processes for the purpose of improving and rationalising the working processes of Public Administrations and develop cooperation and mutual relationships. Meaningful examples can be found in the onset of the first databanks in the early 70s, of personal computers in the 80s, *web service* and email systems in the 90s and of the recent *data-warehouse*<sup>18</sup> and *knowledge management*<sup>19</sup> systems adopted in certain public organisations.

On the other hand, focus has been placed on applying the new technologies to all the front office facilities and organizations of P.A., meaning all the administrative activities that develop interactions with the citizens and with the enterprise and other public agencies. In this area the new technologies seem to attain, in fact, clearer results from the moment that they are not only used for increasing information exchange with the public for a more effective delivery of online services, but also to foster integration among the various administrations for the goal of increasing efficiency, effectiveness and economic savings.

This definition, for that matter, even if it underlines the importance of a service of delivery that better meets the needs of the citizen (therefore customer oriented), it recalls a rather “technological” vision of e-government, that is realised by emphasising all the digitalization processes of Public Administration procedures.

Changes brought about by new technologies assume however a double appearance as they are at the same time the main ingredients for evolving of the system and results of the process. Hence, they both make up the conditions for emerging of a “virtuous circle”, where public administration by innovating itself and the way it works becomes a driving force of change, as well as the realisation phases of a broader process of innovation whose goal is that of improving the overall governance of the public welfare.

As it is common knowledge that the e-government phenomenon is a process of change for the organisational structure of the public sector through which improving the relationships among citizens, enterprises and administration. In any event, as D. Stedman Jones and B. Crowe state (2001) «*simply automating existing services is not enough: they and the organisational structures which surround them must be trans-*

*formed if the full potential of ICT is to be realised. [...] most e-government initiatives have focused on increasing efficiency and customer responsiveness. [...] e-government is seen as essential to aid business in their interaction with the state».*

Therefore, it is not oftentimes just a matter of realising a mere technological innovation, but rather a change in the way public action is necessary which takes shape in the reformulating of organizational processes, in developing human resources, in the standardisation, simplification of administrative procedures and in the reorganisation of local self-governing authorities in correspondence to the central system.

A broader meaning of the term goes beyond the previous administrative context for emphasising the political one, underlining the position and strategic importance of the institutional actors involved, the entity of rebound effects on the citizens and the dynamics of democratic participation that are made possible; without underestimating, in any case, the prominence of new technologies for promoting transparency of the administrative activity and spreading of information.

Two supranational institutions in particular have developed documents centered on this different definition of the phenomenon.

OECD in fact defines e-government as “the use of information and communication technologies, and particularly Internet, as a tool to achieve better government (*improving policy outcomes, quality of services and enabling greater engagement with citizens*)” (OECD 2003, 11).

In the same vein the European Commission in the e-Europe 2002 action Plan states that the main goal is “realise the economy in Europe based on the most dynamic and competitive knowledge of the world: an Information Society, that is a type of social and economic structure based chiefly on the use of Information and Communication Technology, to be pursued through two strategies: the support and promotion of innovation and **inclusion of all citizens**” (European Commission 2000).

In both the definitions, in addition to a special focus on the need to improve the quality of services offered by public institutions to the citizens through the use of ICT, the need for promoting these innovation processes is highly stressed for encouraging the active involvement of citizens in the activities of the PP.AA.

In order to develop a model of digital government we cannot underestimate, for that matter, the role carried out by the citizens. The widespreading of digital technologies among the citizen-users has in fact, on one hand, facilitated the start of the cultural modernising proc-

ess within the public sector facilitating the entry of ICT into the working processes; while on the other determined a change in the demand for public services triggering a greater focus on the quality of the service in terms of response speed, accessibility to information, effectiveness and cost-effectiveness of the public action.

When we talk about recipients of the public administration activity, furthermore, we cannot neglect also the contribution coming from the market. Not so much in light of the fact that the economic players (businesses) are users of public services and thus may carry out the same function “of stimulating innovation” performed by citizens, rather than in relation to developing new services and building network infrastructure. Public administration, in fact, may through proper regulatory interventions contribute in generating a favourable environment to private investment so that these may contribute then towards a greater spreading of the broad band network and of an innovation in the telecommunication services. The market players consequently find themselves in the particular condition for which they are not only on line services users but also co-providers of administration in providing the same.

A more exhaustive definition of the process, at this point, seems to be that offered by Calise – De Rosa when they uphold that e-government is “use of modern technologies of information and communication to foster the involvement of the citizen-users in the *decision making* processes” (Calise – De Rosa 2003, 259).

In this sense, the process of approaching a “consolidated” definition of e-government seems on one hand, to proceed along the line of the 4 phases of the evolution of the implementation process of the e-government plan, proposed by OECD [...]. In particular, we move:

- *from an initial phase of a simple information management via the web (Information),*
- *to creating interactions on various levels among citizens and public administrations and among the various administrations (Interaction),*
- *to the possibility of obtaining on line services (Transaction),*
- *up to realising integrated processes among the administrations directed towards producing services with reduction in costs and increase in the effectiveness and efficiency of the public action (Integration).*

On the other hand, the semantic passage from **e-administration** follows (that is the use of ICT for organizational and procedural innovation within the PA) to **e-government** (which envisages applying ICT

for improving inter-organisational relations of the PA with their users) arriving to – nevertheless, a phase of **interactive-e-government** (or advanced e-government) that envisages active involvement of citizens in assessing the services delivered.

The next step is that which proposes a definition of e-government which is closer to that of **e-governance**, as advanced by OECD in a 2001 report, stating that “*e-governance* is the public sector’s use of the most innovative information and communication technologies, like the internet, to deliver to all citizens improved services, reliable information and greater knowledge in order to facilitate access to the governing process and encourage deeper citizen participation”.

Even the Ministry of Innovation and Technologies in the *Guide-lines for the 2nd announcement of the National Plan of e-government* underlines this extension of the concept: “To be citizens in the information society does not only mean being able to access the services of a more efficient PA, capable of tailoring its own services on the needs of the users (e-government), but also being able to participate in a new way into the life of political institutions (e-democracy), taking into account the changes developing in the relationships between public and private actors (governance processes)”.

The meaning of e-government shared in the realisation of the *e-Government Village* project, therefore, has been the following:

*e-governance* is the public sector’s use of the most innovative information and communication technologies, like the internet, to deliver to all citizens improved services, reliable information and greater knowledge in order to facilitate access to the governing process and **encourage deeper and active citizen participation**.

A definition extended to e-governance, for that matter, which not only seems that more apt to the new contexts that the PA must face, characterised by stronger sectorial and territorial interdependencies, by greater expectations of the citizens and therefore by more cooperation among public and private players as well as definition of the policies in the delivery of the services, which appeared to be the more apt to pursuing strategic objectives of the project itself.

## 2.2 New Technologies for effective communication

Before facing the problem of developing adequate strategies of *public communication* in the Information society, we need to understand what exactly does “public communication” mean.

Starting from the works of important learners<sup>20</sup> who more than others have grappled with the hardships of defining this matter, we can see that there are two ways of understanding the “public” meaning of communication: that which refers to the subject-source (Rolando 1995) and that which instead, is based on the subject-recipient (Arena 1995; Mancini 1996).

In the first case the activity performed by “public” players is included in public communication. Therefore, political communication (of parties) as well as social solidarity communication (produced by institutions) and institutional communication fall under this category, that’s to say:

*“that which originates exactly from the institutions and from the administration of the state without mediations and does not aim at building political consensus”* (Rolando 1995: 32)

The other categorisation, instead, takes into account the status of the recipient of communication activity. In this case:

*“the «public» nature of communication is an objective data, not subjective. If, by «public», we mean as counter posed to «private», in the way that the communication in question aims at meeting the interests not of the individual players but of the community as a whole, thus forms of «public communication» are possibly realised by private players, not only by public players”* (Arena 1995: 13).

Discipline, therefore, includes for the most part the action and organisation of central and local public administration, but also includes a significant part of those agencies and firms which, regardless of their legal nature, deliver important public services (energy, transportation, public health, etc.) and are bearers of prominent social and cultural interests (volunteer associations, third sector, non profit) (Rovinetti 2003).

The two meanings, in any case, do not exclude each other but rather offer two descriptions of the same reality. We can therefore refer to a much broader definition of public communication that includes both sides of the communicative process and which is realised in the sending of messages, encoded based on certain rules, among the sphere of public power and the citizens recipient of that power<sup>21</sup>. It is a bilateral broadcast which triggers among the two players a significant interaction, finalised towards public interest.

According to G. Arena<sup>22</sup>, there are three possible ways of using communication by public administration:

- *The judicial-formal, that is, used to legally regulate the relations among players members of the same system;*

- *That directed mainly towards informing the users on how offices perform, on the regulations applied and on the performances offered which represents the communication of service;*
- *That used by the PA for realising the model of shared administration which is required for resolving a general interest problem and which allows realisation of the organisational formula based on the collaboration among administration and citizens, rather than the more or less clear cut separation between administration and recipients.*

Only when public administration succeeds in realising a type of communication similar to the one described in item 3), can we therefore say that the bi-directional and symmetrical dimension of the communicative process has been implemented. In this perspective, therefore, the institutional communication actually represents the leading pillar of public communication, because it has managed to overcome the limits of the traditional flow of unidirectional and top-down communication opening up to a perspective of listening to the recipients, valorising the flow of bottom-up communication too<sup>23</sup>.

Even the communication function, as all the other functions carried out by the administrations, has been affected by the recent process of modernisation of the public apparatus. Introduction of information and communication technologies (ICT) has significantly changed not only the operating procedures of public administrations, internal organisations and the relational models among the various administrative units: it has also entailed considerable changes even in the ways of interacting with the citizen-user.

Up until two decades ago, in fact, public communication was characterised by the absence of technological content (placards, flyers, Official Journal) or by a technological structure hardly defined as being innovative (teletext, television advertisements, etc.). Only recently have strongly interactive tools been introduced such as e-mail, the civic networks, telephone (even with advanced applications such as videoconferencing and call-centres), and relatively interactive tools such as institutional sites, thematic portals and “sms” messages.

Talking about “**communication for e-government**” in fact underlies **a bidirectional and symmetric meaning** of the process of promoting informatization activities of the PA and of involvement of the citizens through ICT. And only if we aim at realising e-government strategies that can lead to the third level of citizen involvement (according to the scheme proposed by OECD in a study of 2001) can we plan a communication activity that is worthy of this name.

## Three levels of citizen involvement

**Information** *one way process, where the government produces and releases information so that the citizens may use it.*

**Consultation** *two-way asymmetric communication, where the citizens provide a feedback to the government.*

**Participation** *two way symmetric communication, based on collaboration with the government, where the citizens take active part in the decision-making process.*

(Source: OECD, 2001)

It is evident here that this distinction highlights the roles of institutions and those of citizens in the three levels of involvement identified. If, in the first instance, the passivity of the citizen recipient of the informative flow is clearly undeniable, the same cannot be said for the two subsequent levels. As can be obviously stressed that in consultation processes the institutions are the ones who take the initiative to open up a channel of communication with the citizens, this changes in the “active participation” processes where the citizens are promoters of their own proposals, for which they seek to open up a channel with the institutions.

All these tools have increased the bi-directional potential of communication of public institutions, but this does not automatically guarantee their implementation from the moment that this is a function of the informatisation level not only of the administrative apparatus, but also of the society it is addressed to.

If in the first case we refer exclusively to the digitalisation processes of the PA procedures (both in the treatment of the practices as in the delivery of the services), in the second, our attention is focused instead on affirming the so called “Information Society”, that’s to say the spreading of the use of reticular infrastructure of ICT as based on the processes of contemporary socialization<sup>24</sup>. There where the developing of the digital society unfolds in a less harmonious way and the accessibility of public informatics is limited, in fact, conditions of *digital divide* occur characterised by the exclusion of more or less broad categories of the population from the new ways of interacting with public players, for reasons that go from a scarce spreading of technological infrastructures on the territory, to physical deficits in the use of these tools, to cultural deficiencies.

In order to overcome these critical elements, the various European

governments, behind the drive of Community institutions, have triggered precise strategies for affirming Information Society articulated in the following areas:

- *promoting adequate informatics infrastructures and free and competitive contexts for access to the ICT sector;*
- *realising effective national models of e-government (by developing new ways of delivering services and adopting shared standards of interoperability and cooperation);*
- *developing human capital (through investments in training, education and research projects);*
- *enhancing e-commerce (by defining more specific rules and procedures).*

In this context of innovation, in order to guarantee a bidirectional symmetric communicative relationship among public institutions and society (whether citizen or enterprise), public administrations, however, were not able to just simply rely on computerising the services delivered<sup>25</sup>. The underlying risk in this action of mere informatic transposition of public services (even communicative ones), in fact is, on one hand that of perpetuating top-down relational methods (of pure informative nature, considered the asynchronous nature of many new communication channels), on the other that of favouring innovative communication tools to the detriment of traditional channels which in any event ensure reaching those users who, although in different conditions than that of *digital divide*, have in any case right to an informative/communicative action from the State.

In analysing public communication strategies in the Information Society we cannot neglect also the influence exercised by the communication means adopted.

Although many voices rise against totally replacing traditional communication means with new ones, in any event we cannot deny the central position assumed by Internet in the processes of public communication. The reasons are quite evident: speed, bidirectional, the relative simplicity and cost effectiveness of this new tool compared to traditional media. In order to foster fondness for this specific technology and the assumption of interactivity it is instilled with, which seems to favour implementation of effective strategies of involvement of citizens in the decision-making processes of the PA. More and more tools are becoming widespread depending on the different degree of ensured interactivity, that may be distinguished between “tools for listening” and

“tools for talking”. Among the first, we can include emails, surveys and questionnaires. Among the second, we can find instead mailing lists, discussion forums and chats, blogs.

Another important aspect of the impact of new technologies on communication strategies of the PA is, lastly, that which gives a new focus to internal communication.

We cannot ignore the existence of a connection between internal communication and external communication when, in fact, we consider that:

- *the quality of internal communication is the condition of the quality of external communication;*
- *external communication also reaches internal public;*
- *the need to connect emerges from the principles of integrated and global communication.*

In the specific case of applying the information and communication technologies, then, this relevance is self-evident if we think of the growing need of realising databases for the exchange of information within the administration (*datawarehouse*) and to the spreading of *knowledge management* techniques. The administrations must, for this reason, adequately redesign their organisational processes in relation to the need of developing interactive methods of internal, interinstitutional and citizenry driven communication.

This need becomes the more imperative the more we contend the new dimension of democratic government taking over – governance – which calls for the strengthening of relations of exchange and cooperation among public and private actors, and the participation of citizens both as individual actors as associated ones, with diversified cultural, social and productive interests both in quality as in the time perspective.

## 2.3 A tool for exchanging best practices

We have already had the opportunity to underline how the evolution of e-government presents different dynamics as much among member countries of the Union as in the individual European public Administrations. Everyone seems to attribute to the web considerable potential for improving the relationship with respective users.

The immediacy of the Internet, in any case, which draws enthusiasts of the electronic methods of delivering public services, risks becoming at the same time a serious limit, because the temptation in which the administrations may fall heir to is the lack of design and conception on

the importance of the messages put across by one's own institutional site.

In recent years, so called "showcase sites" have multiplied considerably, Internet sites of public administrations that do appear to render a service to the citizens, but rather a pretension of the administration, which only publishes self-referential information earning, in the best cases, in transparency. We are dealing here with sites achieved without the use of adequate professionalism and without the active involvement of the entire agency, designed to die little by little after publishing on the Net, for lack of updates.

These are flanked by the so-called "data-bank" sites that are designed to find out "what users want and who they are" so useful documents and information can be made available to them. And then, in correspondence with the last phases of the development of e-government identified by OECD (2001) we have "interactive" sites, that are not necessary only as bureau windows and as data banks but also as an interface for a bidirectional communication and as a tool for executing paperwork and delivery of transactive services.

The closer we move to interactivity however the more the web loses its characteristics as communication tool to become a tried and tested administration and service tool. The network can work without a doubt as support to services already in existence, but can be above all strategic support to the image of the administration for the purpose, therefore, that is not simply a feather in the cap of the agency but becomes a tool for giving actual utility to the users.

In particular, via web communication must respond to fundamental criteria such as correctness, timeliness, attention to the different categories of recipients addressed to, simplicity, utility and lastly must not create expectations which realities of services of the administration is not capable of satisfying.

In actuality, we must emphasise that via Internet communication, although very interactive, cannot however guarantee sure levels of effectiveness. These are chiefly in function of a profound knowledge of the target and of its needs, which are reached only if one has great capacity and will to listen. The new technologies are great for transforming communication into services, but only if based on a willingness to document and renovate (*customer oriented*). The involvement of all the sectors of the agency is as important: otherwise, only a "partial" communication will always be achieved. Lastly, fundamental circumstance is the re-engineering of the operating processes, correctly assessing

the organizational impact of the new technologies. This brings us to ask ourselves: what consequence does the transparency guaranteed by the publishing of certain information on the web have in terms of work load? What organizational changes are necessary for implementing an online service? What type of resistance can be met in the organization?

To these questions, and especially to the relative curiosity to “how” the various European administrative realities have managed a solution to these issues, the e-Gov Village project has tried to provide an answer, proposing the building of a tool for exchanging *best practices* already tested in the sector.

Best practices may include, specifically, elements relative to the technology adopted as well as organization of the services and training and they are characterised as a long term commitment required from the interested parties. The exchange of experiences and the adoption of the best practices may allow the realisation of considerable savings for the generalised spreading of services and contribute in laying the ground to interoperability and interfunctioning among administrations.

This basic truth of action directed towards valorising and spreading the success experiences already promoted at the European level with specific initiatives such as the IDA programme (a valid tool for supporting the developing of Paneuropean interactive public services and ensure exchange of best practices among the member States) or even the eGovernment Good Practice Framework<sup>26</sup>. To the same principles are inspired national specific initiatives such as the basic idea of reusing e-government solutions promoted by the Department for Innovation and Technologies in Italy<sup>27</sup>.

Within the scope of these wide-sweeping initiatives, the e-GoV Village Project has aimed at realising a *Permanent observatory on public communication in the Information Society* geared towards guaranteeing the gathering, aggregation and spreading of official statistical data, initiatives, research and studies relative to the developing of the Information Society at both the European and national, as well as local level for the purpose of providing a valid informative support for the developing of local sector politics.

In particular, within this planning setting we have decided at first in dedicating specific attention to the new strategies of public communication on the marketplace with the use of informatic technologies, starting from the consideration that the instating of ICT has produced as more

relevant result in the process of developing the Information Society as the affirming of new management methods in the relationships of the public administrations among themselves and with the end users (both citizens and businesses).

E-government processes, in this manner, have been realised in which not only the informative scope is fundamental, that is unidirectional service relationship between administration and user, but also the *communicative and bidirectional scope* that valorises the listening functions of the administrations towards the citizens and of the territory.

Secondly, specific attention is dedicated, in this section, to the experiences of promoting the territories through the use of ICT, that is to say the initiatives of Territorial Marketing which, utilising the new technologies can foster the economic modernization of local settings without neglecting social integration. The e-government solutions in this sector in fact may allow an effective synergy of general programming (national and supranational) with the programming of the regional and local networks.

The specific objectives of these initiatives of the e-Gov Village project, for that reason, have been identified in:

- *ensure constant monitoring of the sector regulation of the main thematic publishing;*
- *guarantee an adequate knowledge and spreading of the principle international, national and local initiatives for the developing of the activity of Public Communication in the Information Society (both as projects and as conventions and seminars);*
- *gather and catalogue updated statistical data on the modalities of Internet use and of the new technologies (electronic mail, electronic document, digital signature, forum, chat, videoconferencing, etc.) in the activities of Public Communication;*
- *provide local administrators knowledge and comprehension tools of the developing of e-government processes.*

The various partners of the project have allowed to select the following **good practices of e-government**<sup>28</sup>.

## Province of Naples (ITALY)

AGENZIA SERVIZI INFORMA GIOVANI, coordinated by U.R.P. (Office of Public Relations). [www.provincia.napoli.it](http://www.provincia.napoli.it)

**Objectives:** Develop culture of juvenile participation in social and political life. Territorial promotion to the needs triggered by the individual youth realities. Sharing and direct participation of all players in local politics. Coherence and homogenization of ASIG services.

**Main results:** Define common standards of quality in the action of the individual ASIG centres. Establishing of 17 I.G. centres on the territory that manage over 50 points on the areas of responsibility.

**Main implementation actions:** a) Designing of a Web communication system which is also accessible to people with disabilities; b) realisation of shared network computer archive by the centres and designed on the basis of youth needs, catering to the needs and interests of youth (education, training, work, culture, leisure time, etc); c) promote and spread via WEB, through the building of forums and virtual piazzas, events, discussion and group forums to discuss youth issues; d) survey on customer satisfaction of the users in respects to the services delivered.

## Province of Rome (ITALY)

ADEMPIMENTI AZIENDALI ONLINE – <http://www.informaservizi.it/domino>

**Objectives:** Allow Job placement agencies, and related firms and career consultants to carry out over the Net, and directly from their own site, all required paperwork provided for by law. Allow to execute all bureaucratic paperwork over the Internet in real time up till then handled on paper and by mail.

**Main results:** Considerable savings in time and money for the Companies adhering to the project: Average 9,000 executions monthly, managed, with a total of over 17,000 firms involved.

**Main implementation actions:** a) Call for tender awarding the lowest bidder based on quality requirements; b) executive design project relative to the software to be developed; c) promote the initiative d) ad hoc training for all employees.

## 2nd District City Hall di Bucharest (ROMANIA)

ONLINE PAYMENT SYSTEM OF TAXES AND CONTRIBUTIONS – [www.ps2.ro](http://www.ps2.ro), [www.impozitelocale2.ro](http://www.impozitelocale2.ro).

**Objectives:** Improve the tax payment service – Guarantee an ad-

equate info system to citizens on taxes and duties – Reduce queue time at windows for tax collection in set periods of the year – Support a quicker transmission of fiscal documentation.

**Main results:** Reduction of queue time at bureau windows – Increase of taxes paid directly to local administrations – Improvement of the work methods of The Incomes at Local Budget Department

**Main implementation actions:** a) Adjustment of fiscal data banks; b) Realisation of a system of secure access keys; c) Realisation of informative campaigns on the implementation of the service; d) Realisation of monitoring activities service.

## Ministry of Employment and Social Affairs (General Administration of the State – SPAIN)

RED SYSTEM (ON-LINE AUTOMATIC DATA TRANSFER SYSTEM) OF SOCIAL SECURITY. – [www.seg-social.es](http://www.seg-social.es)

**Objectives:** Allow enterprises to exchange documentation and information quickly and effectively with the Department of Social Security. In particular, reduce the use of paper forms and interconnection with other services for fiscal contributions for integrating data banks.

**Main results:** Flexible hours of operation – Quicker response by the Department – Reduction of duplication in certifications – User friendly telematic interaction.

**Main implementation actions:** a) Adjustment and interconnection of the data banks; b) Realisation of the telematic platform for delivering the service; c) Implementation of a secure system of user authentication; d) Extension of the services to new categories of users also (seasonal immigrant workers).

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• 3 •

## **Professional profiles for e-government**

by Stefano BERTOLDI – ANTARES  
& Laura FRANCESCHETTI  
Department of Innovation and Society  
(Sapienza – University of Rome)





### 3.1 The reflection which preceded the identification of the two profiles

The variables which were taken into account in the e-Gov research group internal debate for defining some *e-Government* professional profiles, were essentially three: a) the orientation to citizens-users, b) the problem of the the training needs identification, c) the identification of the professional figures who operate in the *e-Government* services at present. Starting from the assumption that, in the daily practice, figures appointed for the organization of these services already exists, it was deliberated to go back to the origin of the recent need of orientation towards e-Gov services, in the view of *e-Democracy* and, above all, in the view of copartnership, as defined by other reflection threads based on the concept of sustainable development contained in Agenda 21.

From this point of view, challenges and “risks” in the process of the organization and cultural development emerged. These challenges and risks should lead – without forcing from the “political decision-makers” – to *e-Government*, so that local and/or central *governance* and citizens (and stakeholders) follow the same development pathway together. The first risk is contained in the term “Gov”, that is the organizational-bureaucratic part that still supports the administration engine. In short they are represented by:

- *The complexity of procedures*
- *The apportionment of competences*
- *The scarce transparency of processes*
- *The multiplicity of contacts*
- *The signature ties or the bonds for presenting documents*

Other important critical points have to be added to these:

- *A completely internal organizational view*
- *A scarce users knowledge*
- *The inability to present to external parties one’s own service system in the user’s view*
- *The scarce cooperation with other administrations*

The second risk consists in the prefix “e” which represents the digitalized transposition of a process, a report or a document. The risks defined here, if not adequately taken under control, can lead to a drift caused by the political decision makers mentioned before, which, at best, can strand in a barren way in an umpteenth “pilot project” or,

even determine the opposite result: the estrangement of citizens from the computer tools. Moreover, this can generate a presumptive and generalized lack of confidence toward ICT, with the paradoxical consequence to make a step back in the processes of modernization and simplification of procedures which were hardly started by the Bassanini Law. In brief, the risks can be hidden behind:

- *The extreme confidence in the ICT potentialities*
- *The extreme confidence in the fact that within the Public Administration there is the same will to change and the same good predisposition toward ICT*
- *The extreme confidence in the Internet diffusion everywhere*
- *The confidence in the offer's capability to create a specific demand on its own*
- *The confidence in Internet as a "chosen" place (often to the detriment of more obsolete but sometimes more efficacious technologic tools)*
- *The confidence in deeming every Internet user also a potential e-Gov user.*

The challenges in facing the "e" risk consist in:

- *The adaptation of technologies to the organizational processes and not the contrary*
- *A careful analysis, structure by structure, in the key of Business Process Engineering (BPR) against the risk of duplication of services (i.e. among different ICT technologies or toward "traditional" tools).*

The third and last risk consists in the association of the two terms in the "e-Government" neologism, and in the possibility that people forget that this term means something more than the sum of what the single words it is composed of represent. It should include concepts like *e-Democracy*, procedures simplification, copartnership, dialogue between citizens-administration-political representatives, etc.

Other challenges that an e-Gov professional must be able to face can be:

- *What kind of services to supply on the Net*
- *Service Visibility and Availability*
- *Choice between Bundelling and Killer application* <sup>29</sup>
- *What kind of relationship to establish with the intermediaries*
- *Assessment of the Virtual Identity*
- *Customer Relationship Management*

After a first reflection and text analysis, the research group proposed two innovative professional profiles able to perform specific activities:

Service Supply Processes Analyst, responsible for:

- *identifying the service design, online management and supply pathway, in the view of interoperability among the administrations involved;*
- *re-planning the service supply pathway in the virtual management and user's view (BPR);*
- *online public relationship management;*
- *segmenting users and public survey (web-based survey on public services) for assessing its consistency and the correspondence with the service offered;*
- *planning a citizen relationship management which valorizes a two-way relationship between Public Administration and Citizens;*
- *identifying an adequate placement of the intermediaries in the online service architecture.*

Starting from these ideal profiles and activities, two more recognizable profiles were defined, specifically in terms of skills and role consistency within the organizations, and for their relationship with the territory: Territory Marketing e-Government Services Manager and Expert in e-Government Communication, proposing the research group a series of characterizing skills and activities which form the main work content.

## **Hypotheses on the Territory Marketing e-Government Services Manager profile**

The use of the Web for what concerns the Public Administration's online presence involves by now almost the totality of the administrations. Websites generally present the main information on the organization, and different kinds of information services, but the online services interactivity and diffusion is still too limited and is almost an exception for the interactive services. Many steps forward must be made also in the services interoperability, as the online result of the dialogue among the administrations, and for their integration: digital signature, electronic protocol, electronic identity card, are all tools widely improved and juridically well defined, but still not much diffused. Territory Marketing then has to reckon with a Central and Peripheral Administration with manifold aspects. On the other hand, other private institutions are connected by a network, being so able to skip many passages due, at least officially, to the numerous juridical bounds that the Public Administra-

tion must instead face. In this sense, Territory Marketing must not be seen only as an activity implemented by public or private organizations aimed at the promotion and at the socio-economical development of a determined area, but also as an occasion for developing networks of relationships as resources for changing, taking into account that:

“innovation, both in the public and private sector, is determined not only by internal circumstances. There are some context factors which can facilitate the change, make it more solid, less random and more incorporated in common praxes and behaviours”<sup>30</sup>.

Then, if the objective is the innovation through e-Gov and particularly through the Territory Marketing online tools, first of all it is necessary that the local “relational network” between public and private organizations, citizens and associations, etc. exist, or, in case does not exist, it is created, because:

“to have the possibility to rely upon wide and solid networks of relationships can considerably facilitate the interinstitutional cooperation and integration ability. It is important that Public Administrations develop a wider and wider relationship system on the territory, improving their external communication processes”<sup>31</sup>.

From this point of view, the activities related to the Territory Marketing, can also be seen as “benchmarking” activities, since the contact with the entrepreneurial world and with the category associations includes Public Administrations in a virtuous circle in which, from promoters of networks of relationships on the territory aimed at their promotion, they indirectly become actors of the innovation in supplying efficacious services.

### Description of the role's mission and its action fields

In brief, it consists in bringing into action the *collective social capital* through an institutional professional figure that, together with the e-Gov Expert in Communication, creates the presuppositions for:

- *increasing the collective confidence level (interindividual confidence and confidence between citizens and institutions);*
- *establishing relationships with the excellence centres on the territory;*
- *increasing the civic sense promoting civic networks and all forms of self-organization;*
- *promoting – on the basis of the copartnership experiences already tested among service suppliers, users and public administrations, the social balance – debated in forums of citizens (and then also*

*in the online version), which can represent a good occasion for creating a good “background”.*

The mission described therefore is at the basis on the engagement for the online diffusion of Territory Marketing good practices, since, first of all, it is necessary to knock down many user’s input barriers (citizens, enterprises, etc.) due to a growing sense of mistrust, diffused in Italy, but also in the rest of Europe<sup>31</sup>. Once analyzed the social capital diffused on the relevant territory, the strategy for creating the network will consequently derive in a more effective way. In fact, exactly like the role of the e-Gov Communicator, the risk consists in creating online structures which are not visited and do not attract users, or, at best, in the fact that the Web represents only an information “show-case”, certainly useful but that does not represent the digital interface of a relational mechanism which must be activated starting from the basis, with the people directly concerned.

## Description of the professional profile and of the skills required

<p style="text-align: center;"><b>3.0.0.0.0.1 MAIN ACTIVITIES</b></p> <ol style="list-style-type: none"> <li>1. Analysis of the main socio-economical basins distinguishing the relevant territorial area.</li> <li>2. Drafting of the action plan, together with the Expert in Communication.</li> <li>3. Analysis of the local social capital, particularly of the capital of entrepreneurs, associations, local institutions: global and subjective confidence level, etc.</li> <li>4. Analysis of the local networks and drafting of the action plan aimed at supporting and promoting networks.</li> <li>5. Creation of data banks together with local actors and creation of information exchange virtual places.</li> <li>6. Creation of mailing lists of citizens, entrepreneurs, representatives of the different local socio-economical realities aimed at the creation of events together with the expert in communication (i.e. initiatives for promoting territory, cultural reviews, etc.).</li> <li>7. Creation of a forum of citizens for sharing territorial plans (town-planning schemes, plans for parking and protected areas, etc.)</li> <li>8. Analysis of the information needs relating the territory economic and social specificity, with reference to the most significant local actors.</li> <li>9. Start-up of networks among local, regional and national stakeholders through web tools.</li> </ol>	<p style="text-align: center;"><b>4. KNOWLEDGE AND SKILLS</b></p> <p style="text-align: center;"><b>REQUIREMENTS</b></p> <p>Degree in Economics with specialization in “Development Economy”; “Territory Marketing and Tourism Marketing”.</p> <p>Degree in Sociology with institutional-administrative specialization.</p> <p style="text-align: center;"><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Website Architecture: usability, accessibility and interactivity.</li> <li>• Planning of the research on the field.</li> <li>• Analysis of networks and social networks.</li> <li>• Socioeconomic analysis of industrial basins and tourist areas.</li> <li>• Development Plans.</li> </ul> <p style="text-align: center;"><b>5.0.0.1 SKILLS</b></p> <ul style="list-style-type: none"> <li>• Team Work</li> <li>• Conflict Management</li> <li>• Creativity and Innovativity</li> <li>• Strategic Planning</li> </ul>
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## Hypotheses on the e-Government Expert in Communication profile

The introduction of the new Information and Communication Technologies (ICT) significantly modified not only the public administration's operational procedures, but also its internal organization and the relational models among the different administrative units. It implied important changes in the interaction modalities with citizens-users.

Anyhow, only when the public administration manages to realize a kind of communication based on a bidirectional and symmetrical dimension of the process, we can say that the limit of the traditional unidirectional and top-down communication flow has been overcome in the direction of a users listening dimension, valorizing the communication bottom-up flow as well (see page 24 of Report Wp1 "*The Technological-Organizational Platform of the e-Government Village Model*" – Part 2 "*Public Communication in the Information Society*" by the Innovation and Society Department of the University of Rome "La Sapienza").

## Description of the role's mission and its action fields

The e-Government Expert in Communication operates within organization structures or bodies in order to guarantee, through the use of the new Information and Communication Technologies (ICT), the planning, the implementation and the management of communication plans (ex-Law 150/2000). He supports the Top Administration's action in the realization of a shared *administration* model, namely an organizational formula which favours a more active participation of citizens in the public action.

## Description of the professional profile and of the skills required

<p><b>5.0.0.1.0.1 MAIN ACTIVITIES</b></p> <ol style="list-style-type: none"> <li>1. Analysis of the administration user's information needs (target) and of the expectations about services.</li> <li>2. Process/Service organizational analysis for identifying the administrative sectors interested in the e-Government communication activities: identification of the "virtualization" process of some administrative procedures addressed to users.</li> <li>3. Definition of tools and technologies supporting public communication processes.</li> <li>4. Awakening and involvement of different sectors of the administration for the effective communication of products/services offered to users.</li> <li>5. Top Administration support for defining communication scopes and strategies (Communication Plan) for the e-Government development.</li> <li>6. Promotion of specific activities for the development of citizens/users listening perspectives aimed at increasing their participation to the processes of decision and implementation of the public policies.</li> </ol>	<p><b>6. REQUIREMENTS</b></p> <p>Degree in</p> <ul style="list-style-type: none"> <li>• Communication Science (specialization in Public Communication).</li> <li>• Sociology.</li> <li>• Political Science (specialization in Administration).</li> </ul> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Sector Laws.</li> <li>• ICT; Internet Sites Ergonomy and Usability; Server-User Interface.</li> <li>• Tools for the organizational and communication processes analysis.</li> <li>• Copartnership techniques.</li> <li>• Public Communication Strategies.</li> <li>• Project management.</li> </ul> <p><b>6.0.0.1 SKILLS</b></p> <ul style="list-style-type: none"> <li>• Leadership.</li> <li>• Communication Orientation.</li> <li>• Listening and Empathy.</li> <li>• Conflict Management/Negotiation.</li> </ul>
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### 3.2 Communication Expert for e-government

The second professional profile on which research activity has focused its attention, achieved within the scope of the **eGoV – Village** project, is that of the Communication Expert for e-government. This figure has been conceived as operating, in general, in the ICT sector whose function is that of conceiver, designer and manager of e-government projects, with prominent knowledge of the communicative issues in the field of governance and e-democracy, but also equipped with strong technological competencies, especially in regards to ICT applications.

We have seen in the previous chapters, in fact, how the new technologies – especially Internet – are the main channel of communication for public administrations, the favoured means for providing ex-

haustive information to the citizenry and enterprises, for delivering services aimed at facilitating the relations among Public administration entities and the end user<sup>32</sup>.

In a context so strongly characterised by the presence of telematics it would be very fool-hardy to ignore the need to adequately train the public communicator. Generally confused with being a journalist, incredible misnomer, this professional figure cannot be correctly identified today without emphasising the required knowledge, skills and abilities tailored for the use of ICT in the public administration arena as communicator.

A good communicator is a good guarantee for transparency, fostering respect for institutions and stimulating participation of all citizens in the public good. Public Administration that aims at being efficient must be able to communicate information, practices, opportunities, in a language that is accessible and complete through simple tools, of certain bearing and easy fruition by all citizens. The opportunities, given by e-government, reside exactly in that: do it good, do it better, do it quickly: what up til now was done through struggle and hardship. But the opportunities of e-government, if not adequately communicated, will not be known or adopted. For this very reason the accompaniment to an effective public communication of the e-Gov projects, and of those relative to the Information Society makes up one of the central topics of the recent debates on the innovative potential of ICTs in administrative contexts<sup>33</sup>.

But how do the activities carried out by a public communicator change when dealing with e-government services? What skills must he/she have? Are these specifically linked to a specific curriculum of studies or can they come from previous working experiences in the field? Are there any looser competencies, although still required in a field no longer governed by hierarchies and functional relations, but rather revolving around a working logic based on projects and developing networks of intra and interorganizational relations?

The pilot survey conducted for the purpose of giving a first set of answers to these questions has brought to light a series of important aspects for defining this professional profile.

**Chart 1. In what measure are the possible activities listed below in line with the profile of “Communication Expert in the e-government field” (% values on 56 cases)**

	Not at all/ Somewhat	Enough/ Completely
Analyse the information needs and expectations on the administration user services (target)	14,5	85,5
Analyse the “virtualization” processes of the administrative procedures addressed to the users	17,9	82,1
Analyse organisational and processes/services involved in the communication activities for e-government	10,7	89,3
Define the tools and technologies for public communication processes	17,9	82,1
Responsiveness and involvement of the various sectors of administration for effective communication of own products/services	8,9	91,1
Support of general strategies of communication (Communication Plan) for developing e-government	12,5	87,5
Promote specific activities addressed to citizens/users finalised towards developing participation in the decision-making processes of P.A.	16,1	83,9

Source: our formulation

First of all, in regards to the *chief activities* that an Expert in communication finalised towards e-government should carry out, a high 91% attributed are in the activity of “*responsiveness and involvement of the various sectors of administration for realising an effective communication of its own products and/or services*”. This response highlights the pivotal role performed by the Communication organisational role as “organisational relay”<sup>34</sup> between the internal reality of the administration and the external reality. On one hand, the main recipients are the workers of the public entity with the aim of promoting an effective internal communication which fostering information interchange among the organisational units, may guarantee therefore greater transparency of the public action and an easier access to administrative procedures by the end user. In this intraorganisational perspective we can understand the very high percentage of players (89,3%) who state that the activity of “*organisational analysis of the processes/services involved in the communication activities for e-government*” is ‘enough/completely’ relevant value for the **Communication Expert for e-government**.

On the other side of this relation between administration and external environment the other two activities indicated as characterising the specific professional figure are referred to, although with lower

percentages than the previous: “*the support activities for developing general strategies of communication*”, even in function with a careful “*analysis of the information needs and expectations on the services expressed by the users of the administration (target)*”. In this case the responsible organisational unit of communication has as its recipient the citizen and enterprise, whom may be at the same time promoters of ideas, initiatives or complaints – thus forcing the P.A. into a “listening” mode – or they may be recipients of a responsiveness campaign of the user in the use of new telematic services.

These preferences in any case are distributed differently when the interviewees are asked which are, in absolute, the two activities that characterise the figure of **Communication Expert for e-government**. The data in fact allow to highlight a strong relationship between the opinion expressed by the experts and the spirit of the initiatives for electronic government promoted at the National and European level. If, at first hand, it appears evident that the communication function is chiefly aimed at analysing the information needs of the (“listener”), on the second hand, it is easy to discover in the chosen alternative (“*promoting specific activities aimed at the citizens/users finalised towards developing participation in the decision-making process of the PA*”) traces of the present phase of development of e-government: which prepare use for e-democracy and, therefore, the broadening of democratic participation in public decisions.

If these are the action goals of the **Expert in e-government communication**, what type of competence is must he/she possess and above all which study curriculum is preferable?

Considering that this professional profile is not necessarily perceived as assignable to an apical organisational level (management), it is not difficult to understand why over 50% of those interviewed state that the *minimum requirement of studies* for this figure is a diploma although the following must be added to it “*certified working experiences in the sector*”. Only 37.5%, instead, indicate a graduate diploma as indispensable, for that matter in a specific field as that of Communication Sciences.

This attention to the need of envisaging a more specific training track is encouraging because it proves the progressive spreading of the belief that public communication is a discipline which, yes, requires new facilities and organisations, but above all new professions. In particular, competencies are required that are not limited to the simple possession of knowledge and production techniques of infor-

mation, but which also include analytical skills and promotion of the reforming efforts of the public sector.

After all, communication is closer to the modernization processes than to publicity. It is more the feature of internal re-organisation than a journalist technique<sup>35</sup>.

The actors of the training offer, on their behalf, are already aware of this specificity of the professional figure and of the need to recognize at the same time an adequate disciplinary status, we only need to heed the words of the Chairman of the Science Department of the largest Roman university who says: “without a *specific training space mass communication would remain a no man’s land to intellectual and professional raids on the meanings and on the functions attributable to it, but foremost, it would remain fertile ground for spontaneous and savage professionalism substantially liable to a recruiting system based on a veritable spoils system*<sup>36</sup>”.

In the intention of designing a more defined professional profile, the dimension of the *specific competencies* has been investigated into what a **Communication expert for e-government** should own.

**Chart X. In what measure are the theoretic and practical competencies and or knowledge listed below in line with the profile of the Expert in the field of e-government communication ? (% over 56 cases)**

	Not at all/ Somewhat	Enough/ Completely
Legal competencies (standards of the ICT sector of public communication etc..)	19,6	80,4
Ergonomy and useability of Internet sites; server-user interfaces	23,2	76,8
Tools for analysing organisational processes	17,9	82,1
Tools for analysing communication processes	3,6	96,4
Techniques for co-participation / involvement of citizens	16,1	83,9
Strategies of public communication	7,1	92,9

Source: our development

Even in this case the preference of interviewees falls on the knowledge and competence of the *techniques and of the tools of communication*. The data indicate furthermore a significant responsiveness to the processes of *participation and involvement of citizens* in the activity of

the administration. Interesting enough, competencies relative to *ergonomics and useability of the Internet sites* are not considered prominent for this professional profile. Most probably, underlying this reponse is the conviction that these are specific competencies that the **Communication expert for e-government** need not necessarily possess but can most easily acquire on the market, through use of in-house existing professional resources or drawing up actual contracts with external elements (consultancy).

If we focus our attention, lastly, on *cross-over competencies*, that's to say on knowledge and techniques of organisational studies, the *ability to work in a team* becomes pivotal. And this means not only the implicit assumption that a **Communication Expert for e-government** may be responsible for the Communication Office and consequently must need to know how to manage the dynamics within one's own work group. Most probably this preference can be brought to the idea, previously introduced of public communicator as "organisational relay", that's to say as point of contact between public administration and its external environment. In this case the ability to work in a team may refer to the need for this organisational actor to sew relations with other organizational actors, belonging to functional units different from their own but relevant since owners of information wealth that the **Communication Expert** aims at sharing with the citizen-user.

This framework of internal communication networks which intertwine with communication processes towards the outside may explain another revealed value, that relative to the *ability of activating interpersonal communication processes*. It is exactly this kind of communication flow that benefits both front office communication tremendously as well as back office communication in terms of effectiveness.

In relation to the type of *players* that have replied to the questionnaire, if we relate the type of agency they come from with the different dimensions described up to now, we can reveal how the overall trend of preferences is identical to the descriptio given so far, although with a significant stressing of the values when the players responding belong to a local administration. At this administrative level, in fact, the need to realise an effective communication to the user base is perhaps more pressing than not in central administrations, considering the proximity compared to the territories. The subsidiarity principle, furthermore, calls local PA to the forefront in the delivery processes of public services and this enhances in them the need for more defined professional communication operators.

Summing up, this first survey highlights the need to devise training tracks that better respond to the designated profile. A training offer that is up to speed with the introduction of new technologies not just under the viewpoint of the knowledge of the change from those introduced in the operational modalities of administration but also in terms of use of the informatic solutions for delivering training (e-learning).

In any event, if we move towards a more articulated definition of functions and competencies it is necessary to rethink even the types of hiring, redefine the specific career tracks, identify different classifications in the organisation plan of the administrations, moving from the peculiarity of the relationships that these communication professionals must establish with the citizens and with other administrations.



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• 4 •

# **The piazza and Technological options**

By Tom SAVU  
(CTANM)  
&  
Iliana KORMA  
(ALLWEB Solution)





**e-Governance** is the way in which public sector uses the most innovative information and communication technologies, that can utilize a simple internet connection, in order to be able to deliver to all citizens improved services, reliable information and greater knowledge, allowing **more** transparency within administrative procedures, to **facilitate** citizens access to the governing process, and to **encourage deeper and active citizen participation**.

The e-Piazza is the **e-Government Village Piazza Virtual Point, which maps the** citizen's real life, simulating through the internet, by realising forums, on-line conferences, areas of open or dedicated chat, other modalities of comparison on the themes of interest and exchange of good practices. The e-piazza was an idea conceived mainly by E-GOV's Consortium and aimed to facilitate citizens' needs, as they are able to find any information desired concerning government issues through the internet.

The piazza aims to trace all systems of e-Gov project into one page that we envisage to be the home page of every citizen. Within these systems will be included an educational system capable of dynamically and continuously modifying itself in respects to identified changes and needs, focuses on realising a Model where the formal learning processes are not distinguished from those of relation and meeting, that represent as many non formal learning contexts, for which it is the goal of realising a **Virtual Village** where the initiatives, ideas, doubts, transformations, discoveries of e-Government meet with and compare with, made known and received by the world of Public Administration and by that of ICT; but also to work a **Permanent Monitoring of the e-Government Sector**.

The **e-piazza** is a virtual meeting point ("Piazza") for the exchange good practices between Public Administrations in the government field, which allows the diffusion of the research and analysis activities performed by the Observatory on the Public Communication in the Information Society and to realize remote training pathways for public and technical operators in the field. **e-Gov Piazza** constitutes the e-Government orientation and *information showcase* and the virtual meeting point for identifying and diffusing the e-Government *good practices*.

**E-piazza** is the **one stop point** for the immediate access to:

**News:** News is the reporting of current events usually by local, regional or mass media in the form of newspapers, television and radio programs, or sites on the World Wide Web. News reporting is a type of journalism, typically written or broadcast in news style. Most news is investigated and presented by journalists (or reporters) and often distributed via news agencies. If the content of news is significant enough, it eventually becomes history.

In this section, the user can be informed about previous, current or forthcoming progresses of the project, such as social events, conferences and publications. All the activities concerning the project are and will be published in the e-Gov's website.

**FAQ:** FAQ is the abbreviation for Frequently Asked Questions, which is a common feature on the Internet. FAQ's is a compilation of answers to the most common questions on a particular subject that includes also a mechanism of frequent questions either already answered and published or the possibility to insert a new question. For the new questions there is a mail notification towards the responsible person, who should inform the admin for the answers that may be published. Everybody should read FAQ's before wasting electrons asking obvious questions, in order to save us from receiving flames. This type of question is a document (often a hypertext document) containing common questions and answers for a particular website or topic.

The user should check the "frequently asked questions" section in order to find answers or solutions to his questions within the existed answers, so as not to waste precious time. Moreover, in case that the user is not satisfied with the information provided by the system, then he might send an e-mail to the support team in order to get the desired answer.

**Best Practices:** Best Practices is a program which collect the practices that are based and developed following the best practices handbook that aims to set standards of practice which will include administrative rules, guidelines, policies and procedures, as well as performance indicators and historical performance levels, including program elements such as client training and technical assistance, credit analysis, underwriting criteria, portfolio management, staffing, and general loan fund administration. These practices following an approval proce-

ture in order always to have valid and added value best practices. The user may see a list of several descriptions, from which the titles are linkable and by making a click, the user can have the whole information. This is a mechanism of library type where, there is an insertion form of a “Good Practice” from everyone who is interested. For the new registration, there is a mail notification to 2-3 directions of persons who belong in the committee which examines whether the registration must be published or not.

“Good Practises of e-Governance” are defined those programmes, actions, interventions that operate in the following **areas of administrative innovation**:

1. ***citizen relations***, for improvement of the level of information and of communication among the public administrations and the various categories of those at greater risk of digital divide – both through use of differentiated channels of communication and through specific informatics literacy programmes;
2. ***organisational development of the PA***, to promote or enhance use of ICT among public employees for the purpose of reducing existing professional gaps in the computer field and thus improving the effectiveness and efficacy of the public sector, both in its operations as well as in providing services to the citizens;
3. ***Enterprise relations***, to foster the modernisation of relations between local administrations and enterprises operating on the territory.

Each of the areas of innovation can be articulated in the following **subareas**:

**1. citizen relations**

- 1.a information, communication
- 1.b quality of services
- 1.c training for overcoming digital divide

**2. organisational development**

- 2.a human resources professional development
- 2.b rationalisation of procedures
- 2.c operations savings

### 3. *enterprise relations*

- 3.a quality of services
- 3.b incentives for modernisation
- 3.c support actions in the field of territorial marketing

**Partnership:** A partnership is a strategic alliance or relationship between two or more people. Successful partnerships are often based on trust, equality, and mutual understanding and obligations. Partnerships can be formal, where each party's roles and obligations are spelled out in a written agreement, or informal, where the roles and obligations are assumed or agreed to verbally. Everybody is able to choose its partner or, as is often the case, its partner may be assigned to everyone.

By making a click on this point, a table with the logos and the on-line addresses of the project partners is shown. So, working with e-Gov partners allows you to become acquainted with e-Gov society rapidly. You will be able to meet the right people quickly instead of spending valuable time building up your own network. This partnership can help you avoid cultural blunders along the way. There must be a willingness to learn and adapt. Both partners must be willing to exchange their technical knowledge and to relate as equals in a shared future.

Moreover, partners are often necessary when working in a foreign country, not only to bridge language barriers, but also to help you perform your work efficiently without falling into the traditional cross-cultural traps one encounters in a foreign setting.

**eObservatory:** eObservatory includes information, researches and initiatives concerning the development of *Public Communication strategies in the Information Society*; eObservatory is a permanent observatory on the world of Public Communication in the Information Society, that ensures the current state of the services offered, access to updated information on the various critical problems of e-Government.

The idea to realize a Permanent Observatory on the Public Communication in the Information Society derived from the need to guarantee the collection, gathering and diffusion of official statistic data, initiatives, researches and studies concerning the Information Society development, both at European and national and local level, in order to provide a valid information support for elaborating sector's local policies.

The eOBSERVATORY is a system to collect and analyze information concerning the main initiatives and developments in the field of e-Government, in Europe and beyond, and to disseminate this infor-

mation through the e-Gov website and other media. Its target audience includes e-Government decision-makers and professionals in public administrations, as well as in the private and voluntary sectors.

The primary aim of the eOBSERVATORY is to proactively support e-Gov in the identification and understanding of e-Government areas where e-Gov shall play a role, complemented by a better identification of best practices in the field. Its outputs should contribute to the identification of priorities for pan-European e-Government services and the emergence of related strategies.

In order to achieve the objectives above, the eOBSERVATORY covers three areas:

- *e-Government Watch: monitoring of ongoing activities, trends, relevant technologies as well as developments in the private sector and information of relevance for the e-Government domain.*
- *Studies and surveys on topics of particular interest.*
- *Benchmarking of electronic service delivery in public administrations.*

The e-Gov Consortium identifies the specific areas subject to studies and surveys (or to benchmarking activities). This is made on the basis of the expected benefits for the administrations and decision makers for the execution of the e-Gov project and related actions. The “products” delivered through the eOBSERVATORY website are intended to widely disseminate information about e-Government activities.

They currently include:

- *e-Government News: daily news from across Europe;*
- *e-Government Factsheets: a synopsis of the e-Government situation and progress in European countries;*
- *Publications: A quarterly newsletter, In-depth articles, Case Studies;*
- *e-Government Resources: access to essential e-Government literature and information sources: policy papers, official and independent reports and surveys, official and independent information services, Studies and surveys;*
- *e-Government Events: a comprehensive list of e-Government-related events in Europe and beyond. In addition, a weekly e-mail newsletter has been introduced, called the “European e-Government News Roundup”, enabling subscribers to receive information about the latest e-Government developments, initiatives and insight from across Europe.*

The main target audience for these products comprises e-Government decision-makers and professionals in public administrations, private companies, associations, the media and others organisations involved in the e-Government domain. In order to produce these information “products”, the eOBSERVATORY team gathers information on existing e-Government initiatives and emerging trends in terms of applications, R&D technologies and commercial solutions which could have an impact to enable the effective deployment of the expectations raised by e-Government. The work involves the identification of relevant information, contributing to create synergies with complementary initiatives at the EU level or in the Member States – at both national and regional level, packaging the information in the appropriate multimedia format(s), raising awareness and disseminating the information (web, information network with the Member States Administrations, meetings, documents, etc.).

**Citizens:** the eOBSERVATORY website enables citizens to access the latest information on e-Government achievements and developments in Europe. In this respect, the eOBSERVATORY contributes to bringing the initiatives of the public administrations closer to citizens.

**Public Administrations:** At a time when Europe is rapidly moving online, the eOBSERVATORY helps public administrations assess and monitor their progress against other developments across the continent. It gives them access to information about innovative projects and best practices and therefore helps them in the design and delivery of their own initiatives.

**Businesses:** The eOBSERVATORY provides input to organisations involved in e-Government to understand the essential market requirements and trends better. The eOBSERVATORY is one of the initiatives of the e-Gov project in the area of ‘spread of good practice’.

**Discussion Forum:** Discussion Forum is an online service that allows registered users to post questions and responses to other posted questions, Online services and bulletin board services (BBS’s) provide a variety of forums, in which participants with common interests can exchange open messages. Forums are sometimes called newsgroups (in the Internet world) or conferences. An Internet forum is a web application which provides for discussion, often in conjunction with online

communities. Older forums date back to around 1996, following the newsgroups and bulletin board systems which were widespread in the 1980s and 1990s. Popular discussion topics include technology, computer games, and politics, but forums are available for any number of different topics.

Electronic forums also provide ways of archiving (or storing) and searching for previous exchanges.

**Training Platform:** In order to adequately understand the general situation requiring a deep and a careful e-Gov training needs analysis, both in terms of contents and methodologies and approaches, it is deemed opportune to synthetically analyze some e-Gov and e-learning development lines in the Public Administrations.

e-Gov's training platform offers an entire framework that allows companies and public institutions to manage their learning via the web. It consists of different building blocks:

- *Learning management system (LMS): trainers can manage users, distribute trainings and follow-up users' progress directly online;*
- *learning content management system (LCMS): from the same basic training modules, trainers can compose several courses, each having different educational objectives;*
- *authoring system: trainers can create and update their own educational content by themselves, without specific knowledge of web development tools;*
- *virtual classes: trainers are broadcasted online and can share with their class, via the web and in real time, all resources related to their training program.*

The training platform aims at optimizing the learning and training initiatives, measure performance, drive growth and profitability. e-Gov's platform is a flagship product, delivers a Collaboration Suite, a Learning Management Suite, a Content Management Suite, and a Catalogue Management Suite on an open, scalable, and secure Web-based modular platform.

Unlike traditional online collaboration products that deliver niche solutions, the training platform used by e-Gov project is a next generation eLearning solution – the industry's first truly integrated e-learning platform. It addresses all our organization's needs in terms of content creation and management, full asynchronous and synchronous collaboration, and complete training management for your extended en-

terprise on one platform. The training platform's unified architecture allows a user to access four different product suites with a single logon and offers a consistent, intuitive user interface.

**Private Modules:** A private module is like any other module except that it is not registered to be shared by other potential module users. Private modules are particular to individual users of individual applications and are therefore accessible only by that user, whether for reading or for writing. Subject to certain restrictions, they may contain links to the main corpus of data in the shared modules. The publications database in the examples directory, for instance, contains references to the classes in the shared unidb module. Temporary modules allow only one access mode (exclusive reading/writing). They are in-memory modules, intended for storing temporary working data that is not required to persist. Temporary modules are created in an initially empty state, and are destroyed as soon as they are closed. This approach to the partitioning of data seems to suit the types of scientific/design applications for which P/FDM was designed. These applications typically involve a central body of incrementally expanding general knowledge plus several sets of more dynamic, application-specific knowledge. As a locking strategy, this approach is rather simpler than many suggested for design-type databases, but we have found that it works well in practice. Individual users access only those subsets of the data which are applicable to their needs, and may update their own data without preventing others from accessing the all-important central modules. Temporary modules mean that users can experiment in their own workspace, without having to consider the long-term effects of these experiments on their persistent data.

After not an easy discussion the partnership agreed to use as technological platform the Moodle one, following we describe the technological aspect of this platform:

Moodle (Modular Object-Oriented Dynamic Learning Environment) is an Open Source course management system (CMS) – a software package designed to help educators create quality online courses and manage learner outcomes.

#### Design Philosophy

The design and development of Moodle is guided by a particular philosophy of learning: the “*social constructionist pedagogy*”.

The constructivism point of view maintains that people actively construct new knowledge as they interact with their environment. Every piece of new information is tested against some prior knowledge and

may form new knowledge which is strengthened if used successfully in a wider environment.

Constructionism asserts that learning is particularly effective when constructing something for others to experience. This can be anything from a spoken sentence or an internet posting, to more complex artifacts like a painting, a house or a software package. This is why people take notes during lectures, even if they never read the notes again.

The social constructivism extends the above ideas into a social group constructing things for one another, collaboratively creating a small culture of shared artifacts with shared meanings. In an online course, the activities and texts produced within the group as a whole will help shape how each person behaves within that group.

#### Creating a New User Account

Moodle support different forms for creating user accounts: e-mail confirmation, manual only, external database, POP3, LDAP etc.

Following are types of user accounts that can be assigned to a Moodle user:

- *Student (default – can interact with course content only)*
- *Teacher with Editing Permissions (can populate a course with activities and provide learner feedback – e.g. grades, assignment comments etc.)*
- *Teacher without Editing Permissions (can provide learner feedback only – e.g. grades, assignment comments etc.)*
- *Course Creator (can create new courses, teach within them and assign teachers)*
- *Administrator (can do anything and go anywhere within Moodle)*

Once a user account is established the primary Moodle administrator can change an accounts login permissions.

#### Moodle Screen Elements

Learners can access a Moodle course using almost any browser, including Internet Explorer, Mozilla, Firefox and Safari for the Macintosh.

The Moodle basic screen elements are:

- *The Navigation bar (breadcrumbs trail)*
- *Side blocks*
- *Course content area*
- *Turn editing on button (seen by course creators only)*

#### Course Setup – Side Blocks

Course templates have *block* areas on the left and right sides, with *course content* activities being added in the middle of the screen. Side

blocks can be added, removed and moved around on the course homepage.

Turning editing on will reveal features for adding activities and resources in the content area of the course, and for working with side blocks.

The following side blocks are included during Moodle installation:

- *People, with selections for participants (shows list view of everyone enrolled in course), groups and profile editing.*
- *Activities, with links to a list of all instances of that modules activity that appear throughout the course.*
- *Calendar, allowing the user to post significant events relative to site, course, groups or users.*
- *Upcoming Events, displaying upcoming Calendar events in an abbreviated list, with links to the actual event so all details can be viewed.*
- *Search.*
- *Administration.*
- *Courses, displaying a list of all courses (only) that a participant is enrolled in, allowing one-click access to another course home page.*
- *Latest News, containing a default forum.*
- *Recent Activity, displaying an abbreviated list of what users have done since their last login (displayed within the block), and a more detailed “Full report of recent activity”.*

Course Setup – Settings

In the simplest of terms, a Moodle course is comprised of learning *activities* presented to participants within a specific *format*. This format can be open-ended consisting of a number of topics, or it can be more formal such as structured around a beginning and ending date, or it can be formatted to encourage informal learning. Moodle allows the selection of one of the following three formats while setting up the course:

- *Topic (for open-ended or ongoing enrollment – self paced learning)*
- *Weekly (structured, with a beginning and ending time period – e.g. school environments)*
- *Social (Forums that encourage informal modes of learning – peer interaction)*

Setting the course is central to course management in that this is where the online learning experience of the participants is structured. Clicking the Settings link in the Administration block, the “Edit course

settings” screen appears, allowing the user to make, between others, the following selections:

- *Category.*
  - *Full name.*
  - *Short name.*
  - *ID Number.*
  - *Summary (a brief description for the course).*
  - *Format (Topic, Weekly or Social).*
  - *Course start date, for Weekly format.*
  - *Enrollment period (when enrollment period limits are set, a participant will be automatically unenrolled from the course on the specified number of days after they have first entered the course)*
  - *Number of weeks/topics.*
  - *Group mode, allowing to segment participants into either Separate or Visible groups.*
  - *Force (Group mode). If the group mode is “forced” at a course-level, then the course group mode is applied to every activity in that course. Individual group settings in each activity are then ignored. This is useful when, for example, one wants to set up a course for a number of completely separate cohorts.*
  - *Availability, allowing to “hide” your course completely.*
  - *Enrollment key.*
  - *Guest access, allowing “guests” into the course, with a choice between two types of guest access: with an enrolment key or without it.*
  - *Hidden sections, allowing to decide how the hidden sections in the course are displayed to students.*
  - *Show grades, which disables the results being displayed to students.*
  - *Show activity reports.*
- Course Setup – Design Tools.*

Turning editing on during course creation will reveal:

- *Block side block for adding, removing and moving side blocks.*
- *Add an activity and Add a resource lists.*
- *Activity/Resource editing symbols.*

### **6.0.1 HTML Editor**

When creating the course, Moodle’s built in HTML editor will be frequently used. Students will use this tool when responding to Forum posts, making Journal entries, creating a Dialogue response and when

they use a Wiki. The HTML editor can be disabled by the Moodle administrator, but is a useful tool for enriching course content. The HTML editor is not as feature rich as a commercial application like Dreamweaver or FrontPage, but one can do almost anything these tools can.

Images stored in the course “Files” area can be easily inserted and links can be created to resources stored on another server. Hyperlinks and anchor points can also be easily inserted into a document. Moodle has built in media filters that allow the embedding of Flash, QuickTime, MP3 and Windows Media files into the HTML editor so they play directly within one page.

#### Course Setup – Adding Activities and Resources

A Moodle course is populated with activities in one of two ways; by adding a “module” instance from the Activities drop-down menu, or by adding an internal or external Resource. An internal resource is defined as a file created within Moodle using say the HTML editor, and an external resource is typically a file stored elsewhere on the Internet, on another server or elsewhere within Moodle.

The most important activity modules are discussed below.

### 6.0.2 *Assignment Module*

In a bricks & mortar classroom an instructor may provide learners with an assignment that typically gets assessed (or graded) for completion. An assessment can be made from either a participants online submission of an electronic file (Word, PowerPoint etc.), or from an offline submission of the project in an actual classroom. In either case the instructor can provide an assessment/grade or written feedback to the participant on their assignment, using Moodle’s Learner Management features. When Assignment is selected from the drop-down menu, a property screen appears with the following values to be completed:

- Assignment name
- Description
- Assignment type (Offline activity, or Upload a single file)
- Allow resubmitting
- Grade
- Maximum size
- Due date

### 6.0.3 *Book Module*

Book module allows to set up indexed multi-page study material, which is ideal for presenting linear content. Property options allow to

set how chapters are numbered and whether participants can print content. There is also an option that allows to add custom titles to each section of content created.

#### **6.0.4**      ***Chat Module***

The Chat module allows participants to have a real-time synchronous discussion via the web. This is a useful way to get a different understanding of each other and the topic being discussed – the mode of using a chat room is quite different from the asynchronous Forums. The Chat module contains a number of features for managing and reviewing chat discussions.

Setup properties include the ability to establish a Chat session date/time (displayed on course calendar), schedule repeating chat sessions, a period for saving past chat sessions for students to review and whether or not these past sessions can be viewed.

#### **6.0.5**      ***Choice Module***

A choice activity is very simple – the teacher asks a question and specifies a choice of multiple responses. It can be useful as a quick poll to stimulate thinking about a topic; to allow the class to vote on a direction for the course; or to gather research feedback. The Choice properties window allows to select whether results from the activity are published for participants to view (anonymously or known) and whether a participant can modify their original selection.

#### **6.0.6**      ***Dialogue Module***

This module provides a simple communication method between pairs of users. A teacher can open an dialogue with a student, a student can open a dialogue with a teacher, and (optionally) a student can open a dialogue with another student. A teacher or student can be involved in many on-going dialogues at any time. A teacher might think of this as an after school personal meeting. For a mentor, this could be a one-to-one session. Students can use a dialogue to help each other in a private manner.

Setup properties allow to select whether a dialogue is deleted a certain number of days after it has been closed, the type of dialogue instance being created (i.e., teacher to student, student to student or everybody) whether more than one dialogue per person is permitted and whether Moodle will automatically send out an e-mail notifying each party that a comment has been added to the dialogue.

### 6.0.7 Forum Module

This activity can be most important in terms of helping learners construct new knowledge – it is here that discussion among participants and teachers takes place. Forums can be structured in different ways, and can include peer rating of each posting. The postings can be viewed in a variety of formats, and can include attachments. By *subscribing* to a forum, participants will receive copies of each new posting in their email. A teacher can impose subscription on everyone if they want to.

Forum setup properties include:

- How students are allowed to post to a forum
- Whether subscription is forced
- Maximum size of attachment upload
- Whether posts can be rated and by whom, the type of rating scale used and how students can view these ratings, and a time period in which ratings can be applied.

### 6.0.8 Glossary

This activity allows teachers and participants to create and maintain a list of definitions, like say a dictionary of terms specific to course content. The entries can be searched or browsed in many different formats. The glossary also allows teachers to export entries from one glossary to another (the main one) within the same course.

Finally, it is possible to automatically create *links* to these entries from throughout the course. For example, each time a participant encounters a term within the glossary within say a forum post, assignment activity or quiz, the term is highlighted in grey. Clicking the highlighted term will display that glossary definition in a pop-up window. Glossary setup properties allow to establish whether students can add to the glossary, what format is used (e.g. dictionary, encyclopedia, FAQ etc.), whether comments can be added to an entry, whether linking is enabled, and like forums whether a term can be rated by participants.

### 6.0.9 Journal Module

This activity can be very important when reflective activity is encouraged, either connected with a certain course topic or as part of another activity. The teacher asks the student to reflect on a particular topic, and the student can edit and refine their answer over time. This answer is private and can only be seen by the teacher, who can offer feedback and a grade on each journal entry. It's usually a good idea to have about one Journal activity per week. Journal properties setup allows

to create a description for the activity, determine whether the student entry carries a grade or assessment, and set a time period in days or weeks for when entries can be submitted.

### 6.0.10 Lesson Module

A lesson delivers content in an interesting and flexible way. It consists of a number of pages. Each page normally ends with a question and a number of possible answers. Depending on the student's choice of answer they either progress to the next page or are taken back to a previous page. Navigation through the lesson can be straight forward or complex, depending largely on the structure of the material being presented. Lessons are a great way to assess practical knowledge of a subject, and with creative use of Moodle's HTML editor very effective simulations can be built. Lesson module allows to add entire lessons that guide the student based on the student's answers. It might be helpful to think of a Lesson activity as a kind of flowchart. The student reads some content. After the content, the student is asked some questions. Based on the answers the student gives, the system sends the student to another page in the Lesson.

### 6.0.11 Quiz Module

Quiz module allows the teacher to design and set quiz tests, consisting of multiple choice, true-false, short answer questions etc. These questions are kept in a categorized database, and can be re-used within courses and even between courses. Quizzes can allow multiple attempts. Each attempt is automatically marked, and the teacher can choose whether to give feedback or to show correct answers.

Quiz module includes grading facilities. Working with Quiz module involves a simple step-by-step process, which includes:

- Create a quiz activity on the course home page
- Select a category to create the quiz questions in
- Select a type of question to create
- Publish these question to the Quiz activity

Moodle gives options as to how questions are created and added to the category:

- **Import questions from file:** this imports existing questions from file systems Moodle recognizes (AON, Blackboard, Course Test Management, GIFT, IMS/QTI, Missing word format and WebCT).
- **Create multiple questions:** this feature creates a specified num-

ber of random questions. These questions are drawn randomly from a database of pre-existing questions.

- **Create new question:**

When creating a new question, it is stored in the selected category. It is then always available to add to any quiz at any time. To create a new question, the type of question has to be selected from a pull-down menu:

- **Multiple Choice** – Allows selecting if students are allowed to select more than one answer, or if there is only one answer allowed. There is an option to apply a *weight* to multiple choice questions.
- **True/False.**
- **Short Answer** –Can have up to 5 short answers.
- **Numerical Question** – Expects a number for the answer. It has the added flexibility to accept a range of answers.
- **Matching** –The “questions” can be one word to be matched to the answer.
- **Description** – Is not actually a question. It allows to add text to a quiz (such as a story or an article).
- **Random question** –Will select a question that already exists randomly from all the questions in specified category.
- **Random Short-Answer Matching** – Makes a matching question by drawing random questions and answers from among the short-answer questions previously created.
- **Embedded Answers (Cloze)** – Embeds the answers into the question.

### 6.0.12 Scorm Module

A SCORM package is a bundle of web content packaged in a way that follows the SCORM standard for learning objects. These packages can include web pages, graphics, Javascript programs, Flash presentations, quizzes and anything else that works in web browsers. There are many 3rd party tools available that create SCORM compliant learning objects. The SCORM module allows to easily upload any standard SCORM package and make it part of the course.

### 6.0.13 Survey Module

The Survey module provides a number of verified survey instruments that have been found useful in assessing and stimulating learning in online environments. Teachers can use these to gather data from their

students that will help them learn about their class and reflect on their own teaching.

#### **6.0.14 Wiki Module**

A Wiki enables documents to be authored collectively in a simple markup language using a web browser. “Wiki wiki” means “super fast” in the Hawaiian language, and it is the speed of creating and updating pages that is one of the defining aspects of wiki technology. Generally, there is no prior review before modifications are accepted, and most wikis are open to the general public or at least to all persons who also have access to the wiki server.

The Moodle Wiki module enables participants to work together on web pages to add, expand and change the content. Old versions are never deleted and can be restored.

#### **6.0.15 Workshop Module**

A Workshop is a *peer assessment* activity with a huge array of options. It allows participants to assess each other’s projects, as well as exemplar projects, in a number of ways. It also coordinates the collection and distribution of these assessments in a variety of ways. Workshop module does have a learning curve, however the effort made can include greater student participation.

#### **6.0.16 References**

Bryan C. Williams, Matt Riordan, Martin Dougiamas “Moodle for Teachers, Trainers and Administrators”. Free Software Foundation, Inc., January 2005.



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## **Trasnational exsperiences**





## ACISA – RIBADEO – CENTRO COMERCIAL ALBERTO

We have organized **III e-Gov Transnational Meeting** that took place in Ribadeo-Galicia (Spain) (20-22/10/2005) and the **Public Conference: ‘New technologies and improvement of the public services: A challenge for the Public Administration’** celebrated in Ribadeo Auditorium on 21<sup>st</sup> of October of 2.005, according to the next programme:

- The Public Conference was opening by Mr. Balbino E. Pérez Vacas (the Ribadeo Mayor) and Gervasio Cao (ACISA /CCA President).
- Presentation by Dott. Salvatore di Maio (e-Gov Project Manager).
- **Presentation: ‘The Society of Knowledge and the Public Administration’** by Prof. Dr. Mr. Jaime Rodríguez-Arana Muñoz. He’s a Professor of Law (Public Administration) in La Coruña University, President of the Spanish Association of Administrative Sciences and ex-director of E.G.A.P. (Public Administration School of Galicia).
- Round Table: ‘New technologies and improvement of the public services: A challenge for the Public Administration’.
- Mr. José Ramón Gómez Besteiro. He’s Deputy Mayor of Lugo and Town Councillor of Urbanism and Infrastructures Area (as representative of a Public Administration).

He spoke about the experience of e-Gov in the Lugo Town Hall (capital of province), in particular about a new project called ‘Lugo Dixital’.

- Mr. Juan Antonio Martínez Dapena. Businessman.  
He spoke about the e-Gov services in Spain available for the companies.
- Mr. Eduardo Dopazo. Computer specialist.

He spoke about his experience working for “Agencia Tributaria” (the Spanish Public Organism responsible for the Taxes management).

On the other hand, according to Dott. Laura Franchescetti, we have looking for an example in Spain about good practices of e-Government. In particular, we have done an essay about **Red System**. We try

doing another one about the Local Administration of City of Vigo, but we asked to them and we didn't receive any answer (phone: +34 986 81 01 39, e-mail: ricardo@vigo.org).

We chose this area to work in for the following reason:

According to the essay called “ANÁLISIS DEL DESARROLLO DEL GOBIERNO ELECTRÓNICO MUNICIPAL EN ESPAÑA” “ANALYSIS OF DEVELOPMENT OF LOCAL E-GOV IN SPAIN” done by researches of the prestigious structure **INSTITUTO DE EMPRESA** and the ICT company **SOFTWARE AG**, Vigo, Barcelona and Leganés are the cities with the highest level of e-Gov development in Spain. So we contacted with one of the author of the essay, José Esteves (phone: +34915689659 and e-mail: Jose.Esteves@ie.edu) and he advised me to ask information to Vigo City Hall. And, at the same time, he told me that it'll be very interesting to do my essay about Red System or “Agencia Tributaria” too.

So, finally we chose Red System because it's a public service very useful for the citizens, but in particular for the companies. And through our experience, we can explain well its working because we usually use it in our job.

About the Red System essay, first of all I try to get information about the T.G.S.S. (Spanish acronym of GENERAL TREASURY OF SOCIAL SECURITY) in Lugo (address: Plaza de Ferrol, 11. 27071 LUGO) by phone and they sent me a cd and a book with detailed information. And at the same time they kept me in touch with Mrs. Salomé Sarriá Lucas, the National Coordinator Red System to get the whole information that I need (phone: +34915038965 and e-mail: salome.sarria@tgss.seg-social.es).

Finally I like to describe my general impression about this experience, new for me. It was a great opportunity for me to meet a lot of interesting people from different cultures, countries and jobs and this allows changing knowledge and learning to each other. I think it's a valuable experience for my job and even for my personal life!

## 2<sup>nd</sup> DISTRICT CITY HALL OF BUCHAREST

For The 2<sup>nd</sup> District City Hall of Bucharest, the implementation of the Pilot-project “e-GoV-e-Government Village”, a project with ten other partners from different countries was a real challenge, especially in a

field not very developed in our country (e-government). But it has been a wonderful experience to work alongside so many partners with different views and representing different institutions having different goals and needs and serving citizens of different cultures, speaking different languages and thinking in different ways. In order to adapt the project goals and outcomes to our own professional fields, we even had to discover together a shared definition of e-government that meets all our goals!

Within the Pilot-project “e-GoV-e-Government Village”, we also had the opportunity of benefiting both of the experience of our partners, through the transfer of good practice and of the knowledge of external experts participating in the transnational conferences and seminars within this project. But implementing this project meant much more than dissemination of data. It was an elaborate process of project learning and continuing adjustment of know-how and skills in order to meet both the needs of our community and the context of the development of e-government process.

For Romania, as a new member of European Union, is vital to initiate more actions in order to enable and support every category of citizens to use ICT as a new channel of information and communication between the public administration and citizens.

The public local administration has the responsibility to overcome the existing gaps regarding ICT knowledge among the public officers, to modernize and reconfigure the relations with the business environment and civil society, using a bi-directional communication and to improve the efficiency and efficacy of the public services, as well as offering new services for the interest of the citizens, meeting the expressed and potential needs of the citizens.

The 2<sup>nd</sup> District City Hall, by The IT Systems Department, has initiated and implemented a number of projects of computerization for the different departments of the institution, in conformity with their activity and complexity. The institution also succeeded in improving the quality of the services offered to the citizens, creating a channel for communication and information between the citizens and the local public administration, utilizing the IT techniques, as follows:

- Implementing the IT module for taxes and fees, by the tools of electronic paying (Internet, ATM, POS).
- Implementing the IT system for taxes on-line paying, in the 67 post offices in Bucharest.
- Putting into practice a vocal system of information for the citizens,

providing a continuous access to information, as well as the recording of the vocal messages.

- Implementing an e-signature system, a very important tool in order to ensure the authenticity, the integrity and non-disclaimer of the electronic documents.
- Putting into practice a web-site for taxes ([www.impozitelocale2.ro](http://www.impozitelocale2.ro)), that provides supplementary information about the taxes and fees services, about recording/radiating a property, releasing a fiscal document of patrimonial attestation (fiscal certificate, other information); It is also possible to download typified documents, to find out the location for our offices, the schedules of the audiences.
- Implementing modern IT tools (info-kiosk), having a user-friendly interface – by implementing the project “A better tax collection service in The 2<sup>nd</sup> District City Hall –Bucharest, Info-kiosk”.

For The 2<sup>nd</sup> District City Hall, the international cooperation in the fields of interest for the local public administration has always been a main goal.

Our institution has initiated the legal steps for cooperation with other municipalities from foreign countries: Charlottenburg-Wilmersdorf District of Berlin – Germany, Provincia di Caserta, Roma II, Roma IX – Italy,

Two cooperation agreements have already been signed.

The cooperation agreement between The Local Council of The 2<sup>nd</sup> District of Bucharest and The Local Council of Sliema – Republic of Malta, signed in November 2003, has as objectives exchanges of experience and collaboration in the following domains: local public administration, culture, health, sports, economy and commerce, town-planning, environment, education- to the benefit of citizens, companies and administrations. Both municipalities are cooperating with the purpose of improving economic relationships, increasing commercial exchanges between the two communities, sharing the best tactics in solving the problems of the both communities and efficiently accessing and using the funds provided by the European Community.

The cooperation agreement between The Local Council of the 2<sup>nd</sup> District of Bucharest and The Municipality of Naples – Italy, signed in April 2006, establishes the premises of common development of the local public administrations, in the context of decentralizing and subsidiary principles for the local autonomy. The cooperation between the two municipalities has the goals of common implementation of projects,

dissemination of European Union information and setting up a network of association for women rights, in order to adopt the best practices in promoting equal opportunity principle and gender non-discrimination and revaluation of the cultural differences. The cooperation also implies professional training sessions and experience transfer in the field of e-governance, informational technologies, culture and scientific research. Another goal is know-how transfer regarding the accessing of Structural Funds and project implementing in the area of waste management, environment protection, urban traffic, labour and SMEs in order to benefit of the local opportunities.

Within March – May 2006, The 2<sup>nd</sup> District City Hall has initiated and implemented The Project “EU City”, in cooperation with AIESEC – The International Association of Economy and Management Students. The project is designed as an international platform for experience and information exchange and cooperation between employees from the public administration and students from European Union in order to develop the local community and increasing the quality of the public services provided to the citizens.

The main purpose of this project was a three month traineeship for two foreign students from European Union countries within The 2<sup>nd</sup> District City Hall.

The two trainees from Italy and Germany have cooperated with our institution personnel in developing an urban marketing strategy for The 2<sup>nd</sup> District City Hall.

Our institution is currently implementing a project of town-twinning – “A.C.T. – Authorities Cooperation Twinning”, within D.G. Education and Culture Programme of the European Commission – Town Twinning. The project is developed in partnership with Naples – Italy and has as main goals promotion of an active European citizenship among youth and carrying out common activities destined to young people based on friendships and solidarity, in the framework of town-twinning. The project objectives are increasing young people’s awareness of The European Union principles and values, to facilitate the exchange of experience, expertise, information, culture and traditions among young citizens from the twinned cities and to identify tools and solutions in order to actively solve the problems which the young citizens are facing in their local communities (selective waste management, discrimination, drugs, human traffic, pollution, domestic violence etc).

In December 2006, an international meeting will be organized in Bucharest. For this meeting the project team from both cities involved

in the project will prepare a study about the situation of young people in their local collectivity (statistics, economical and social framework, local NGOs for youth etc). Within this meeting, the issues of European citizenship will be debated, discussing the rights and responsibilities of European Union citizens and encouraging active civic participation in solving the local issues. The participants from Italy, member of European Union will share their experience of concrete benefits of European integration and will provide examples of best practices for Romanian young citizens and local government representatives attending the meeting.

The Comenius project “European Citizen Yesterday, Today, Tomorrow” is a part of Socrates Programme and has as a goal quality improvement and consolidation of European dimension of education in Romania, encouraging foreign languages learning and transnational cooperation between schools.

This project regards pupil exchange between Romania and Italy. The participants are pupils of maximum twelve years old from the Italian school “Aldo Moro” and School number 10 – “Maria Rosetti” – Second District of Bucharest, Romania.

Another Comenius project of school development, “European Art and Culture – Source and Inspiration for Extra Values in Early Education” regards the primary educational system and all the people involved: pupils, teachers, parents associations and NGOs. In this project seven partner countries are involved: Bulgaria, Poland, Germany, Malta, Great Britain, France and Turkey.

Some of the projects implemented by The 2<sup>nd</sup> District City Hall having external financing are:

- “Campaign for health promotion in the Roma communities” – within the PHARE Programme – “Support for the national strategy of improvement of the Roma situation in the field of health”;
- Pilot Project „e- GoV- e-Government Village” – Leonardo da Vinci Programme;
- “A better tax collection service in The 2<sup>nd</sup> District City Hall –Bucharest, Info-kiosc” – PHARE Programme – The Modernization Fund for modernizing the administration at local level;
- “Project for education in the 2<sup>nd</sup> District schools regarding voluntary blood donation” – MATRA-KAP Programme – Nederlands Embassy;

- “Artistic camp for Children” – MATRA-KAP Programme – Netherlands Embassy;
- “A.C.T. – Authorities Cooperation Twinning”, – D.G. Education and Culture Programme of the European Commission – Town Twinning;
- “I will donate, what about you?” – Programme PHARE – Civil Society.

## FENICE – NATIONAL TEACHERS FEDERATION EUROPEAN INITIATIVE CENTRE

The Federazione Nazionale Insegnanti Centro di iniziativa per l'Europa (FENICE) [National Teachers Federation European Initiative Centre], since its very inception has set as its goal that of contributing to building a common European education space, as established in the documents of the European Commission. And for this very reason has actively taken part in the e-Gov transnational project whose outcomes may have a significant rebound effect within the scope of the youth education system and professional training in Europe.

Among the numerous transnational projects within the scope of the Socrates, Leonardo and Gioventù programme in which the FENICE, professional association of teachers, has participated those operating in the field of ICT are featured, among which the TES project (on Telework) and the Portale project (on the rising professional figures attached to ICT). With the e-Gov project the rebound effects are widened and the objectives become truly ambitious because they aim at facing and resolving issues both on the technical-organisational plane as well as on the plane of teaching methods and use of new and revolutionary teaching tools.

In fact, the onset of the Information Society, due to the rapid development and pervasive spreading of Information and Communication Technologies (ICT) in all areas of public and private life, brings forth the need to acquire management skills in dealing with change, by private citizens as well as by businesses, organisations and administrations including public and private training agencies. For this very reason the spreading of ICTs in the modernisation process of our country takes on a role of primary importance.

E-government is not, nor can it be, perceived as only a mere “digitalisation of administrative practices”, maybe even exemplified by several best *practices* in fiscal administration and/or in the policies of public purchase. Nor can it be settled in the online accessibility of the different public services. A policy for *e-government* must be aware of

the broadest dimensions of a transformation impacting the workings of democratic societies and *governance* in its entirety.

A toned down conception, which de facto favours the technological aspect seeking an “ideal model” to apply in a top down logic, is culturally and politically inadequate when dealing with the challenges facing us, as the ongoing debate on the international scene on these topics seem to testify.

The school system and Italian universities are presently in a phase of rapidly changing prospects caused by the use of informatic technologies. In this field Italy is paying dearly for falling behind the rest of Europe, result of years of delays, but is trying to catch up by introducing a series of innovations which will swiftly and substantially change the way of teaching, learning methods and handling knowledge in the Italian school world.

It is possible to continue exploiting more and more the opportunities offered by the new technologies that can cut down physical distances, facilitating access to knowledge and stored information in remote data banks, not only for revamping the administrative side of schools, which has also made great strides in recent years, but above all change the teaching and learning approach which presently follows in the footsteps of traditional patterns ill suited to the evolution of knowledge and needs of contemporary society.

All this, within the scope of the decisions taken by the European Council of Lisbon 2000 which has set, for the decade 2000-2010, the goal for the European Union to achieve “an economy based on a more competitive and dynamic knowledge of the world, capable of realising a sustainable economic growth with newer and better job positions and greater social cohesion”.

The world of Education, Universities and Research is on the frontline for realising this goal since it takes shape as the “container and engine” of knowledge and culture of our country; a container which must maximise new technologies for spreading knowledge to all levels of society and at the same time welcome the precious encouragements and constant innovations coming from the outside world.

However, strong integration with the technological systems of many other public administrations is necessary, starting from the Ministry of Innovation and Technologies, to move on to that of the Ministry of Communication, which will ensure proper support in terms of “broad band” more and more an imperative for transmitting content on the Net, up to the close integration with the Ministry of Cultural Heritage, guardian also of the historical and cultural patrimony of our country.

In fact, for this very purpose even the Ministry of Public Education (MPI) is investing considerable resources in enhancing and developing new systems through the promotion of projects finalised towards the use of new technologies and their integration for didactic and training aims. For exemplary purposes, we would like to point out the e-learning TRAMPI platform of the MPI which presently delivers training courses in the “blended” modality (part e-learning, part classroom) to help in acquiring certified skills in the use of the computer and for didactic research.

Another project deserving mention, that has been activated this school year, is the DIGI Scuole project with CIPE funding which, through the supply of electronic blackboards connected to portable PCs, aims at promoting the creation and spreading of Learning Objects in schools, introducing content and teaching methods linked to new telematic and computer technologies frontiers.

In specific, the e-Gov project in the education arena, can aim at:

- reducing *digital divide*, abating the enormous delay that our country has accumulated in the use of new technologies in all sectors, and especially in the training sector. The topic of *digital divide* can be stated in many different ways. One thing however is certain: if e-government (and more rightfully so e-democracy and e-governance) are actually capable of maintaining the promise of drastic change in the relationship between citizens and administration, it follows almost automatically that access must be guaranteed to all citizens. We are in the face of a true right that does not deserve just to be stated more or less rhetorically, but rather deserves being implemented, which foremost entails identifying the more suitable tools for that purpose;
- facilitating the standardisation and re-usability of the application software used both for didactic purposes as well as managerial-administrative purposes: use and development of open-source software, exchange and sharing of applications, creation and fruition of Learning-Objects;
- revolutionising, modernising and simplifying the relationship with the entire user base involved in the world of training: the relationship of training institutions with learners, families, and the world of work and enterprises;
- creating new methodologic frontiers regenerating or inventing new teaching tools with the use of telematic-computer technologies,

creation of virtual learning environments overcoming the traditional concept of a physically static and pre-ordered classroom;

- facilitating the reorganisation in support of the teaching system: admin services with the help of email protocol, digital filing, internal and external integrated messaging, computerised personnel management;
- facilitating the training and updating of entire school personnel using e-learning as a training tool.

At the end of two years of work we may certainly state that the transnational experience realised through e-Gov has proven to be particularly interesting for FENICE because it has put it in contact with partners, not only of different nationality and culture, but mainly of different activity sectors (public administrations, trade associations and software houses). The multicultural matching has brought to a significant enrichment of our knowledge and competencies.

## PROVINCE OF NAPLES

Leonardo da Vinci Programme is based on an extremely important pair: *e-government* and vocational training. Its objective is ambitious: to create modern models continuously adapted to the public administration's needs and new competences, in order to enhance quality, innovation, modalities, pathways and results of the vocational training and updating. Today there are many spurs and incentives to the valorization of the State organisms' human potential, as an essential condition for increasing the quality and effectiveness levels. In other words, in order to modernize the public service, it is necessary to aim at the professional growth and at the competence and knowledge requalification.

The Province of Naples for many years has been sensitive and attentive to the *e-government* general subject and to the opportunities deriving from the responsible use of the new technologies. We are sure that it is necessary to continuously improve the internal training processes, relating them to the modernization of the administration's engine and to the need of simplification of the organizations management.

In this sense, the Provincial Administration has already realized a project for managing the administrative acts and supplying *online* services to citizenship. There is a system of telematic auctions for the organization's supplying which has simplified very much the procedures. Moreover, a communication system on more levels has been created, from the Urp to the telematic portal, available for all those who get in

contact with the Province. Finally, a process of vocational training and updating based on the specific competences required by the single areas has been started up. In order to implement and optimize all this, we are now studying a combination of actions aimed at modernizing the administrative systems and the functioning of the institutional apparatus, as an indispensable step for the whole local sector. One of these actions is exactly Leonardo da Vinci Programme, supported in *partnership* by this Administration. Being convinced that the role of the territorial bodies and, particularly, of the Province of Naples, cannot leave out of consideration the personnel's high qualification, constant updating and an optimum fruition of the public services for citizens.

## PROVINCE OF ROME

The “e-Government Village” Project, aimed at planning and validating an innovative model of remote vocational training in the e-Government area, has been designed and realized through the cooperation of transnational networks of public administrations, enterprises and training institutes.

The project's result, for the features of the project itself and for the results achieved, constitutes and guarantees, for all the organizations operating in the field of communication and in the management of the information to citizens and of the basic and constant training – today necessary for the adaptation to new knowledge and competences – a reference usable at all levels and transportable everywhere thanks to the continuous and constant comparison between ideas and experiences among all partners throughout the project.

One of the project's strength points is the use of “e-Governance Good Practices”, defined as single actions, programmes or intervention able to meet the following requirements:

- They have a tangible impact;
- They stimulate lasting changes;
- They develop a high grade of innovativity;
- They are potentially repeatable.

Furthermore, these Good Practices must be referred to the specific national context of origin of the candidate experience, considered the different levels of development of the e-Government programmes in the UE Countries.

We underline the positive experience of cooperation and development represented by the project, which, involving Administration and Research Enterprises, different both for activity and nationality, allowed

realizing an adequate and propositional technical table for studying and planning new solutions aimed at a common objective and at the definition of guidelines and models to be shared at different levels by the sector's operators.

The Province of Rome has given its contribution in this sense, sharing the experience acquired in the use of the ICT in the relationship with citizens and enterprises:

### **INFORMASERVIZI – ENROLLED PEOPLE ACCESS**

All people enrolled in the Centres for Employment of the Province of Rome can have access to online services for employment through the Internet Portal, using username and password provided by the Centre for Employment, or through the multimedia kiosks already available at present in some Centres for Employment of the Province, using the Employment Services magnetic badge.

By using these new computerized technologies, users are allowed to have access to their personal-professional file, in order to view and update its contents and consulting the job offers advertised by Public Bodies and other institutions, or to apply for the selections of private and public enterprises, thus guaranteeing also an increased transparency in the management of the user's data.

The project, motivated by the need to reduce the services fruition time and to simplify the procedures, has the specific objective to bring the citizens, users of Services for Employment, nearer to the possibilities offered by the public service about the work market and to favour the meeting between demand and offer.

An evidence of the results achieved is the number of accounts released for accessing the service – more than 139.000, with 13% of effective fruition.

### **DOMINO – ONLINE ENTERPRISE FULFILMENTS**

Domino allows Interim Agencies, Enterprises and Work Consultants who have signed specific agreements to accomplish online and directly from their office the fulfilments required by law: it allows to complete in real time through Internet bureaucratic practices so far managed with paper material or by mail. The communication modules enable a considerable saving, in terms of time and expenses for the companies which take part in the project.

The project – as the previous project clearly motivated by the need to drastically reduce the services fruition time and to simplify the pro-

cedures – makes it possible to have a complete view of the situation of enterprises and workers through the automatic update of archives, allowing, furthermore, to acquire the enterprise as a potential client for other services.

The monthly average is equal to more than 9.000 fulfilments managed, with a number of enterprises involved larger than 17.000.



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- **The partnership** •



## **PROMOTER – City of Naples – Local Authority**

[www.comune.napoli.it](http://www.comune.napoli.it)

The City of Naples Local Administration promoted the e-Gov Project and, due the previous experience in managing such activity assumed the responsibility of it's management.

In accordance with the laws in force (142/1990, 265/1999), the City of Naples represents its community, upholds its interests and promotes development through the functions bestowed and conferred by laws of the State and Region, according to the principle of subsidiarity. The Statute provides for, among other things:

- in art. 3, that the local authority shapes its actions to the values of freedom, equality, and solidarity, overcoming existing discriminations and determining actual conditions of equal opportunity.
- in art. 6, that it fosters development of the local productive system and promotes positive actions for promoting job market entry, tailoring development programs to the innovations determined by technological and scientific progress.

In recent years, the city has found its place among the great European art and cultural cities working on valorising the artistic/monumental/landscape patrimony, defining its position within the venues of cultural tourism.

The Research and Technological Development activities make it a strategic “crossroad” of networks, communication infrastructures, information.

From the technological viewpoint, the City has set in motion a number of important innovative projects, among which we should recall: optic fiber cabling, the integrated telephone and data network project, the “Network of Telematic Piazzas” project, the “Resident services” project, as well as the ADAPT BIS project, “Telework and Local Development” and other European projects focused on the development of ICT and it's rule for inclusion. We like here to thank all the organization and people involved in e-Gov project and underline that the success of our initiative is the result of a common filing and it's the result of the hard work that each partner have done.

## SILABO – Information Society Laboratory Ltd.

[www.silabo.it](http://www.silabo.it)

SILABO's corporate purpose is that of realising consultancy, research and training activities in all the sectors that are or may be concerned by the organisational, economic and technological transformations finalised towards the development and consolidation of a society based on knowledge and communication, as well as join and support organisations and individual citizens in identifying, accessing and managing the resources and opportunities made available by the European Union and other International Initiatives, resulting from the needs deriving from economic and social integration processes.

SILABO enters the marketplace bringing with it thirty years of experience of its founders in the most diverse sectors of technological and organisational innovation and of national and transnational social and cultural integration. An experience developed in the fields of Consultancy, Research and Training at the national, EU and international level.

Business Advice to Enterprises and Public Administrations, base and applied Research for developing organisations, Training and Education for the new generations and adults, are the services offered by SILABO to its target audience. Integration between R&D and Training and Education constitutes the founding pillar of its company mission, which can be summarised in the goal of providing to anyone requiring to operate in the Information Society, be they citizens, private enterprises or public administrations, the cultural, professional, organisational, project design-execution tools, to be performed with full awareness and determination, as well as the certainty to be able to ride change obtaining the broadest and most significant results from it.

SILABO knows all too well the issues and support dynamics to development of the European Union, for the wide experience of its founders in a wide array of Programmes and Community Initiatives.

SILABO have a specific skills in the areas of the: ICT, e-Learning Technologies, Education and Training Methodologies.

SILABO is involved in different Leonardo da Vinci projects. In all this Projects SILABO, in addition to realising numerous design aspects, it manages the transnational partnership. In some projects, SILABO have the role of Coordinator.

SILABO work also in the area of the *training for the inclusion* and participate to different projects about this topics.

## ACISA – Ribadeo – Centro comercial alberto

ACISA / CCA RIBADEO is an employers' association formed by 180 medium-sized and small business. It was founded in 1.989. All the companies are settled in Ribadeo and they belong to different areas of business.

In 2002, the association promoted a new and important project called "CCA RIBADEO". CCA is the Spanish acronym of "Open Comercial Center" (Centro Comercial Abierto). The objective of this project are the defense of the traditional commerce's interests. More than 140 establishments (shops, hotels, restaurants, leisure and other services) take part on it.

### CCA's Services

In general, the CCA tries to modernize and get better the economic activity of their members with the purpose of approaching them to the new technologies through some courses about Internet or computer studies, both businessman/woman and workers. Besides, other lines of action are, for instance, a consultant's office and publicity investments.

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## ALLWEB SOLUTIONS sa

[www.allweb.gr](http://www.allweb.gr)

Is a leading IT company that provides a unique mix of innovative Technology Solutions with IT Consulting services to enterprises and organizations. Since 1997, demonstrated its 'web' abilities in developing eBusiness solutions allowing its clients to generate both new revenue opportunities and streamline existing operational systems factors essential for their growth.

World Wide Web is one of the greatest human discoveries which as it is being expanded effects both professional and personal, social activities such as work, communication, learning, entertainment ect.

**Allweb** uses World Wide Web as a backdrop in order to develop "smart" informatic solutions for businesses and enterprises which are trying to adjust their operation to e-business activities.

**Allweb** experience in the field of informatics began in 1992 but its really growth started at the end of year 1999 when the company started its reorganization having as exclusive field of activities the field of Web Technologies. Allweb technology was developed and evolved through large trans-European Projects where allWeb is the prime technology provider, resulting in the creation of software products that, today, are in the forefront of technology, while, at the same time, solve real business and

organizational problems introducing new, contemporary business models and organisational structures.

In a nutshell the company demonstrates significant activity in the area of Web based software technologies providing the full gamut of services required for the conception, design and implementation of solutions and services that will assist and enable businesses, public organisations and institutions to enhance their processes and provide their people easy, secure access to software applications and information from any computer or browser.

### **Fields of Activity – Solutions**

In today's competitive society, each organisation needs to create own comparative advantages in order to survive and grow. This effort usually encounters problems that requests prompt solutions.

Solutions offered by AllWeb to its clients are a complete combination of technological know-how, software applications, complete learning solutions and technical support. The companies and organisations adapting these solutions are able to manage their information faster, smarter and more effective.

AllWeb's solutions are based on the Smart Business Suite which is continuously enriched with new applications or improved versions of existing ones. The customisation and adaptation of these applications based on each customer's individual needs are producing solutions with high added value which are implemented today with huge success both within the Public sector as well as within various areas of the Private sector.

Solutions that Allweb offers are based on applications that fully operates at web environment and are grouped at the following 6 big categories:

- *Portal Solutions*
- *Content Management*
- *Document Management*
- *Learning Management*
- *Project Management*
- *Collaboration Solutions*

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## **2<sup>nd</sup> DISTRICT CITY HALL OF BUCHAREST**

[www.pmb.ro](http://www.pmb.ro)

Bucharest, the capital of Romania is the largest city and the main political, administrative, economical, financial, educational, scientific and cultural center. Bucharest is extended on 228 Km<sup>2</sup> and is divided in 6 districts.

The 2nd District of Bucharest is situated in the North-East side of the city, in the West side of the 1st District and in the East and the South-East of the 3rd District of Bucharest. The population of the 2nd District consists of Romanians (96%), Macedo-Romanians (0.03%), Hungarians (0.33%), Roma population (1.74%) and Germans (0.12%).

The 2nd District of Bucharest is an important industrial center that brings together different industries such as construction, aviation, telecommunication equipments, tobacco, chemical and textile products, leather, cosmetics and food products.

The 2nd District City Hall, a public institution in the service of the citizens, administrates an area of 32 km<sup>2</sup> with a population of 400,000 inhabitants.

The mission of this institution is to solve the current problems of the local collectivity.

As an administrative centre, the 2nd District City Hall is managed by the Local Council (27 counselors representing 3 political parties), the Mayor, the Deputy Mayor and the Secretary. According to the Romanian legislation, they are elected for a 4-year period. The Mayor is the chief of the executive apparatus and thus of the public administration in the 2nd District and fulfils a public authority function. He is also the chief of the Local Council specialized departments, which he leads and coordinates.

The Mayor, the Deputy Mayor and the Secretary, together with specialized departments of the Local Council form a functional structure named "The 2nd District City Hall of the City of Bucharest". Its permanent activity assures the implementation of the Local Council's decisions and the Mayor's disposals and solves the current problems of the local community.

The 2nd District City Hall includes Departments, Services and Offices, that cooperate for the fulfillment of the responsibilities according to their own competencies.

The Mayor has a function of public authority; he is the head of the local public administration of The 2nd District and of its own specialist staff of the local council, which he manages and controls.

By delegation of competence, The Mayor may transfer some of his attributions to The Vice-Mayor, The Secretary or other officials.

The Mayor emits normative or individual disposals. The Vice-Mayor substitutes The Mayor, in his absence, and by power delegation, he executes some of The Mayor's attributions, according to The Public Local Administration Law no. 215/2001.

The secretary executes the attributions in accordance with The Public Local Administration Law no. 215/2001 and other attributions decided by The Local Council or by The Mayor.

The heads of departments, the heads of offices and services are responsible with the solving of their tasks in due time.

*The departments under Mayor's subordination are:*

1. Economic Department
2. Control Department
3. Town Planning and Territory Administration Department
4. Audit Department
5. Human Resources Department
6. Public Relations Department
7. Equipment Administration and Maintenance
8. Communitarian Relations Department
9. Juridical Department
10. Local Public Administration Department
11. Person Registering Department
12. Investment and Public Services Department
13. Project Management and European Integration Department

*The Local Council has in subordination the following departments and institutions:*

1. Public Domain Administration
2. Market Administration of The 2nd District
3. General Department for Social Assistance and Child Protection of The 2nd District
4. Communitarian Police of The 2nd District
5. Veterinary Centre in Territory – The 2nd District
6. Cultural Centre “Mihai Eminescu” – The 2nd District
7. General Department for Administration of Building Patrimony
8. The Permanent Office of Local Council
9. “Economat”

In direct subordination of the Mayor there is a Chief Architect who coordinates The Control Department and Urbanism and Territory Administration Department.

The main activities of our institution are:

- Providing the material and financial support for the activities of the institutions and public services: education, culture, sport, civil protection, etc;
- Contributing to the implementation of the measures for social protection and assistance; providing the protection of child's rights, accor-

- ding to the legislation in force; approving the criteria for social assistance, founding and ensuring the collaboration between institutions;
- Contributing to the organization of scientific, cultural, artistic, sport and entertaining activities;
  - Deciding, according to the law, the cooperation or association with Romanian or foreign juridical entities, with NGO's and other social partners, in order to implement actions, services or projects of public local interest;
  - Ensuring the functioning of Civil Services and tutelary Authority;
  - Ensuring the environment protection in order to improve the quality of life, contributes to the protection, preservation and rehabilitation of the historical and architectural monuments and parks.

The 2nd District City Hall also provides the following services to the citizens: issues marital status, birth and death certificates, building authorizations, land and building ownership documents, and provides social services such as social support for children, disabled people etc.

The 2nd District City Hall's revenues consist of different taxes, duties and other incomes paid by the companies and local public institutions from the 2nd District; taxes and fees for various services; subsidies from the state budget, funds from the state budget that are transferred in order to sustain main objectives and projects and loans.

Local taxes and fees represent approximately 70% of the entire local budget income of the 2nd District City Hall. All revenues are used for the benefit of the local community and its citizens, according to the local budget funds and main priorities proposed by the Mayor (according to department specific needs and objectives) and approved by the Local Council.

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## **FENICE – National Teachers Federation European Initiative Centre**

[www.fenice-eu.org](http://www.fenice-eu.org)

FENICE is the acronym of Federazione Nazionale Insegnanti – Centro di iniziativa per l'Europa, a teacher's association who believes in the vital importance of a "lay" state school, and is now setting to itself the goal to start a European educational space, as stated in the documents of the European Commission. This is why the Association wants to support all those initiatives which favour the integration of the intellectual resources of schools in the cultural growth of society, help to change educational systems and professional or vocational training and increa-

se the chances for young people to be trained according to the needs of modern society.

## 2. Objectives

- To increase the European dimension in education in the hope of a peaceful coexistence among nations to be achieved thanks to the collaboration of associations in other countries;
- To highlight the educational and formative value of state schools, favouring and promoting initiatives which may help to meet the growing demand for education and training;
- To stress the importance of state schools as they are for all citizens, so that the right to education may be ensured and minority cultures and languages may be effectively safeguarded, as written in our Constitution;
- To promote and plan initiatives, training projects, refresher courses, the cultural improvement of teachers as well as research and experimentation in the teaching field, so that teachers may be better equipped to meet the needs of modern society;
- To take part in research and development of technologies aiming at making learning easier, education and vocational training more easily available thanks to the modern means of communication.

## 3. Carried out Activities

- Eleven projects within the Socrates, Leonardo and Youth Programme (see down) aiming at integrating schools and the world of work;
- a **newspaper** called «**Scuol@Europa**» sent to all the secondary schools of Italy;
- a **newsletter** sent out three times a year in three languages (IT, EN, FR) all over Europe to about 2700 institutions and policy makers with information on its activities in transnational partnerships in European Projects with the aim to promote the products and the methods developed by transnational partnerships to a wider audience, and to encourage the exchange of ideas and experiences;
- production, issue and diffusion of all sorts of teaching materials in the field of foreign language, ITC, didactic design, design of testing material, student wastage in high school, Total Quality in schools, group work, conceptual maps, learning methods;
- more than 130 in-service courses and training courses for teachers;

- more than 30 meetings and public conferences, some of them against the public funding of the private school education and the Catholic religion as a subject in the state school education;
- two websites **www.fenice-eu.org** in three languages (IT, EN, FR) and **www.edutheatre.it** in three languages (IT, FR, RO).

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## **PROVINCE OF NAPLES**

### **Local councillor for strategic resource, community policies, negotiate programming and balance**

[www.provincia.napoli.it](http://www.provincia.napoli.it)

The provincial Administration of Naples within the Italian system of local government, constitutes the intermediate Administration between Campania Region and the Municipality of the Province.

The Direction for European Community Policy of the Province of Naples in harmony with the lines of the Administration plan and with the priorities indicated from UE, State and Region, has managed, in the course of the last years numerous initiatives, in several fields, joined from a strong economic and cultural social impact and from the inside to implement the community practices of arrangement, innovation and development between the stakeholder on its territory.

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## **PROVINCE OF ROME**

### **Department xi training and job**

[www.provincia.roma.it](http://www.provincia.roma.it)

The provincial Administration of Rome within the system of local government, constitutes the intermediate Agency between Lazio Region and the 121 Municipality of the Province.

It cares, in reference to the territory of its competence, the interests of the own community carrying out numerous functions in matter of: protection of the atmosphere, valorisation of the cultural assets, tasks connected to the secondary instruction, professional training, territorial planning.

The Department XI of the Provincial Administration of Rome has the direction of Centres for the Employment of Rome and province, has competence on policy of job and professional training, between its activities goes evidenced the management the F.S.E Ob. 3 obtained as a result of delegation from Lazio Region (management authority).

## ANTARES

[www.antareseuropa.it](http://www.antareseuropa.it)

Company for the Development of Organization Systems, is constituted by a nucleus of professionals who have been engaged for years in the field of research, training and consulting within the socio-organizational framework.

Attentive to the enterprise's dynamics and issues related to the organizational and technological innovation in the work world, Antares (previously named S3 ACTA) has been operating since 1989 for the development of complex organizations at national and international level. Particularly, it plans and realizes training interventions at managerial and vocational level performs research and analysis and provides consulting in the socio-organizational and work field. It promotes study and documentation activities. It plans and manages monitoring and assessment activities for research and training projects.

Antares collaborates with manufacturing companies, services companies, public administrations, cultural and scientific institutions, trade-unions, always calibrating its interventions according to the client's specific needs.

In the implementation of its activity, Antares has consolidated a relationship network with Italian and European partners, developing projects on EU strategic subjects, such as telework, sustainable development, territory analysis, assessment and monitoring of complex projects, technological transfer and e-learning.

Antares guarantees a high professionalism constantly renewed and enriched by the multidisciplinary comparison, with special attention to the evolution of professions and organizational models. The Company is characterized by the quality of the services offered, by the attention to the specific needs of each single project and to on subjects concerning differences and equal opportunities in the work world, by a close planning collaboration with its clients and by the interest in new technologies and their impact on the organization.

## UNIVERSITY OF ROME "LA SAPIENZA" – Sociology Faculty – Department Innovation and Society (DIeS)

[www.diesonline.it](http://www.diesonline.it)

Is a multidisciplinary scientific community made up by sociologists, economists, jurists, political scientists, historians and computer scientists, who teach at the Departments of Sociology, Communication Sci-

ence, Psychology 2 and Economics at the Sapienza – University of Rome.

Offering research and didactic activities in the disciplinary sectors of Labour, Administration of Institutions, Policies and Culture. Offering skills to be used for consultancy, design and training to public and private buyers, in relation to scientific and innovative driven topics.

## **UNIVERSITY POLITEHNICA OF BUCHAREST – CTANM**

[www.labsmn.pub.ro](http://www.labsmn.pub.ro)

Is the largest and the oldest technical university, among the most prestigious universities in Romania. Its tradition, gained in more than 185 years through the efforts of the most important nation's schoolmasters, as well as of students' generations, is not the only convincing reason. Today, the University POLITEHNICA of Bucharest is undergoing a continuous modernization process, being involved in a permanent dialogue with great universities in Europe and all over the world. The mission of the University POLITEHNICA of Bucharest has been thought over as a mingling of education, research and innovation, which represents a key towards a knowledge based society and economy. Creating knowledge mainly by scientific research, giving it out by education and professional training, its dissemination by information technologies, and the use of technological innovation are elements that define the university distinctiveness. The University POLITEHNICA of Bucharest wants to be present among the universities in Europe able to design and optimize processes that lead to a knowledge based society, to reaching the goals on the sustainable economic growth, to better jobs, to stronger economic and social cohesion, in comply with the provisions of the 2002 European Council in Lisbon and the 2002 European Council in Barcelona. Consistent to the fundamental role played by universities and student organizations in the Higher Education European Scene development, the University POLITEHNICA of Bucharest commits itself to priorities such as the development of the higher education quality at European level, support of students and teaching staff mobility abroad, achievement of the partnership with students in view of decision making, and bringing the continuous education to reality.

**CTANM** is a training and research unit of the University POLITEHNICA of Bucharest (**UPB**), managed by academic staff from the Manufacturing Engineering Department. Using its financing from research contracts and European projects, CTANM is developing laboratories

and support materials for undergraduate and Master courses, both for the Faculty of Engineering and Management of Technological Systems and for the Faculty of Engineering Taught in Modern Languages.

Postgraduate, vocational training, continuous education and distance learning courses are organised by CTANM with the accreditation of the Department for Continuous Education and Distance Learning. Consultancy, training, research and application development activities for Computerised Data Acquisition Systems are performed with the official accreditation of National Instruments Corp., Austin, Texas, U.S.A. Consultancy and training in: Design and Management of European Projects, Logistics, Economical Intelligence, Intercultural Communication, Quality Management, Technological Audits, Client Relationships and Satisfaction, Tribology.

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• **Appendix** •

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## THE CRITERIA FOR SELECTING A GOOD PRACTISE OF E-GOVERNANCE

### Index

- *The main characteristics of a “good practise”.*
  - *What do we mean for a “good practise of e-governance”.*
  - *The evaluation criteria for the quality of the initiative.*
  - *Guide for using the evaluation criteria.*
  - *The importance of the possibility to re-use.*
- and transfer the organisational and technical solutions.

### 1. The main characteristics of a “good practise”

Before defining the criteria of a good practise of e-governance, we need to specify what we mean as a “good practise” in general terms.

Using this concept we want to underline that programs, actions and policy identified as a GP have to respect the following criteria of implementation:

- *they must have a tangible impact;*
- *they must activate lasting changes;*
- *they must achieve an high level of innovation;*
- *they must be potentially replicated.*

Anyway, the possibility to repeat a GP doesn't consist only of a mechanical reproduction of it, but it implies also a replication of some – or all – of its main elements in other contexts. We are referring, in this case, to the values that have driven the project and the implementation of the program, action, policy; the practises of the specific experience and the operative tools adopted.

Considering that the levels of development of the e-government programs are different among the EU member States and in order to guarantee an adequate representation to all the national experiences, all the criteria for selecting a “good practise” mentioned above have to be referred to the specific national context of the experience eligible as a GP.

## 2. What do we mean for a “good practise of e-governance”?

Looking at the definition of “e-governance” shared during the 2° Transnational meeting (Athens, June 2005), we include in the “good practise of e-governance” the programs, actions, policies that work in the following areas of administrative innovation:

**4. the relation between PA and citizens**, that is programs aimed at improving the quantity and quality of information and communication activities, above all those addressed towards citizens suffering of digital divide, both using differentiated channels of communication and adopting specific programs for the basic ICT knowledge;

**5. the organisational development of PA**; to promote and reinforce the use of ICT among the public officers in order to reduce the ICT knowledge gap, and also improving the efficiency and efficacy of the public sector; both in the way in which the PA works and in the way by which it provides services to the citizens;

**6. the relation between the PA and the private sector** (enterprises); that is the new initiatives that can modernise this connection.

Each one of this areas of innovation could be split up in the further **sub-areas**:

- |  |   |
|--|---|
| <p>1. the relation<br/>between PA<br/>and citizens</p> | <p>1.a information, communication<br/>1.b active citizens participation<br/>1.c quality of services<br/>1.d training programs<br/>for overcoming the<br/>digital divide</p> |
| <p>2. organisational<br/>development<br/>of the PA</p> | <p>2.a professional development of<br/>human resources<br/>2.b simplification of the procedures<br/>2.c management of resources</p>   |

3. the relation

between PA  
and economic and  
social actors

- 3.a quality of services
- 3.b incentives for the modernisation
- 3.c actions supporting  
the development  
of the territory

we aim at selecting programs, actions and policies of e-governance that could be included in one of the areas – and subareas – shown above.

**3. The evaluation criteria for the quality of the experience proposed**

The experiences eligible for being defined “good practise of e-governance” and included in the electronic database, so that they can be consulted from the webpage of the eGoV Village site, will be described using the form attached. Then, they will be submitted to the evaluation of a Scientific Committee that will consider its level of quality.

The applicant experiences of e-governance will be evaluated considering the following dimensions:

- *the use of ICT;*
- *the level of innovation of the experience;*
- *the management of the implementation process of the experience;*
- *the practical results achieved;*
- *the functionality of the program, action, policy;*
- *the visibility of the initiative;*
- *the possibility to re-use or transfer the organisational and technological solutions adopted.*

Particularly, the dimensions above will be assessed in order to satisfy the following criteria:

DIMENSIONS	CRITERIA
The use of ICT	suitability of the technological solutions referring to the goals the use of multiple access platforms the economy of the technological solutions (software open source)
The level of innovation of the experience	type of users new way for providing services type of service
The management of the implementation process of the experience;	Involvement and coordination of different actors, public and private or from the Third Sector Specific training programs for Pa workers involved in the innovation process

	Adoption of procedures for monitoring and evaluating the process
The practical results achieved	A reduction of the costs Time saved An integration of the services already existing
The functionality of the program, action, policy	Number of users users satisfaction PA workers satisfaction
The visibility of the initiative	An information and communication action plan that include different channels of communication A message that makes the experience visible and distinctive
The possibility to re-use or transfer the organisational and technological solutions adopted	It is possible to identify different parts, phases, elements of the experience (ready to be replicated singularly) The main documents of experience are available The choice to use ICT solutions from the market or customised

#### 4. Guide for using the evaluation criteria

In order to identify specific experience eligible for a “good practise of e-governance” first of all we need to verify that the program, action, policy works in at least one of the areas/sub-areas of innovation described in the paragraph 2.

Then, we have to fill the form providing as much relevant information as possible regarding the experience, so that it can fulfil the essential eligibility criteria used by the Scientific Committee.

Particularly, we ask you to describe the experience paying attention to the following questions for the evaluation:

#### THE USE OF ICT

##### Suitability of the technological solutions adopted

*Are the technological solutions suitable referring to the goals? Are they oversized? Could they choose other solutions easier to be used?*

##### The use of multiple access platforms

*Among the technological solutions adopted have they considered also multiple access platforms (the front office, call centre, Tv services, cable tv, and so on)?*

##### The economy of the technological solution (software open source)

*Are the technological solutions adopted really economic looking at the ratio results/costs? Could they use a software open source?*

## THE LEVEL OF INNOVATION OF THE EXPERIENCE

### Type of users

*Is this initiative addressed towards a kind of users never considered in the past? Particularly, do these users risk the digital divide (older people, disable people, economic disadvantage people, women)?*

### New conditions for providing services

*The new conditions for providing services area really different from the past? Do they experiment new way for providing the services?*

### Type of service provided

*Do the initiative provide a service never provided in the past?*

## THE MANAGEMENT OF THE IMPLEMENTATION PROCESS

### Involvement and coordination of different actors, public and private or from the Third Sector

*Have the experience promoted the involvement of other public actors or public actors or actors from the Third Sector working in the area and in the same policy sector? Are they involved only formally or they can really participate to the process?*

Specific training programs for Pa workers involved in the innovation process.

*Do they plan specific training courses for the PA workers involved in the innovative initiative? Is the level of these courses suitable for the new functionality of the service?*

Adoption of procedures for monitoring and evaluating the process

*Do the implementation phases of the initiative include monitoring actions during the program? Did they plan a final evaluation phase? Are the evaluation criteria suitable?*

## THE PRACTICAL RESULTS ACHIEVED

### Reduction of costs

*Did the initiative significantly reduce the managing costs for the administration?*

Time saved.

*Did they really save the time for providing services?*

An integration of the services already existing.

*Did the initiative promote the integration of the services already provided by the administration, overcoming situation of overlapping and waste of resources?*

## THE FUNCTIONALITY OF THE INITIATIVE

### Number of users

*Can the initiative involve an high number of citizens and/or enterprises so that it can to prove to be really important?*

### Users satisfaction

*Were the users really satisfied with this innovation?*

### Pa workers satisfaction

*Is the level of the satisfaction of the Pa workers involved in the experience really high?*

## THE VISIBILITY OF THE INITIATIVE

### Suitability of the information/communication action plan

*Is the communication action plan of the initiative well developed, also including multichannel strategies of communication? Is the case visible and distinctive through the front office of the administrations involved?*

## THE POSSIBILITY TO RE-USE OR TRANSFER THE ORGANISATIONAL AND TECHNOLOGICAL SOLUTIONS ADOPTED

### Suitability of the action plan for transferring the experience in other context or institutions

*Is the initiative able to activate processing for transferring solutions and for learning by the its outcomes?*

## 5. The possibility to re-use and transfer the solutions adopted

The criterion for re-use of experience refers to one of the fundamental goal of the European Commission strategy for the e-government: the **transferability of the e-government experiences**.

The Italian Government have already adopted this principle; the second phase of the implementation of the national action plan for e-government is aimed at promoting projects, programs and innovative solutions that are really “re-usable”. Furthermore, since the First Call for proposal on e-government (on April 2002) all public administrations have been knowing that one of the evaluation criteria for the quality of the project was the transferability action plan of the project itself. It refers to the possibility for other administrations to re-use the project – or part of it – without added costs.

The fact that the Italian Government have adopted this requirement as one of the essential criterion for financing the project seems to guarantee that most of the e-government Italian experiences show this characteristic to be eligible as a “good practise of e-governance”.

# SUBMISSION FORM FOR THE SELECTION OF A GOOD PRACTISE OF E-GOVERNANCE

## Part 1. GENERAL INFORMATION

### 1.1 Name fo the initiative

### 1.2 eServices Sector

*(the following list resumes that proposed by the European Commission in the eEurope programmes)*

#### PUBLIC SERVICES FOR CITIZENS

- Income taxes
- Job search services by labour office
- Social security contributions
- Personal documents
- Car registration
- Declaration to the police
- Public libraries online catalog searching
- Certificates (birth, marriage, death, adoption, etc.)
- Enrolment in higher education / university
- Other education and training related services
- Declaration of transfer
- Transport related services
- Elderly related services
- Disabled related services
- Services related to voting opterions (elections, plebiscites and referenda)
- Services related to the policy development and decision-making process
- Other services for citizens (*please describe*) .....

## PUBLIC SERVICES FOR BUSINESS

- Social contribution for employees
  - Corporation tax
  - VAT: declaration, notification
  - Registration of a new company
  - Submission of data to statistical offices
  - Customs declarations
  - Environment-related permits
  - Public procurement
- Other services for business (*please describe*) .....

### 1.3 Areas and subareas of innovation

- |   |   |
|---|---|
| 1. Relation between PA and citizens                   | 1.a information, communication<br>1.b active citizens participation<br>1.c quality of services<br>1.d training courses<br>for overcoming the digital divide |
| 2. Organisational Development of PA                   | 2.a professional development of human resources<br>2.b simplification of procedures<br>2.c management of resources  |
| 3. Relation between PA and economic and social actors | 3.a quality of services<br>3.b incentives for modernisation<br>3.c actions supporting the development of the territory                                      |

## 1.4 Details of administration responsible for the submission

Administration.....  
 Organisation Unit (sector, office, service).....  
 Name of contact person for this submission.....  
 Function.....  
 Street.....  
 email.....  
 webpage of the administration (and of the experience applicant for GP).....

## 1.5 Other administrations involved

## 1.6 Type and level of government organisations involved

- Local
- Regional
- Federal
- National
- Pan-European
- With non-European partners
- Ministry
- Agency
- Educational establishment
- Other (*please describe*).....

## 1.7 Type of partnership involved

- Vertically, between different levels of governments
- Horizontally, at the same level of government
- Between government and private sector
- Between government and Third Sector
- Between Third Sector and private sector
- Other types (*please describe*).....

## **Part 2. DESCRIPTION OF THE INITIATIVE**

### **2.1 Brief summary of the initiative (max 500 characters)**

### **2.2 Background / Motivations**

### **2.3 Specific objectives**

### **2.4 Main results / Outcomes**

## **Part 3. IMPLEMENTATION PROCESS**

### **3.1 Implementation actions (actions and phases)**



### **3.2 Resources (ICT, financial, human resources, skills)**



### **3.3 Training programs for the PA workers involved**



### **3.4 Information/communication Action Plan**



### **3.5 Monitoring initiatives and/or customer satisfaction actions**



## **Part 4. RE-USE / TRANSFERABILITY OF EXPERIENCE**

### **4.1 Elements suitable to be transferred (strategies – tools – technological solutions)**

### **4.2 Documents available by other administrations showing interest (project documents – software – learning supports – slides for presentation)**

*We authorise the project e-Government Village to publish the content of this form on the project website.*

## QUESTIONNAIRE FOR ASSESSING THE TECHNICAL AND PROFESSIONAL COMPETENCIES OF THE E-GOVERNMENT SERVICES AGENT FOR TERRITORIAL MARKETING

### *Personal data*

- A. Company/firm/institution you work for.....  
 3.8.15.0.0.1 B: Office.....  
 3.8.15.0.0.2 C: Role/function Head Office.....

### **3.8.15.0.0.2.1**

#### **D. How many years have you been in this position**

- Less than 5 years  
 from 6 to 10  
 from 11 to 20  
 Over 20 years

### **3.8.15.0.0.3**

#### **E. Sex**

- Male  
 Female

### **3.8.15.0.0.4**

#### **F. Age of interviewee**

- Up to 35 years  
 From 36 to 45  
 From 46 to 55  
 Over 56 years

### **3.8.15.0.0.5**

#### **G. Education**

- Secondary school diploma  
 Upper secondary school diploma  
 Graduate degree  
 Post-graduate degree

### 4. Quest.1

If you were to describe a professional figure defined as “e-Government Services Agent for Territorial Marketing” of Public Administration, how would the possible activities listed below correspond to your profile ?

(mark with an X)

	Not at all	Somewhat	Enough	Completely
1. Socio-economic analysis of the applicable territory				
2. Drafting of a plan of action in agreement with the communication agent				
3. Analyse capital stock and trust of the local actors (entrepreneurs, associations, local institutions)				
4. Analyse and study local networks (cycle, user base, districts, etc.)				
5. Draft a plan for supporting and promoting local networks				
6. Creation of agreed data banks with the local actors				
7. Conceive web space for information exchange addressed to local actors				
8. Create <i>mailing-lists</i> of the representatives of the various local socio-economic settings				
9. Create the “web” version of the events conceived for promoting the territory				
10. Create citizen forums for jointly working on the structure plans and territorial promotion				
11. Analyse the information needs of the local socio-economic players				
12. Analyse the information needs of the potential investors or other strategic external players				
13. Create web spaces reserved to the local stakeholders and potential investors or other strategic external players				
14. Other (please specify): .....				

Based on the list above, please indicate (*with an X*) the **two activities** which in your opinion **better characterise** this new professional profile?

1	2	3	4	5	6	7	8

9	10	11	12	13	14

## Quest.2

What are, instead, in terms of study curriculum and professional experiences the requirements that an *e-Government Services Agent for Territorial Marketing* should have? (*mark with an X*)

High school graduate

High school graduate with certified work experience in the public communication sector

Graduate and with certified work experience in the information science sector

University graduate in the following

Economics	<input type="checkbox"/>
Law	<input type="checkbox"/>
Engineer / Info science	<input type="checkbox"/>
Psychology	<input type="checkbox"/>
Communication sciences	<input type="checkbox"/>
Political science	<input type="checkbox"/>
Statistical science	<input type="checkbox"/>

Other (please specify)

.....

.....

.....

### Quest. 3

Please indicate in what level, in your opinion, the competencies and/or knowledge listed below correspond to the profile you are referring to?

*(mark with an X)*

	Not at all	Somewhat	Enough	Completely
1. Web site general architecture				
2. Analyse the user friendliness, accessibility, interactivenss				
3. Design skills (ex. for drafting development plans or action or communication plans, for socio-economic research, etc.)				
4. Socio-economic analysis skills (ex. of networks and social grids, local socio-economic situation, etc.)				
5. Forecasting and analytical skills with a business approach of the industrial bases and/or tourist areas (development trend, aggregate profit and loss statements, etc.)				
6. Other (please specify): ..... .....				

Based on the list above, please indicate (with an X) the two competencies you believe to be most relevant for performing this new function?

1	2	3	4	5	6

## Quest. 4

Please indicate in what level, in your opinion, the cross-over competencies and/or knowledge listed below correspond to the profile you are referring to?

*(mark with an X)*

	Not at all	Somewhat	Enough	Completely
1. Team work				
2. Conflict management				
3. Creativity/innovativeness				
4. Project development				
5. Leadership skills				
6. Interpersonal communication skills				
7. Other (please specify): ..... .....				

Based on the list above, please indicate, (with an X) the two cross-over competencies/skills you believe to be most relevant for performing this new function?

1	2	3	4	5	6	7

**Quest. 5**

**In order to help us better define the professional profile analysed here and the specific competencies, please take a few minutes and briefly explain which changes would you make in the indications reported in this questionnaire whenever you find yourself “not at all” or “somewhat” in line with the profile you are referring to?**

.....

.....

.....

.....

## QUESTIONNAIRE FOR ASSESSING TECHNICAL AND PROFESSIONAL COMPETENCIES OF THE E-GOVERNMENT ORIENTED COMMUNICATION EXPERT

### *Personal data*

- B. Company/firm/institution you work **for**.....
- 4.0.0.0.0.1 B: Office .....
- 4.0.0.0.0.2 C: Role/function Head Office.....

#### **4.0.0.0.0.2.1**

#### **D. How many years have you been in this position**

- Less than 5 years
- from 6 to 10
- from 11 to 20
- Over 20 years

#### **4.0.0.0.0.3**

#### **E. Sex**

- Male
- Female

#### **4.0.0.0.0.4**

#### **F. Age of interviewee**

- Up to 35 years
- From 36 to 45
- From 46 to 55
- Over 56 years

#### **4.0.0.0.0.5**

#### **G. Education**

- Secondary school diploma
- Upper secondary school diploma
- Graduate degree
- Post-graduate degree

## Quest. 1 – MAIN DUTIES PERFORMED

If you were to describe a professional figure defined as “Communication Expert in the e-government sector” of Public Administration, how would the possible activities listed below correspond to your profile? (*mark with an X*)

	Not at all	Somewhat	Enough	Completely
1. Analyse the information needs and expectations on the services of the administration users (target)				
2. Analyse the “virtualisation” processes of the administrative procedures addressed to the user				
3. Organisational and services/processes analysis involved in the communication activities for e-government				
4. Define the tools and technologies for the public communication processes				
5. Responsiveness and involvement of the various sectors of administration for effective communication of one’s own products/services				
6. Support to the general strategies of communication (Communication Plan) for developing e-government				
7. Promote specific activities addressed to citizens/users aimed at fostering participation in decision-making processes of P.A.				
8. Other (please specify): ..... .....				

Based on the list above, please specify (with an X) the two activities which in your opinion better characterise this new professional profile?

1	2	3	4	5	6	7	8

## Quest. 2 – TRAINING EXPERIENCES

What are, instead, in terms of study curriculum and professional experiences the requirements that a Communication Expert in the e-government sector should have? (*mark with an X*)

High school graduate

High school graduate with certified work experience in the public communication sector

Graduate and with certified work experience in the information science sector

University graduate in the following:

Economics	<input type="checkbox"/>
Law	<input type="checkbox"/>
Engineer / Info Science	<input type="checkbox"/>
Humanities	<input type="checkbox"/>
Psychology	<input type="checkbox"/>
Communication sciences	<input type="checkbox"/>
Political Science	<input type="checkbox"/>
Statistical science	<input type="checkbox"/>

Other (please specify)

.....

.....

.....

### Quest. 3 – SPECIFIC COMPETENCIES

Please indicate in what level, in your opinion, the competencies and/or knowledge listed below correspond to the profile of Communication expert in the e-government sector?

*(mark with an X)*

	Not at all	Somewhat	Enough	Completely
1. Law competencies (standards in the ICT sector and in that of the public sector, etc.)				x
2. Ergonomics and user-friendly Internet sites; server-user interface				x
3. Tools for analysing organisational processes			x	
4. Tools for analysing communication processes			x	
5. Participation / involvement techniques of the citizens				x
6. Public communication strategies				x
7. Other (please specify): ..... .....				

Based on the list above, please indicate (with an X) the two competencies you believe to be most relevant for performing this new function?

1	2	3	4	5	6	7

## Quest. 4 – CROSS-OVER COMPETENCIES

Please indicate in what level, in your opinion, the cross-over competencies/skills listed below correspond with the profile of the Communication Expert in the e-government sector?  
(mark with an X)

1. Team work				
2. Conflict management				
3. Creativity/innovativeness				
4. Project development				
5. Leadership skills				
6. Interpersonal communication skills				
7. Project management				
8. Other (please specify): ..... .....				

Based on the list above, please indicate (with an X) the two cross-over competencies/skills you believe to be most relevant for performing this new function?

1	2	3	4	5	6	7	8

### Quest. 5

In order to help us better define the professional profile with analysed here along with the specific competencies, please take a few minutes and briefly explain which changes you would make in the indications reported in this questionnaire whenever you find yourself “not at all” or just “somewhat” in line with the profile you are referring to?

.....

.....

.....



## • Note •

<sup>1</sup> Memorandum on Education and Life-long Learning, edited by the European Commission (Bruxelles, 30.10.2000 Sec.(2000)1832).

<sup>2</sup> In July 2003, the Council approves the new formulation of the SEO guidelines, which require however an effective coordination with the economic rules for the purpose of harmonising the internal market of the Union itself. Council Decision dated 22 July 2003 ( 2003/578/CE) relative to guidelines for policies of member states in favour of employment.

<sup>3</sup> The actions promoted in the context of the Copenhagen proceedings must be based on a voluntary approach and be inclusive and lay on the consensus of 31 countries adhering and the European social constituents, as well as establishing on the prospect of life-long learning. -Leonardo da Vinci Programme Call for proposals (EAC/11/04) ref. years ( 2005-2006).

<sup>4</sup> Promote greater European Cooperation on education and vocational training matters - The "proceedings of Bruges-Copenhagen. "During the years, European cooperation on matters concerning education and training has been carrying on a decisive role for the creating of a future European society ... Training strategies and lifelong mobility cover a fundamental significance in areas of promoting occupation, active citizenship, social integration ad personal development. To promote a Europe founded on knowledge and providing so the European labour market is accessible to all constitutes a fundamental challenge to the European systems of education and vocational training and to all the players involved. The same holds true for the need to adapt these systems permanently to the new developments and to the changes of the needs set by society. Greater cooperation on matters of education and vocational training will constitute an important contribution to the success of enlarging the European Union and realising the objectives identified by the European Council of Lisbon. (Declaration of Copenhagen, 30 November 2002) taken from: [http://europa.eu.int/comm/education/copenhagen/index\\_it.html](http://europa.eu.int/comm/education/copenhagen/index_it.html).

<sup>5</sup> On 19 June 1999 the ministers of higher education of 29 European countries met in Bologna to undersign a very important agreement. This document, known as the Declaration of Bologna, has given life to a ponderous and irreversible process of harmonisation of the various European higher education systems: the Proceedings of Bologna. Main objective of the Proceedings of Bologna is the creation of a European Area of Higher Education and the promotion of the European system of higher education worldwide to increase international competitiveness. In order to harmonise the European university systems, the Declaration of Bologna has identified six main objectives the realisation of which will be monitored and addressed through a series of Follow-Up Conferences from here to 2010. Taken from: <http://www.unibo.it/Portale/Ateneo/Processo+di+Bologna>.

<sup>6</sup> " In the specific of the Italian case, by Lifelong Learning we mean those interventions where the technical-professional competencies and the cross-over ones are acquired on the workplace. In any event, in public policy interventions generically defined as Lifelong Learning, players who at the time of the training activity may have lost a previous job, fall into this category ( as is the case with several interventions of Law 236/93 )". Ministry of Labour and of Social Policies – Isfol: Report 2005 on Lifelong learning – Rubbettino- Publisher 2006.

<sup>7</sup> In order to provide brief summary information on the success of Life-long learning in our country we only need to base it on the growth of the CTP ( Permanent Territorial Centres). "[...] A detailed report published by MIUR in 2003 provides data that confirms the success of the experience: the CTP have rapidly increased in number ( from 30 in 1998 to grow to 546 in 2002) courses during school year 2001/2002 were more than 17,000 involving almost 400.000 persons" -Sergio Angori in Prospettiva EP,n. 4-2004.

<sup>8</sup> Recchioni M., *Formazione e nuove tecnologie*. Carocci Roma, 2001.

<sup>9</sup>The Programme calls for 5 Measures (Projects: Pilot, Linguistic Competencies, Transnational Networks, Reference Materials) that may benefit from the financial support of the Commission. A

further Measure is that referred to the Mobility of persons (traineeships and student exchanges) in vocational training.

<sup>10</sup> For more information on the Measures of the Leonardo da Vinci programme and for any general info point browsers to the following websites: [www.programmaleonardo.net](http://www.programmaleonardo.net) – [http://europa.eu.int/comm/education/programmes/leonardo/new/leonardo2\\_en.html](http://europa.eu.int/comm/education/programmes/leonardo/new/leonardo2_en.html).

<sup>11</sup> Rosario Murdica, Natalia Guido “Design Suggestions for a nomination within the scope of the Leonardo da Vinci Programme: Projects referring to the B procedure- La Scuola in Europa -Anno IV N. 2 luglio 2004 – Carra Publisher.

<sup>12</sup> “Within the scope of the Leonardo da Vinci programme the proposals may be solely submitted from institutions and public, private or mixed public agencies that operate in the field of professional training”. Leonardo da Vinci Programme action on vocational training matters second phase: 2000-2006 General guide of the promoter – Version 2006. We are dealing in the specific here with: small and medium sized enterprises, Training agencies, Study centres on work and training topics, Foundations, Union type agencies such as bi-lateral, Trade Associations, Consortia, local authorities (Regions, Provinces, City Councils), Schools, especially vocational/technical ones”.

<sup>13</sup> Rosario Murdica, Natalia Guido “Design suggestions for submitting a nomination within the scope of the Leonardo da Vinci Programme: projects referring to the B procedure – School in Europe – Year IV N. 2 July 2004 – Carrà Publisher.

<sup>14</sup> During 2001 Title V of the second part of the Italian Constitution has been modified (especially the one dedicated to Regions, Provinces and City Councils) through re-processing of many articles and introduction of new Rules that determine a substantial enlarging of the tasks and functions attributed to said players.

<sup>15</sup> From the monitoring actions, three significant data emerge within the scope of the Leonardo Programme: the first shows a presence of 23 Public Authorities meant as Regions, Provinces and City Councils in their capacity as project holders (so-called contracting parties ) over a total of 218 projects. In the second we notice that 7% of the partnerships see local authorities participating as actual partners. Lastly, the third, that their presence in the capacity of partner as well as in the capacity of contracting party is distributed in the North, Centre and South of our country.

<sup>16</sup> We would like to mention: the new action programme in the field of life-long learning L.L.L. – European Parliamentary and council decision 15 November 2006-Decision N. 1720/2006/CE.

<sup>17</sup> “TALeP – Technologies for eParticipation: end or opportunity of democratic participation? – Pisa 27/28 November 2006.

Organised by the Institute for Computational Linguistics of the CNR.

<sup>18</sup> The datawarehouse system is a “data storage” that contains the information extracted from other company systems that becomes readily available to the company users. It is a sort of second level data bank, where pre-existing databases may co-exist along with this system by simply interconnecting them in a way that the information may be extracted, “normalised” according to shared criteria and made available through a structure capable of integrating them.

<sup>19</sup> Knowledge management – natural complement of the datawarehouse – takes root in the belief for which company efficiency is directly proportional to the quantity of information available and so deals with the activity of creating, organising and spreading knowledge, with technological support, for the purpose of improving working and decision-making processes of the company itself.

<sup>20</sup> Rolando S. (1995), *Teorie e tecniche della comunicazione pubblica*, Etas Libri, edizione 1995.

Arena G. (1995), *La comunicazione di interesse generale*, Il Mulino, Bologna.

Mancini P. (1996), *Manuale di comunicazione pubblica*, Laterza, Bari.

Rovineti A. (2003), *Diritto di parola. Strategie, professioni, tecnologie della comunicazione pubblica*, Il Sole 24 Ore, Milano.

<sup>21</sup> In this report, the term “public” is directly taken from the sociological reflections of J. Habermas (1962), *Storia e critica dell’opinione pubblica*, Laterza, Bari).

<sup>22</sup> Arena G. (2003), “Comunicazione e amministrazione condivisa”, in Rolando S. (edited by) *Teorie e tecniche della comunicazione pubblica. Dallo Stato sovraordinato alla sussidiarietà*, Etas Libri, seconda edizione.

<sup>23</sup> Faccioli F. (2000), *Comunicazione pubblica e cultura del servizio. Modelli, attori, percorsi*, Carocci, Roma.

<sup>24</sup> Castells M. (2004), *La città delle Reti*, Marsilio, Venezia.

<sup>25</sup> Calise - De Rosa (2003), "Il governo elettronico: visioni, primi risultati e un'agenda di ricerca." In *Rivista Italiana di Scienza Politica*, n. 2.

<sup>26</sup> [http://europa.eu.int/information\\_society/activities/egovernment\\_research/gpf/index\\_en.htm](http://europa.eu.int/information_society/activities/egovernment_research/gpf/index_en.htm).

<sup>27</sup> The second phase of e-government calls for promoting projects and innovative solutions that are "re-usable". Since publishing of the First Announcement of e-government (April 2002), in fact, the Administrations were aware that among the assessment criteria for project quality there was also room for inserting, in the project Plan, the possibility for the aggregate Agencies to "reuse", that is, exploit and reutilise fixed solutions or parts of the project, without additional costs.

<sup>28</sup> The questionnaire of good practices is structured into 4 sections. The first gathers general information on the e-government initiative nominated for selection. In the second a description of the initiative is requested (background/motivations, objectives, main results achieved). The realisation methods in the third one are gathered (implementation actions, resources utilised, training interventions, information/customer communication plan, monitoring and customer satisfaction). The last part presents the possibility of transferring experiences (aspects that are deemed transferable, materials made available by other administrations).

<sup>29</sup> The term "killer application", often used in the computer, electronics and videogames jargon and in other sectors, is commonly used with a metaphoric sense of decisive, winning application. It is referred to a successful product built on a determined technology (then an application of that technology), thanks to which that technology penetrates the market, imposing itself on the competing technologies and opening the way to the commercialization of other secondary applications. One of the contexts in which this expression is more frequently used is the videogame consoles context. .

In this case, the killer application is a very successful game, available on exclusive right for a determined console, that then contributes to the success of the console compared to the other competing products. (Wikipedia).

<sup>30</sup> AA. VV., *Proposte per cambiamento nelle amministrazioni pubbliche*, Rubettino Editore, 2002, pages 94-98.

<sup>31</sup> See the recent survey by the Istituto Cattaneo on "Institutions, Politics, Information", 2005.

<sup>32</sup> Fornari G. (2004), *La comunicazione in rete e il governo elettronico*, in "La nuova comunicazione pubblica", *Il Sole24Ore*, Milano, pp. 199 – 258.

<sup>33</sup> Miani M. (2005), *Comunicazione pubblica e nuove tecnologie. La pubblica amministrazione dall'e-democracy all'e-government*, Il Mulino, Bologna.

<sup>34</sup> Crozier F. – Friedberg E. (1977), *Attore sociale e sistema*, (tr. It. 1978), Milano, Etas Libri.

<sup>35</sup> Rovinetti A. (2003) *Tipologie professionali e modelli organizzativi*, in Rolando S., "Teorie e tecniche della comunicazione pubblica", Etas Libri, Milano, pp. 103-112.

<sup>36</sup> Morcellini M. (1992), *Modernizzazione culturale e nuove professioni nell'Università italiana*, in "Problemi dell'informazione", XVII, n. 1, Il Mulino, Bologna.



## • Curriculum vitae •

### **Salvatore Di Maio** – *Project manager*

Born in Naples on the 4<sup>th</sup> July 1952 – graduated in Sociology at the University of Naples “Federico II”.

His actual role in the Public local Administration of Naples is: head of land Marketing, Enterprise and one box office for entrepreneurial activity offices.

From the 1997 until 2003 as head of European and International relation has been involved as responsible for the city of Naples in many project financed by the European Community.

### **Luca Vetromile** – *Coordinator of e-gov project activity on behalf of SILABO – It-consulting – Web Development – WebMaster*

Development & Panning Web, in this rule realized many web site here some address: <http://www.almas.it> <http://www.aliseitalia.it> <http://www.realift.it> [www.almasaziende.com](http://www.almasaziende.com) [www.guardianazionaleambientale.it](http://www.guardianazionaleambientale.it).

He as been involved in many European project managed by the local public Administration of Naples.

More he is an expert in the attendance and support to the use of procedures and relative the managerial software for accreditation from Training Agencies.

### **Rosario Murdica**

Sociologist , has been advisor and made research has export in training for Public Administrations and private body. From1998 he is a researcher for ISFOL and actualy works for the Leonardo da Vinci Program II face at the National Agency Leonardo da Vinci – Italy.

### **Laura Franceschetti**

Is researcher at the Department of Sociology of the Sapienza – University of Rome and teaches Political-institutional Communication. She has performed research on processes of administrative innovation, on governance models and on the analysis of public policies. Under the direction of administrations such as C.N.I.P.A. and the Latium Region has worked on various investigations into the implementation of e-government policies in the Italian context.

## Gianpiero De Cristofaro

Born in Florence on the 8<sup>th</sup> February 1942 – graduate in Matematic at the University of Naples, is the president of the “National Teachers Federation for European Initiatives” in this role managed many project financed by the European Community.

## Claudio Pomella

Since 1998 Claudio Pomella has been Manager for the Provincial Administration of Naples, responsible for the Management of the Community Policies and Negotiated Planning. He boosted the planning activities in the fields of the integrated planning and of the territory development programmes.

He has been working as a teacher under contract with the University of Naples “Federico II”. Matter: “Political Economy Institutions”.

2000/01/02 He has been working as a teacher under contract with the University of Naples “Federico II”, Department of Veterinary Medicine, Matter: “Economy and Agricultural Science Statistics Institutions”.

He is member of commissions, committees, assessment groups, lecturer in meetings, seminars, workshops and various courses.

## Massimo del Vasto

Born in Naples on 03/12/58, graduated cum laude (110/110 e lode) in 1981 in Economics at the Federico II – University of Naples.

Starting from 1983 he worked for Isveimer, a local investment bank involved in government aid for Southern Italy Economic development, as expert in financial matters for industrial firms.

From 1986 to 2001 worked for the Fime Leasing spa, a leasing company, financing investments in Southern Italy. He was constantly engaged in examining business plans and development issues.

Since 2001 employed by the Province of Naples, currently working in the “Community policies office”, attending to Structural European Funds and local growth opportunities, especially in regards to internalization of industrial frameworks.

## Luigi Guariniello

Born in Naples, graduate in Industrial Chemistry and qualified as a teacher; following numerous teaching activities in Italy and in foreign countries, since 1988 he is director at the Provincial Administration of Rome. He has initiated, or collaborated on numerous projects promoted by the European Union; during his career he has organised various

exhibits, conferences, edited publications, participated in conferences, written articles. From 1988 to 1996 has organised and directed the office for Environmental Impact Assessment and Park Offices actively involved in the proposal for perimetering the parks in the provincial area. Directed the didactic park of Nazzano. In 1996 nominated Head of Economic Development Department, training and work of the Administration with direct responsibility of the training and work services; office held till June of 1999. From 2003 heads the Department XI – Services for Labour and Train.

### **Marcello Zini**

Born in Rome, he is an Electronics and Telecommunications Technician and “Web Designer”. He lived for nine years in the United States of America, (from 1991 to 1995 and from 1998 to 2002), where he worked in the field of discographic productions in the capacity of programmer, sound technician and arranger. During this time he contributed in realising discographic projects of international scope with world renown producers and artists such as: Elton John, Donna Summer, Giorgio Moroder, Marta Sanchez, Brigitte Nielsen, David Hasselhoff, Laura Branigan. Has worked also as freelancer, from 1999, in the field of web development and multimedia. Teacher of computer studies for training courses held by the Lazio Region. Since 2004 employed in the Provincial Administration of Rome, at the IT Staff Office – Dep. XI. He has contributed in designing and realising dozens of web sites.

### **Maria Cristina Zangolini**

Born in Rome, since 2001 she heads the Administrative offices of the Department XI – Labour and Training Services of the Province of Rome; coordinator for European projects, handles foreign relations monitoring European projects and participating in transnational meetings within the scope of the Leonardo Programmes, Art. 6 FSE. Member of the Technical committee of Agenda 21. Previously monitored, among other things, the “Penelope project” (inserting disadvantaged women into the job market) and has handled the organisation and flexibility of the scientific exhibits with the Universities, CNR, Santa Maria della Pietà, for MUSIS (Museum of Science and Scientific Information).

### **Pietro Ragni**

Born in Taranto, graduated in Physics and chief researcher at the Institute of Chemical Methodologies at the CNR. Member of S3 Acta and

scientific agent of international activities. Has designed, coordinated or managed about fifty research and training projects within the scope of the European Union programmes such as: Comett, Force, Alfa, Adapt, Leonardo da Vinci, TSER, JOP, Copernicus, Intas, Phare and Tacis. Has organised approximately 500 placements of young graduates into European firms (with very high percentage of those employed after the stage period) and various transnational conferences; has carried out numerous interventions at the European level on issues dealing with new professional profiles and transfer of technological innovation; has participated in various European and international networks, has performed numerous teaching and consultant activities. Member, among other things, of the Scientific Administration of the Ministry of Universities and Scientific and Technological Research, of the Scientific Council of ISPSEL, of the Board of Administrators of IDISU of the University "La Sapienza" and of CATTID (Centre for Distance Learning) of the same University and consultant for Isfol, referee for the Leonardo da Vinci Programme.

### Stefano Bertoldi

Class of 1965, sociologist, consultant in Antares since 1995. Graduated at the University of Camerino with a thesis on Sociology of labour on the topic of Telework monitored by prof. Pino Ferraris, with whom he has collaborated for a number of years. Mainly involved in research ranging many in many areas such as socio-organisational to the journalist field, etc. As a teacher he has many hours of training, both professional/managerial as well as university; since academic year 2001-02 he teaches Sociology of Cultural Heritage at the sites of Ascoli Piceno and Narni (TR) of the University of Camerino, where in 1998 he designed and realised the first experiment ever in Italy of university didactics in multivideoconference (Camerino-Rome-Terni-Orvieto). Edits the periodical *Lavoro & Società* of the bi-monthly publication *Diligenza Bancaria*; but his journalist curriculum also boasts two years of radiophonic collaboration with *Radio Città Futura* and a year with the press agency *Radiocor Telerate/ Sole24Ore*. Among the various public and private agencies with which he collaborates or has collaborated we also find, in chronological order: *De Lorenzo Formazione*, *Fondazione Rosselli*, *TILS (Telecom Italia Learning Service)*, *Fondazione Brodolini*, *ECIPA*, *Talete S.C.a R.L.*, *Luiss Management*, *CESOS*, *Fondazione RUI*, *C.I.R.M. Market Research*.

## Tom SAVU

Has a Master of Science degree in Manufacturing Engineering and a Ph.D. in Tribology. He is associate professor in the Manufacturing Engineering Dept., POLITEHNICA University of Bucharest and in the Dept. for Distance Learning – CREDIS, University of Bucharest, teaching Computer Programming, Modeling and Simulation and Industrial Systems' Modeling and Simulation courses. In the research field, Tom SAVU is the Executive Director of the Center for Advanced Technologies – CTANM. Holds also the functions of e-Learning Responsible in the Dept. for Continuing Education and Distance Learning – DECID, Coordinator for the Dept.'s and Faculty's Strategy regarding Information Technology, Member of the Manufacturing Engineering Dept.'s Bureau and Member of the Faculty's Professoral Council.

He is a LabVIEW Certified Developer, member of the New York Academy of Science, member of the Academic Association for Manufacturing Engineering, member of the Romanian Tribology Association, member of the Romanian Automation and Instrumentation Association, member of the Software Process Improvement Network Romania and Co-founder of the Romanian Association for Economic Engineering.

He published six books and more than 100 technical articles, performed five training stages in universities from France, Greece and Germany and has a 12 years experience in more than 30 European projects.

## Ms Iliana Korma

Was born in Athens and studied applied Mathematics (Maitrise-MSc.) in the University of Pierre & Marie Curie (PARIS 6), in Paris, France. In 2000, she worked as the Athens Office manager of GIAT-HELLAS S.A., she had close collaboration with Greek & European Organizations (Commercial Division of French Embassy in Greece, Greek Chamber of Commerce) coordinating & supervising the Proposals submitted to the Greek Ministry of National Defense.

Since July 2006, Ms Korma jointed Allweb Solutions S.A. being in charge of the R&D department. She is responsible for the coordination, monitoring, follow-up and organization of the European projects and their promotion in Greece and Europe. She is dealing with the organization of researches, tracing the existed situation in Greece in the fields of different projects that Allweb is involved with. Finally, she is preparing, writing and submitting RTD proposals funded either by the European Community or the Greek Government.



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