

Technical Support Instrument

Supporting reforms in 27 Member States

Overview of the Digital Competency Framework for Public Administration

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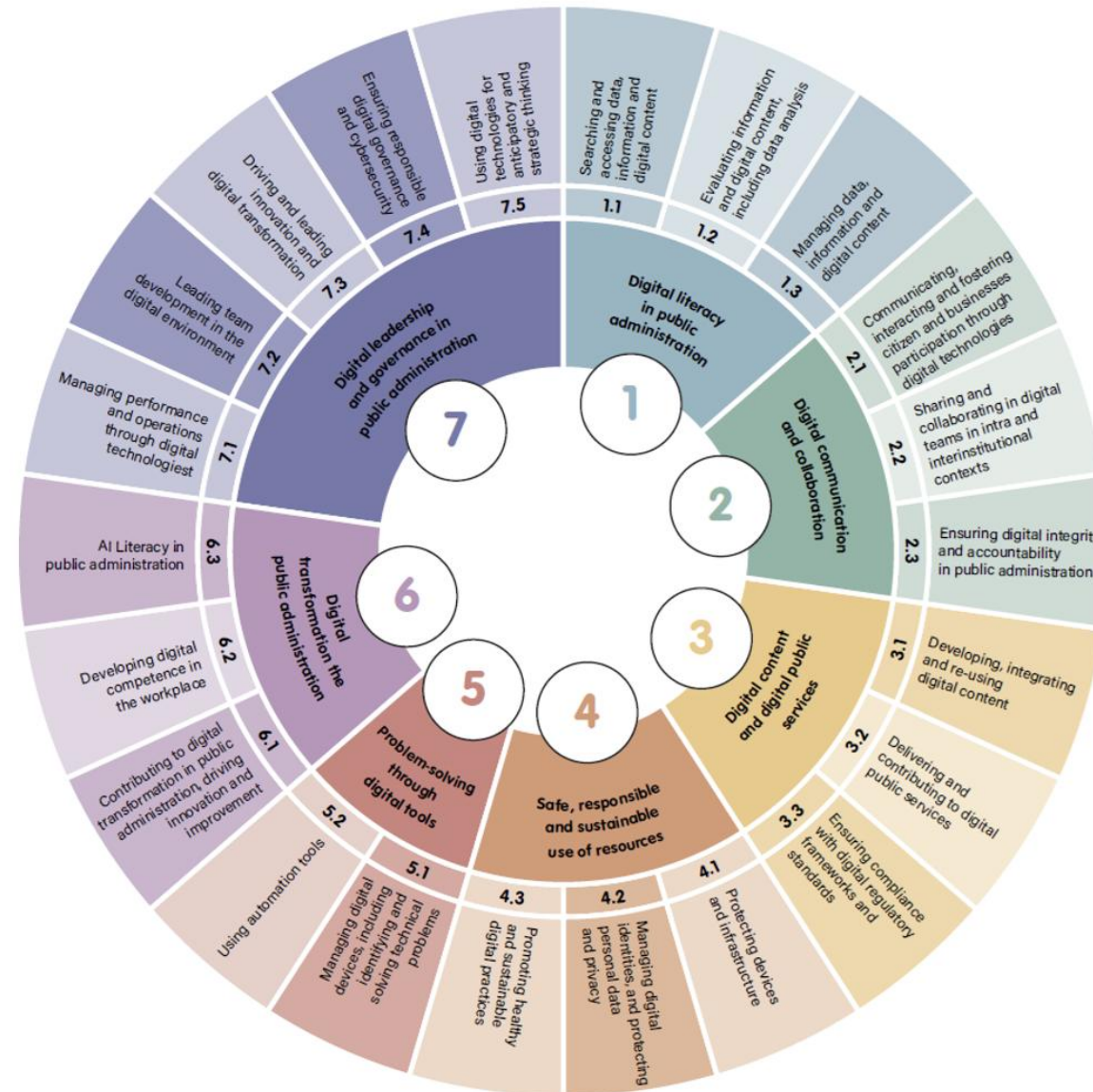


AGENȚIA NAȚIONALĂ
A FUNCȚIONARILOR PUBLICI



**AUTORITATEA
PENTRU
DIGITALIZAREA
ROMÂNIEI**

The Digital Competence Framework for PA



Outline

- **Quick look at the conceptual model**
- Features of the framework
 - “How to” use the supporting spreadsheet



General Digital Competency Framework for Public Administration



EU's Digital Competence Framework



1

Digital literacy in public administration

2

Digital communication and collaboration

3

Digital content and digital public services

4

Safe, responsible and sustainable use of resources

5

Problem-solving through digital technologies

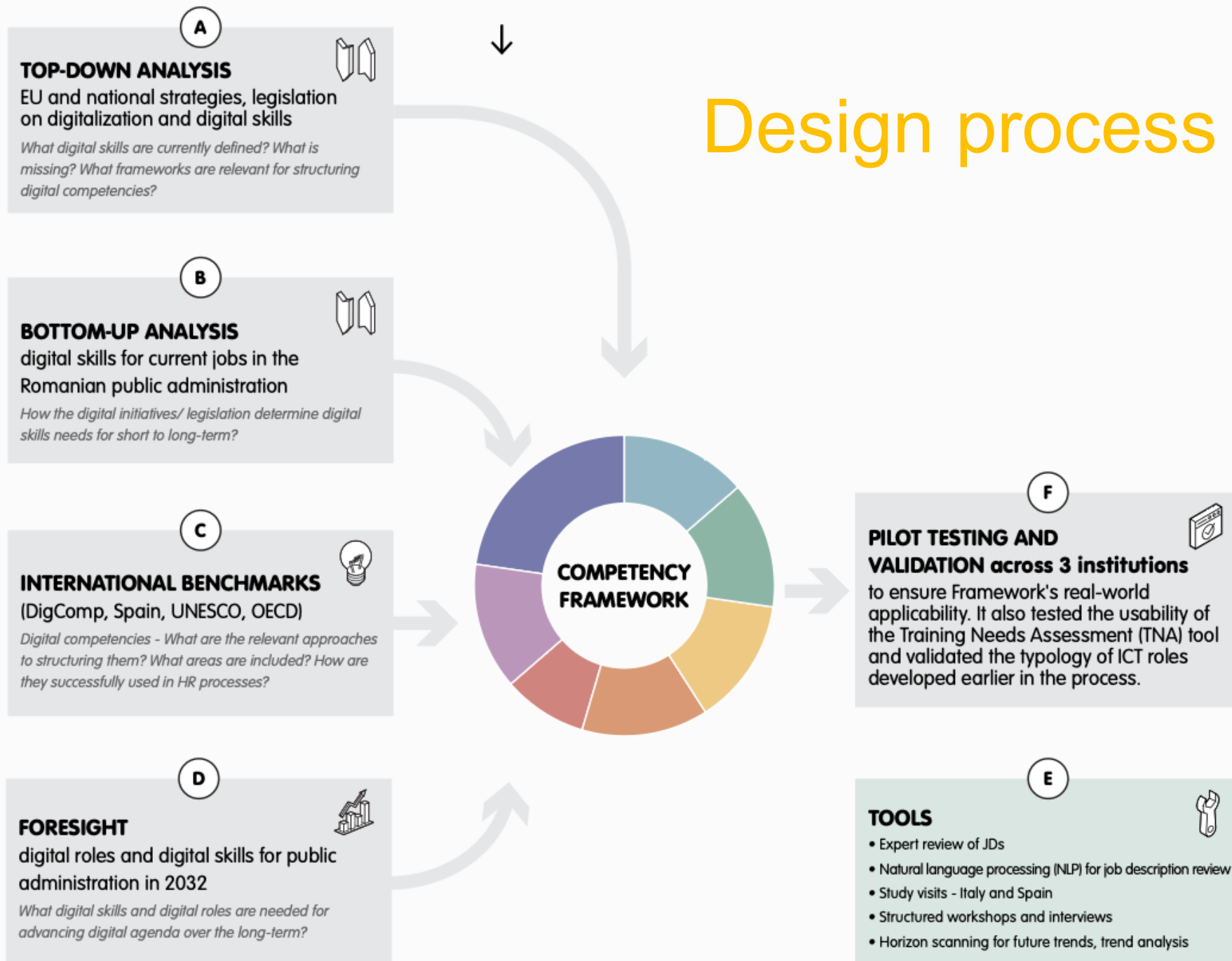
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Digital transformation in public administration

7

Digital leadership and governance in the public administration

Design process



Target groups for the framework

All civil servants

Fundamental digital
competencies



Digital transformation
competencies



Managers
Exclusive to leadership
roles (formal or functional),
including project leads and
non-ICT managers

Digital leadership
competencies



Target groups

All civil servants

Fundamental digital competencies



Focus:

Knowledge, skills and attitudes to use digital tools and handle data, information and other content in a confident, critical and responsible way.

Represents:

👉 The “**what**” and “**how**” of digital work

Digital transformation competencies



Focus:

Innovation, improvement, adaptability, cultural and behavioral change
Enabling digital transformation

Represents:

👉 The “**why**” of digital work

💡 *How can civil servants make policies and services better through digital change?*

Managers

Exclusive to leadership roles (formal or functional), including project leads and non-ICT managers

Digital leadership competencies



Focus:

Setting direction, aligning digital initiatives with institutional goals, driving digital governance

Represents:

👉 The “**who**” and “**how**” of digital leadership

💡 *How can managers lead effectively in a digital public administration?*

		Competency areas	Competency title			
All civil servants		 1 Digital literacy in public administration	1.1	Searching and accessing data, information and digital content		
			1.2	Evaluating data, information and digital content		
			1.3	Managing data, information and digital content		
		 2 Digital communication and collaboration	2.1	Communicating, interacting and fostering citizen and business participation through digital technologies		
			2.2	Sharing and collaborating in digital teams in intra- and inter-institutional contexts		
			2.3	Ensuring digital integrity and accountability in public administration		
		 3 Digital content and digital public services	3.1	Developing, integrating and re-using digital content		
			3.2	Delivering and contributing to digital public services		
			3.3	Ensuring compliance with legal and regulatory frameworks and standards in digital environments		
		 4 Safe, responsible and sustainable use of resources	4.1	Protecting devices and infrastructures		
			4.2	Managing digital identities, and protecting personal data and privacy		
			4.3	Supporting healthy and sustainable digital practices		
		Managers		 5 Problem-solving through digital technologies	5.1	Managing digital devices, including identifying and solving technical problems
					5.2	Using automation tools in digital environments
				 6 Digital transformation in public administration	6.1	Contributing to digital transformation in public administration, driving innovation and improvement
6.2	Developing digital competence in the workplace					
6.3	AI Literacy in public administration					
		 7 Digital leadership and governance in the public administration	7.1	Managing performance and operations through digital technologies		
			7.2	Leading team development in digital environments		
			7.3	Driving and leading innovation and digital transformation		
			7.4	Strengthening public services and ensuring responsible digital governance and cybersecurity		
			7.5	Anticipatory and strategic thinking supporting public administration		

Derived from DigComp

1	Digital literacy in public administration	1.1
		1.2
		1.3
2	Digital communication and collaboration	2.1
		2.2
		2.3
3	Digital content and digital public services	3.1
		3.2
		3.3
4	Safe, responsible and sustainable use of resources	4.1
		4.2
		4.3
5	Problem-solving through digital technologies	5.1
		5.2
		6.1
6	Digital transformation in public administration	6.2
		6.3
		7.1
7	Digital leadership and governance in the public administration	7.2
		7.3
		7.4
		7.5

The proposed digital competency framework for the public administration		Level of modification
1.1	Searching and accessing data, information and digital content	Adapted to PA
1.2	Evaluating data, information and digital content	Adapted to PA
1.3	Managing data, information and digital content	Adapted to PA
2.1	Communicating, interacting and fostering citizen and business participation through digital technologies	Modified for PA
2.2	Sharing and collaborating in digital teams in intra- and inter-institutional contexts	Modified for PA
2.3	Ensuring digital integrity and accountability in public administration	Modified for PA
3.1	Developing, integrating and re-using digital content	Adapted to PA
3.2	Delivering and contributing to digital public services	Totally new
3.3	Ensuring compliance with legal and regulatory frameworks and standards in digital environments	Heavily modified
4.1	Protecting devices and infrastructures	Adapted to PA
4.2	Managing digital identities, and protecting personal data and privacy	Modified for PA
4.3	Supporting healthy and sustainable digital practices	Modified for PA
5.1	Managing digital devices, including identifying and solving technical problems	Adapted to PA
5.2	Using automation tools in digital environments	Heavily modified
6.1	Contributing to digital transformation in public administration, driving innovation and improvement	Heavily modified
6.2	Developing digital competence in the workplace	Adapted to PA
6.3	AI Literacy in public administration	Totally new
7.1	Managing performance and operations through digital technologies	Totally new
7.2	Leading team development in digital environments	Totally new
7.3	Driving and leading innovation and digital transformation	Totally new
7.4	Strengthening public services and ensuring responsible digital governance and cybersecurity	Totally new
7.5	Anticipatory and strategic thinking supporting public administration	Totally new



Lesson 3:

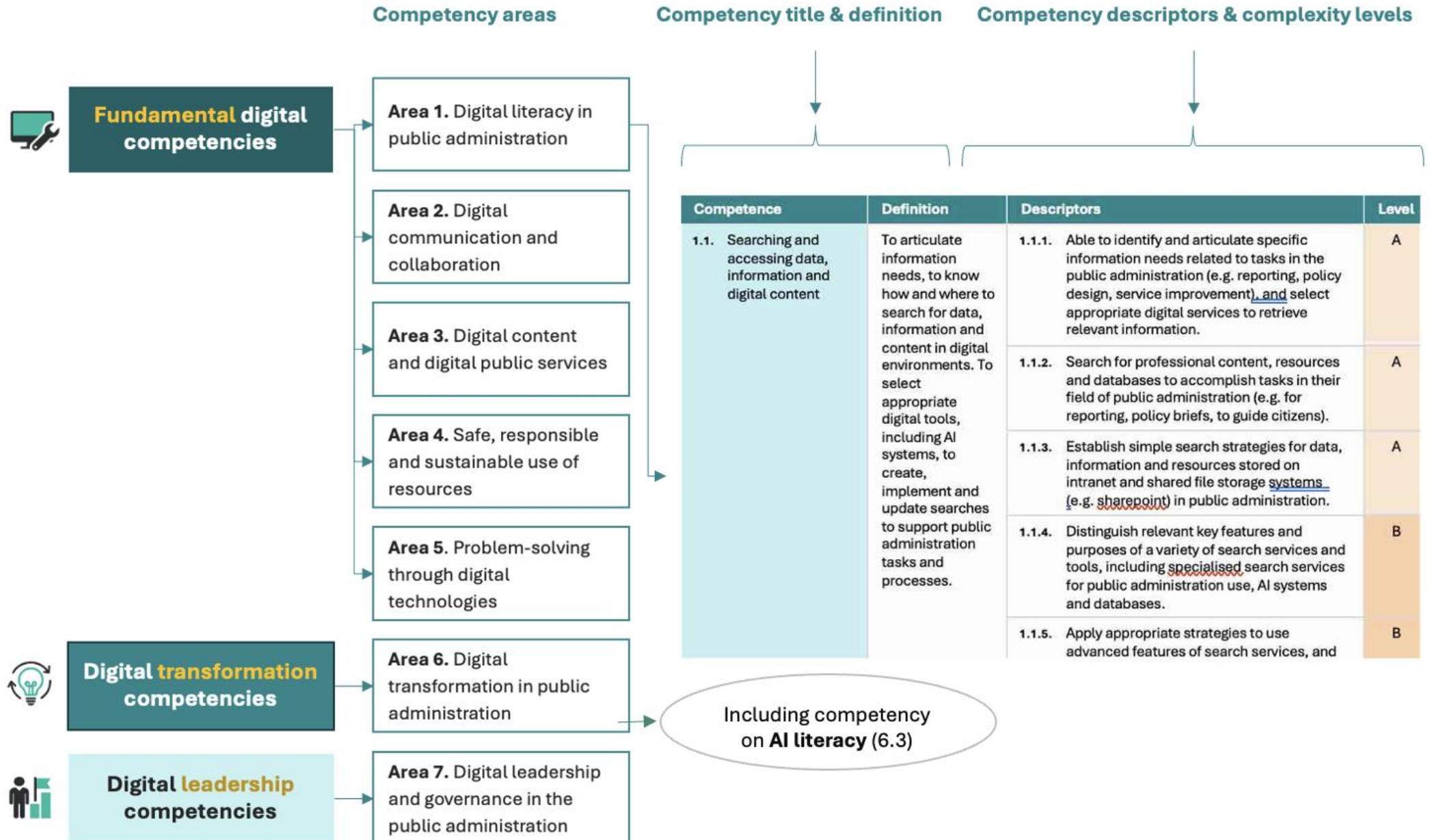
DigComp is the foundation, while digital transformation and digital leadership competencies should be seen as system requirements, not optional add-ons



Outline

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Features of the framework



Example 1



Competence	Definition	Descriptor	Level
2.2. Sharing and collaborating in digital teams in intra- and inter-institutional contexts	To share data, information and digital content responsibly with others through appropriate digital technologies, interoperability standards and open data initiatives.	2.2.1. Know basic collaborative digital tools to share and work in digital teams , e.g. shared calendars, scheduling platforms, shared documents, project boards and task-tracking systems.	A
		2.2.2. Use collaborative digital tools to coordinate activities , e.g. project boards, scheduling platforms, digital calendar, time reporting.	A
		2.2.3. Use collaborative digital tools to co-develop materials and monitor progress within a team, e.g. shared documents, project boards, scheduling platforms.	A
	To use digital technologies for collaborative processes to support public administration tasks and workflows.	2.2.4. Work with institutional tools and platforms (e.g. case management systems, interagency portals, shared databases) that support interinstitutional coordination , joint service delivery or multi-institutional workflows.	B
		2.2.5. Use digital systems and protocols to securely exchange information and documents with other public institutions or external stakeholders , in compliance with interoperability and governance standards.	B

“strengthening interoperability in the public sector” the Interoperable Europe Act entered into force on 11 April 2024

Examples of individual competences

Example of institutional requirements

Example 1: “How to”



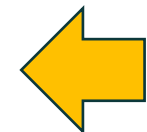
Competence descriptor ID	Competence descriptor	Proficiency level name	Knowledge skill or attitude	Source
2.2.01	Know basic collaborative digital tools to share and work in digital teams, e.g. shared calendars, scheduling platforms, shared documents, project management tools and task-tracking systems.	Basic	knowledge	CS2.2.06
2.2.02	Use collaborative digital tools for scheduling platforms.	Basic	skill	CS2.4.01
2.2.03	Use collaborative digital tools within a team, e.g. shared documents, project management tools.	Basic	skill	
2.2.04	Work with institutional interagency portals for coordination, joint planning, etc.	Intermediate	skill	CS2.4.04
2.2.05	Use digital systems to manage documents with compliance with data protection regulations.	Intermediate	skill	Spanish FW in PA
2.2.06	Manage roles and workflow tools, e.g. files both synchronously and asynchronously.	Intermediate	skill	Spanish FW in PA
2.2.07	Value open data standards and promote trust based on the reliability of data.	Intermediate	attitude	UNESCO et al.
2.2.08	Promote the importance of documenting basic workflows in digital formats to support institutional knowledge.	Intermediate	attitude	
2.2.09	Aware of various mechanisms to facilitate the reuse of an organisation's data within and across public administrations (interoperability standards, open data initiatives).	Advanced	knowledge	Spanish FW in PA, UNESCO et al.
2.2.10	Can explain the benefits of interoperability of information systems in public administration and institutions to enhance the reuse of administrative data.	Advanced	knowledge	

3 Proficiency levels:

Level A: Basic –enabling a routine use of digital tools.

Level B: Intermediate – autonomous use, adaptation to different contexts, and the ability to support to others.

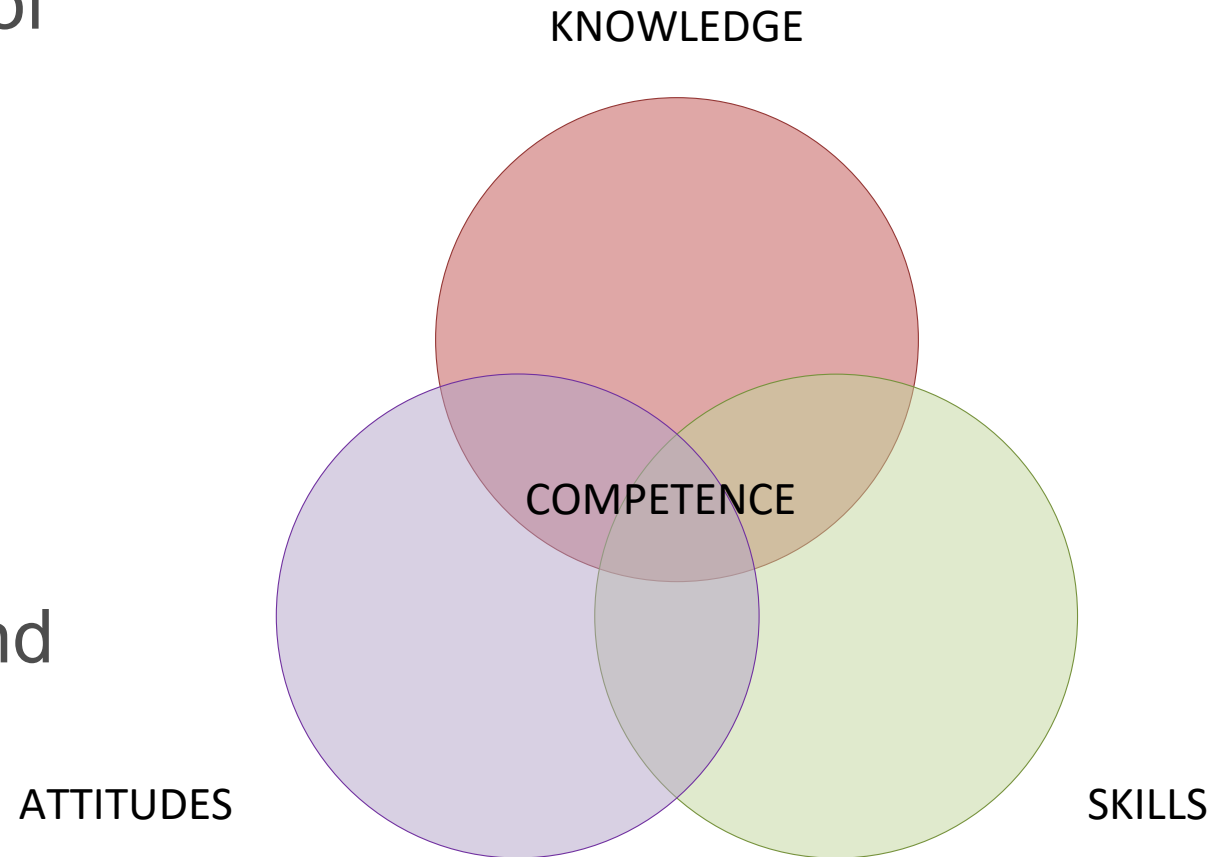
Level C: Advanced – strategic use, innovation, or oversight in digital domains.



What does it mean to be competent?

Competences are a combination of *knowledge*, *skills* and *attitudes*, they are composed of

- concepts and facts (i.e. knowledge)
- descriptions of skills (e.g. the ability to carry out processes) and
- attitudes (e.g. a disposition, a mindset to act)



Proficiency levels

Streamlined in three proposed levels (A-B-C), while differentiating their application between Areas 1–6 and Area 7.

- **In Areas 1–6** proficiency progression reflects mainly the increasing technical depth, complexity of tasks and autonomy of use required by different roles, without entering the specialised ICT domain.
- **In Area 7** – Digital Leadership and Governance – the proficiency levels represent qualitatively different leadership and organizational responsibilities
 - (A) contributing to improvement initiatives,
 - (B) coordinating transformation programs and managing digital performance,
 - (C) steering institutional change, governance frameworks, and strategic partnerships.



Example 2: AI and Digital transformation

		AI	DT
1. Digital literacy in public administration	1.1		
	1.2		
	1.3		
2. Digital communication and collaboration	2.1		
	2.2		
	2.3		
3. Digital content and digital public services	3.1		
	3.2		
	3.3		
4. Safe, responsible and sustainable use of resources	4.1		
	4.2		
	4.3		
5. Problem-solving through digital technologies	5.1		
	5.2		
6. Digital transformation in public administration	6.1		
	6.2		
	6.3		
7. Digital leadership and governance in public administration	7.1		
	7.2		
	7.3		
	7.4		
	7.5		

DigComp-like
integration
throughout
all
competencies

Example 3: AI Literacy as a competence

Competency title & definition

Competency descriptors

6.3. AI Literacy in public administration

To ensure a general conceptual understanding of what Artificial Intelligence (AI) is, contexts for its application, and critical, ethical and responsible approaches to using AI in public administration tasks and processes. Understand legal requirements concerning the use of AI in public administration (e.g. AI Act).

6.3.1. Aware that when using any AI systems in public administration, the user should be provided with a sufficient level of AI literacy.

6.3.2. Open to consider the opportunities of AI systems and emerging technologies for the functions of public administration.

6.3.3. Recognise what AI is in general terms, making a basic distinction between what is and what is not an AI system.

“Basic AI literacy and responsible-use competencies are increasingly relevant for all civil servants and should be embedded at foundational proficiency levels. “

“How to” example from spreadsheet

Competence number	Competence descriptor ID	Competence descriptor	Proficiency level name	AI label	Source
6.3	6.3.01	Aware that when using any AI systems in public administration, the user should be provided with a sufficient level of AI literacy.	Basic	1	AI Act
6.3	6.3.02	Open to consider the opportunities of AI systems and emerging technologies for the functions of public administration.	Basic	1	UNESCO et al.
6.3	6.3.03	Recognise what AI is in general terms, making a basic distinction between what is and what is not an AI system.	Basic	1	AI Act, CS3.4.03
6.3	6.3.04	When using AI tools in public administration tasks, even generative AI tools freely available, aware that public administration might have rules about their use at work (e.g. they might lack suitable institutional oversight and thus pose risks for use in public administration).	Intermediate	1	AI Act
6.3	6.3.05	When using AI tools, either institutional or free ones from the Internet, aware that inputting sensitive, proprietary or personal data into AI systems can lead to unintended consequences, e.g. leakage of this data, misuse of personal data.	Intermediate	1	Irish Guidelines
6.3	6.3.06	Identify which types of tasks in one's regular work in public administration are more or less suitable to complete using AI tools (e.g. generative AI) and can outline safeguards in place to ensure humans can override AI systems.	Intermediate	1	AI Act
6.3	6.3.07	Critically evaluate some capabilities of AI to support human skills and judgement, and know that AI can also be used to substitute human skills.	Intermediate	1	AI-Rediness by Apolitical
6.3	6.3.08	Know, in general terms, relevant AI concepts (e.g. large language models, machine learning, deep learning) and examples of their use in their field of public administration.	Intermediate	1	AI Act
6.3	6.3.09	When using AI systems in public administration tasks, aware of the risks of the AI system and basic steps to mitigate those risks, including how legal and ethical concepts can affect the individuals they are used on.	Intermediate	1	AI Act
6.3	6.3.10	Value the importance of staying informed about, and discussing, digital technologies' ethical and social implications in public administration (e.g. AI systems in PA, digital inclusion/exclusion).	Intermediate	1	AI Act
6.3	6.3.11	Contributes to the development of practices that support AI literacy guidance in public administration institutions according to legislation or industry standards.	Advanced	1	AI Act
6.3	6.3.12	Distinguish examples of high-risk AI systems (e.g. according to legislation) in their field of public administration, their potential negative impacts and how the persons on whom the AI system is used can exercise their rights.	Advanced	1	AI Act, LO2.3.25 and LO2.3.26

Why so much AI?

Public Sector Tech Watch: AI projects underway in Public Sector (self-reported)

- 30% General public services, e.g. chatbots and tools for internal office management
- 16% Public safety
- 15% Economic affairs
- ...
- **Various status:** implemented, piloted, planned
- [Link to the interface](#) (numbers refer to Feb 4)

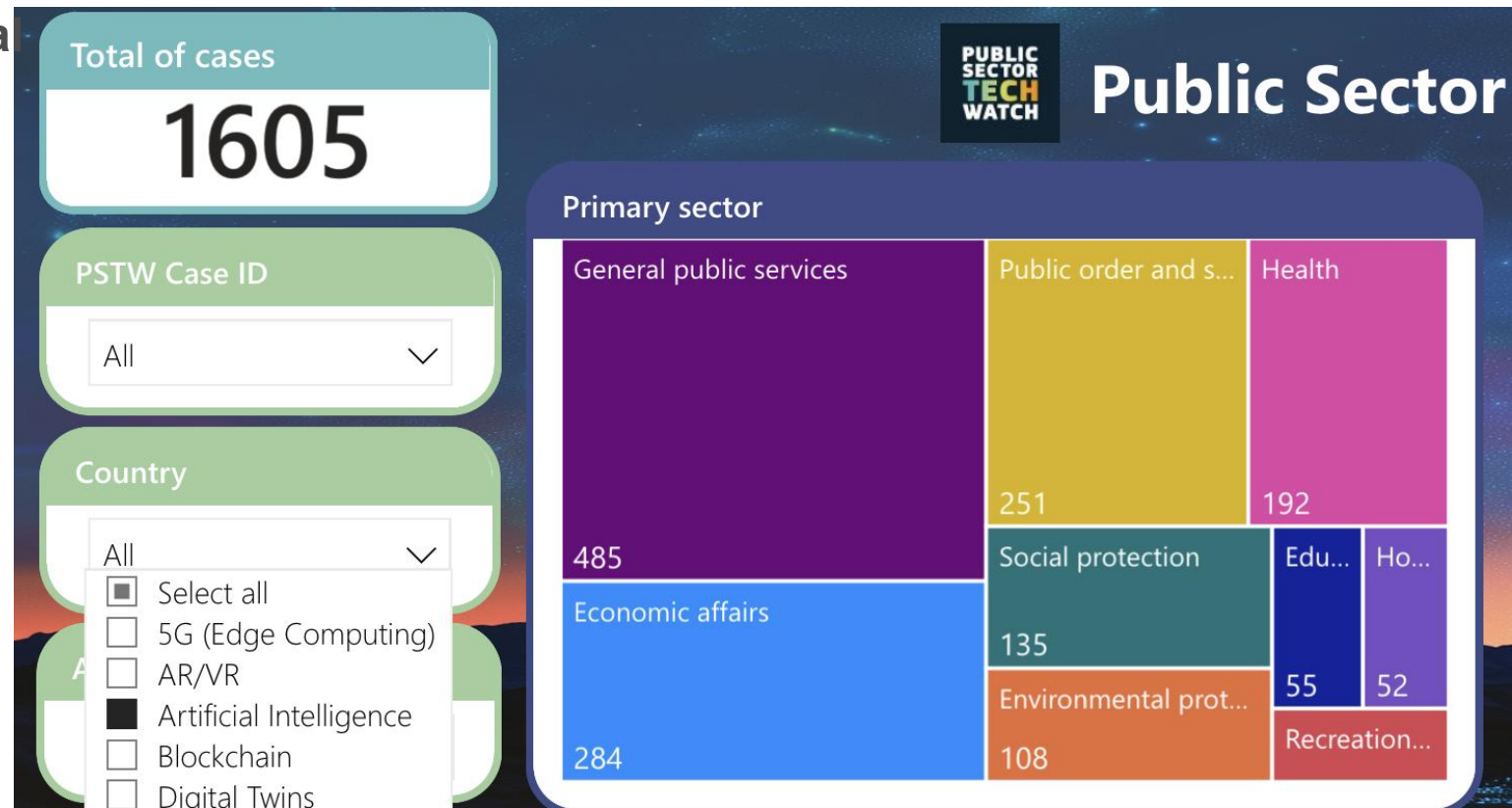


Table XX — Comparison between lay users, professional users and AI professionals

	Lay users	Professional users	AI professionals
Role	General public interacting with AI systems	Domain experts using AI in their professional work	Specialists responsible for planning, designing, building, operating, managing, or governing AI
AI expertise	Low	Moderate – domain-specific AI literacy	High – technical and ethical AI competence
Examples	Social media users, job applicants, online shoppers	Doctors, teachers, lawyers using AI tools in practice	Data scientists, ML engineers, AI ethicists, AI policy advisors
Interaction with AI	Use AI-enabled services or products	Use AI to inform or support professional decisions	Develop, train, deploy, maintain, or oversee AI systems
Responsibilities	Use responsibly, understand basic implications	Interpret AI outputs, ensure ethical use in context	Ensure technical quality, fairness, accountability, and compliance
Required knowledge	Basic understanding of AI presence and limitations	Awareness of system capabilities, risks, and ethical concerns	Deep knowledge of AI theory, design principles, and societal impacts
Credentialing	None	May have domain-specific training in AI tools	Formal education, certification, or accreditation in AI-related fields

On-going:
AI professional role profiles outlining the necessary competencies as demanded by the market

Source: draft
CEN Workshop
Public
consultation AI
Profiles

Thank you

Kiitos

Merci

Mulțumesc

Tack

Danke



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