

Technical Support Instrument

Supporting reforms in 27 Member States

Overview and trends to build digital competences in the public administration

Bucharest, September 30, 2024

This project is carried out with funding by the European Union via the Technical Support Instrument managed by the European Commission's Directorate General for Structural Reform Support (DG REFORM) and implemented by the World Bank with the support and the partnership of DG REFORM.



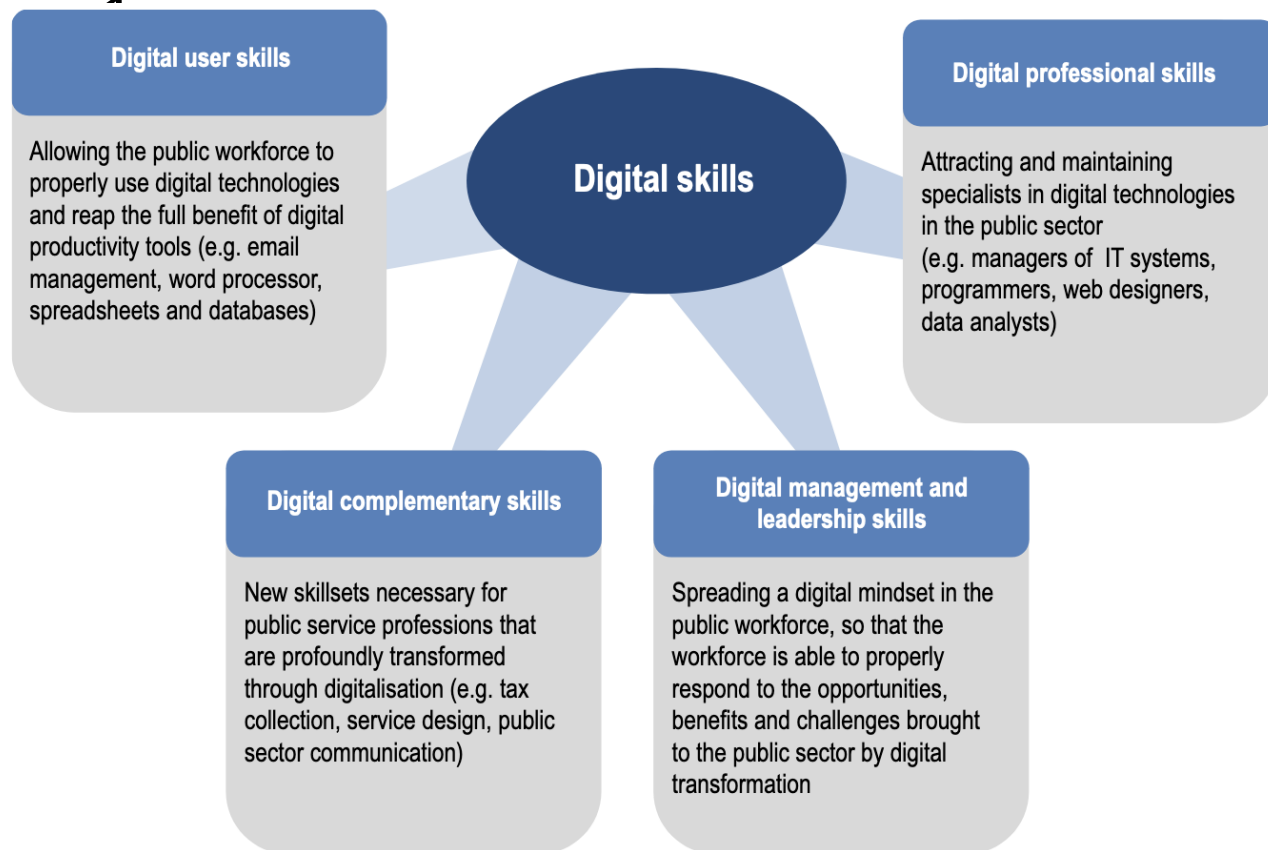
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1. Trends in building digital competence in PA



Previous work by the OECD on digital transformation of the public sector

OECD Working Papers on Public Governance No. 45

The OECD Framework for digital talent and skills in the public sector

OECD

<https://dx.doi.org/10.1787/4e7c3f58-en>

Source: Author, based on OECD (2017^[3]), *OECD Digital Economy Outlook 2017*, OECD Publishing, Paris,



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Example from Spain

Digital Competencies of Public Employees

Reference framework V.3.

MADRID, December 2023

Example
of
competen
ces
related to
ICT-
enhanced
tasks in
PA

Competency 3.1. Digital content development

Definition: create digital content in different formats, including multimedia content, edit and improve content created by oneself or others, express oneself creatively through digital media and technologies, taking into account people with disabilities.

Descriptors according to proficiency levels **Basic (A)**

- ❖ I know that digital content can be created in different formats and with different applications, including generative artificial intelligence tools.
- ❖ I can handle basic editing functionalities with office applications in the management of text documents, spreadsheets, presentations and databases.
- ❖ I know how to make small modifications to a standard template to adapt it to my work needs.
- ❖ I know how to take screenshots, take pictures and record audio and video with digital devices when I need to for my work.

Example from Spain (2)



Digital Competencies of Public Employees

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MADRID, December 2023

Update of the framework for the inclusion of Artificial Intelligence-related competencies (December 2023).

Artificial Intelligence (AI) has become a fundamental element in the evolution of the working environment in the digital era. In this ever-changing world, the digital skills of public servants are essential to maintain and improve the efficiency of public services. Training developers must offer upskilling and reskilling opportunities so that public servants are prepared to face the challenges and opportunities offered by this disruptive technology, which has great potential to transform public services and improve the quality of life of citizens.

The INAP digital competencies framework is a reference for professional development and adaptation to change in public administration. However, in the INAP Learning Subdirectorate, considering that it is a living document, it is necessary to adapt and improve it by incorporating some aspects, in this case, related to AI that would enhance the capabilities and skills of employees in the already current context.

AI plays a crucial role in enhancing these competencies by providing tools and solutions that can optimize productivity, decision-making and problem-solving in the professional environment.

The integration of AI in the digital competencies of employees impacts on such relevant aspects as

- **content creation** (linked to competency 3.1. digital content development),
- **automation of repetitive tasks** (linked to competency 6.2 Innovation in public services),
- the ability to **analyze large volumes of data** (linked to competency 1.5. Data analysis and exploitation) or
- **personalization of services to the citizen** (linked to competence 1.5. Analysis and exploitation of data).



I riferimenti del Syllabus

- a) Regolamento (UE) n. 910/2014 del Parlamento Europeo e del Consiglio del 23 luglio 2014 in materia di "identificazione elettronica e servizi fiduciari per le transazioni elettroniche nel mercato interno" (Regolamento eIDAS - electronic IDentification Authentication and Signature);
- b) **Regolamento (UE) 2016/679 del Parlamento Europeo e del Consiglio del 27 aprile 2016 relativo alla "protezione delle persone fisiche con riguardo al trattamento dei dati personali, nonché alla libera circolazione di tali dati (regolamento generale sulla protezione dei dati)" (GDPR - General Data Protection Regulation);**
- c) Legge 7 agosto 1990, n. 241, "Nuove norme in materia di procedimento amministrativo e di diritto di accesso ai documenti amministrativi";
- d) Legge 9 gennaio 2004, n. 4 "Disposizioni per favorire e semplificare l'accesso degli utenti e, in particolare, delle persone con disabilità agli strumenti informatici";
- e) Decreto legislativo 30 giugno 2003, n. 196 "Codice in materia di protezione dei dati personali";
- f) Decreto legislativo 7 marzo 2005, n. 82 "Codice dell'amministrazione digitale" (CAD);
- g) Decreto legislativo 14 marzo 2013, n. 33 "Riordino della disciplina riguardante il diritto di accesso civico e gli obblighi di pubblicità, trasparenza e diffusione di informazioni da parte delle pubbliche amministrazioni";
- h) Decreto del Presidente della Repubblica 28 dicembre 2000, n. 445 "Testo unico delle disposizioni legislative e regolamentari in materia di documentazione amministrativa";
- i) Decreto del Presidente del Consiglio dei Ministri del 22 febbraio 2013, "Regole tecniche in materia di generazione, apposizione e verifica delle firme elettroniche avanzate, qualificate e digitali, ai sensi degli articoli 20, comma 3, 24, comma 4, 28, comma 3, 32, comma 3, letterab), 35, comma 2, 36, comma 2, e 71";

Example from Italy

A national example showing new EU and national legislation relevant to all PA staff

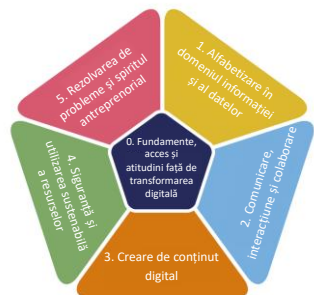
Categories of digital jobs/ tasks (tool for analysis)



Category of digital jobs	Description	Sample ESCO occupations
ICT-intensive jobs	Directly focused on ICT, they cannot exist without the corresponding digital services, products, or technologies	Software developer , online community manager , 3D animator , etc.
ICT-dependent jobs	Use digital technologies to varying degrees and made possible by digital technology but still having a relevant proportion of essential skills from other disciplines	Stockbroker , call centre analyst , travel agency manager , etc.
ICT-enhanced jobs	Use digital technologies to varying degrees but could still be performed without technology with lower performance or quality	Graphic designer , accountant , shipping agent , etc.

Table 1. Categories of digital jobs linked to examples in ESCO





ICT-enhanced tasks

Figure 3.1. Types of digital skills required by civil servants in the context of a digital transformation of the public sector

Digital user skills

Allowing the public workforce to properly use digital technologies and reap the full benefit of digital productivity tools (e.g. email management, word processor, spreadsheets and databases)

Digital professional skills

Attracting and maintaining specialists in digital technologies in the public sector (e.g. managers of IT systems, programmers, web designers, data analysts)

**ICT-
intensive
tasks &
roles**

Digital skills

Digital complementary skills

New skillsets necessary for public service professions that are profoundly transformed through digitalisation (e.g. tax collection, service design, public sector communication)

Digital management and leadership skills

Spreading a digital mindset in the public workforce, so that the workforce is able to properly respond to the opportunities, benefits and challenges brought to the public sector by digital transformation

Leading digital transformation

-
Foresight,
Change
management
and leadership

ICT-dependent tasks

Civil servants need to *understand the impact of technologies* rather than becoming technical specialists



Civil servants need to
***understand the impact of
technologies*** rather than
becoming technical specialists



General Description

To be aware of the importance of digital transformation in the provision of different public services. To know the transversal projects of digital transformation and innovation in the Public Administration as well as the potential of emerging technologies to carry them out.

Competency 6.1. Objectives and mechanisms of digital transformation

Definition: To know the different institutional actors involved in the implementation of the digital transformation of the Public Administration. To know the digital transformation strategies and the main implementation methods.

Descriptors according to proficiency levels **Basic (A)**

- ❖ I know that there is a plan for the Digitalization of Public Administrations.
- ❖ I know the main drivers of digital transformation within public administrations.
- ❖ I am able to identify and describe practical examples of digital transformation carried out in my institution.

Intermediate (B)

- ❖ I am familiar with the governance model established in the Administration's Digitalization plan and I know the role of the different actors involved in it.
- ❖ I identify which work processes in which I am involved can be transformed through the use of digital technologies to improve their efficiency, reliability and safety.

Example of
competences
related to
ICT-*dependent*
tasks in PA

Digital Competencies of Public Employees

Reference framework V.3.

MADRID, December 2023

Three domains in which civil servants need to acquire skills for ***digital governance initiatives***

- Digital planning
- Data use
- Digital management



Digital Competencies of Public Employees

Reference framework V.3.

MADRID, December 2023

Example of competences related to ICT-
dependent tasks in PA

Competency 1.5. Data analysis and exploitation

Definition: To be aware of the data economy in which we are immersed and to know the information related to data in all its extension: generation by Public Administrations, open data, infomediaries, reuse of public information, *big data*, *data driven*, artificial intelligence, machine and deep learning, roles involved, etc. Interpret, analyze and extract useful information from data.

- ◆ I know the main features of *big data*, *artificial intelligence* and data analysis.
- ◆ I know that there is open data in Public Administrations available to infomediaries and the administration itself.
- ◆ I understand the concept of "data-driven" Public Administration, and how information is efficiently used to design more inclusive, efficient, personalized, proactive and quality digital services for citizens.
- ◆ I know how to define indicators on the activity I perform or manage.
- ◆ I know and use data processing tools at user level.

Five complementary attitudes that enable civil servants to ***pursue digital transformation effectively***

- Trust
- Creativity
- Adaptability
- Curiosity
- Experimentation



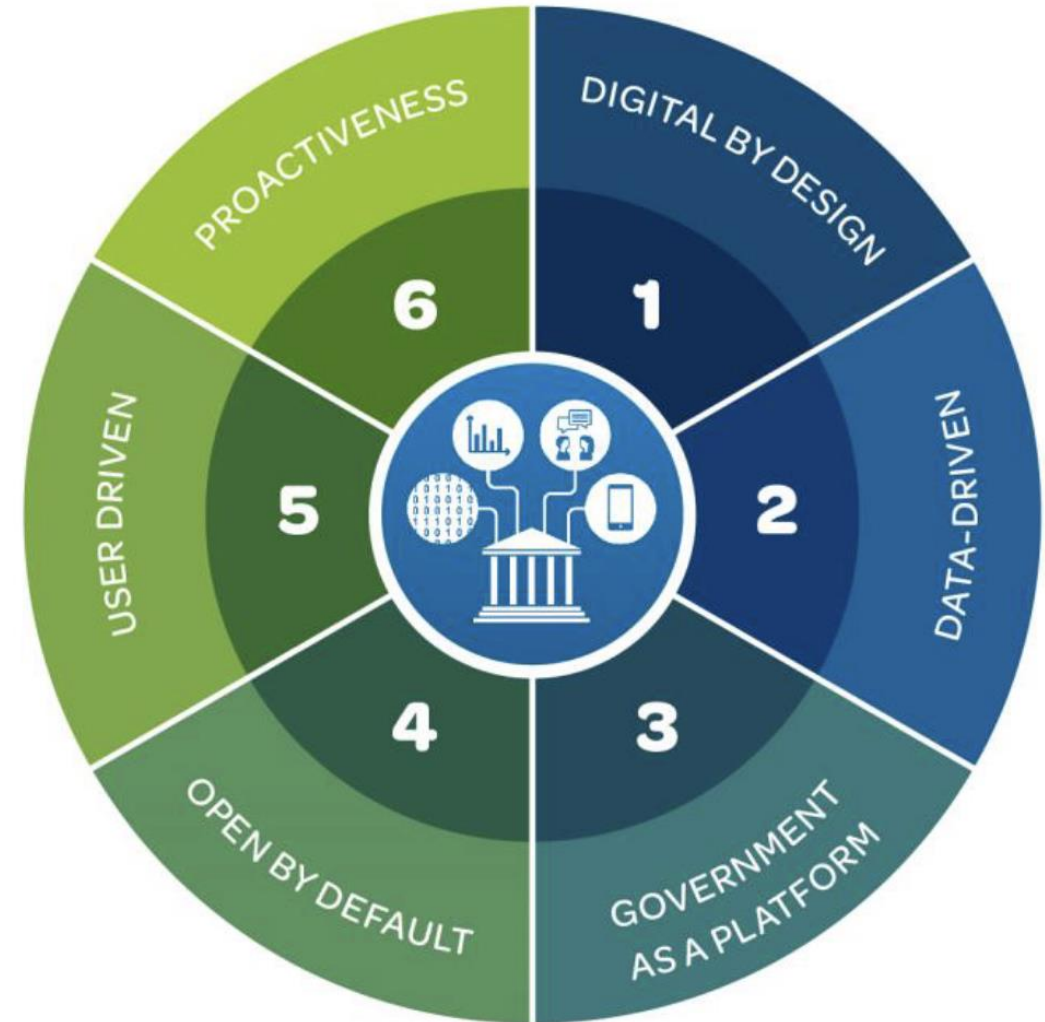
Please cite this paper as:

OECD (2020-10-07), "The OECD Digital Government Policy Framework: Six dimensions of a Digital Government", *OECD Public Governance Policy Papers*, No. 02, OECD Publishing, Paris.
<http://dx.doi.org/10.1787/f64fed2a-en>

OECD Public Governance Policy Papers
 No. 02

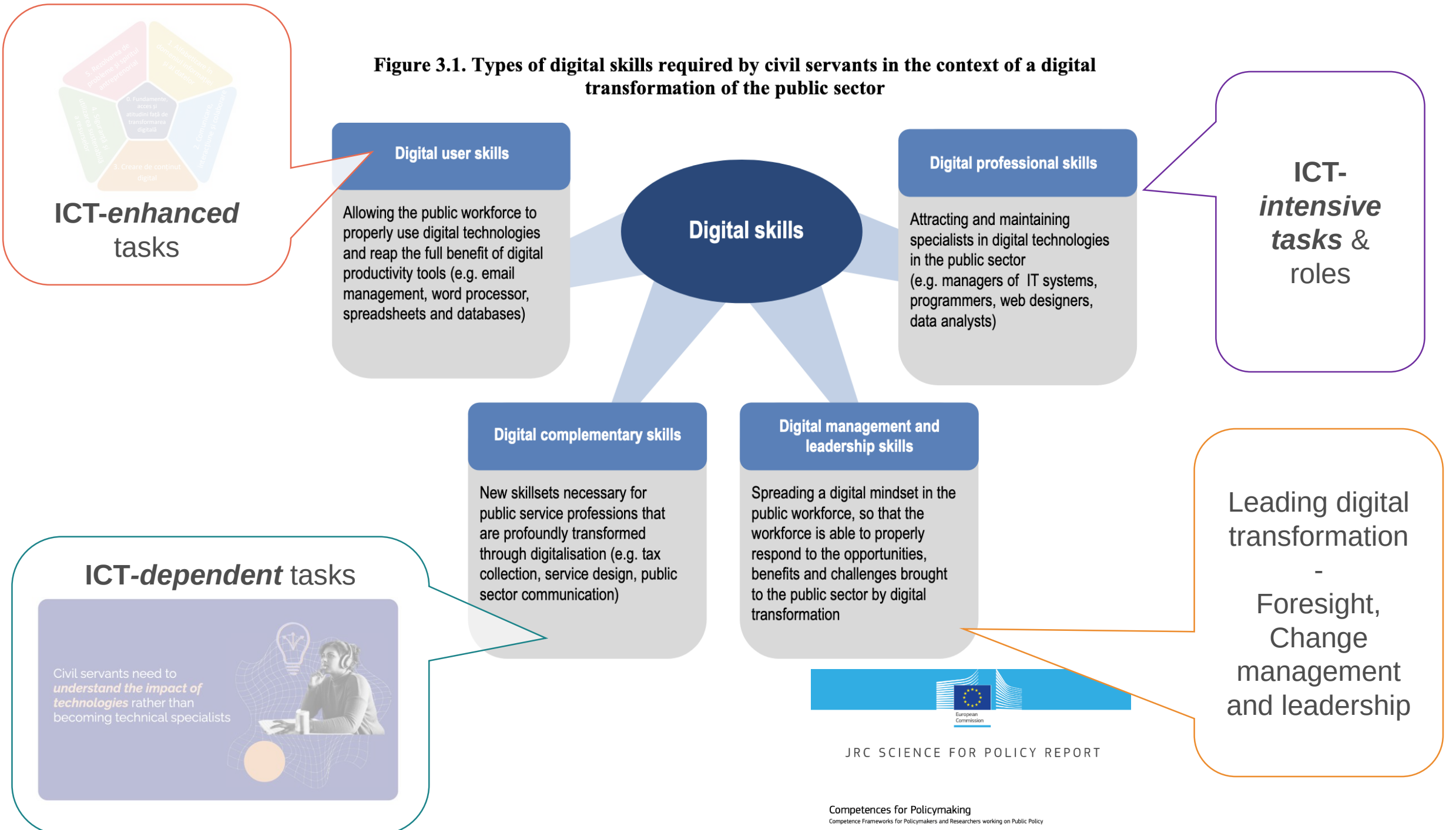
The OECD Digital Government Policy Framework

SIX DIMENSIONS OF A DIGITAL GOVERNMENT



Source: Based on the OECD Recommendation of the Council on Digital Government Strategies (OECD, 2014^[7]).

Figure 3.1. Types of digital skills required by civil servants in the context of a digital transformation of the public sector



2. Key ingredients for creating a digital competence framework

Building on previous success: *DigComp* and *e-CF* as a stepping stone

- not region or sector specific -> therefore relevant for public (as well private) sectors;
- used as common reference frameworks, profiling and competence assessment tools, and for building learning solutions in several EU joint initiatives and large-scale projects;
- used to describe digital competence from user/ citizen perspective (DigComp) to specialists in IT (e-CF), thus providing flexibility in mapping competences to various roles
- supported by the European Commission (EC) and widely used in EU Member States;

ESCO to be considered when developing the Competence Framework to provide a broader basis of competences, skills and knowledge that can support application in various use-cases.



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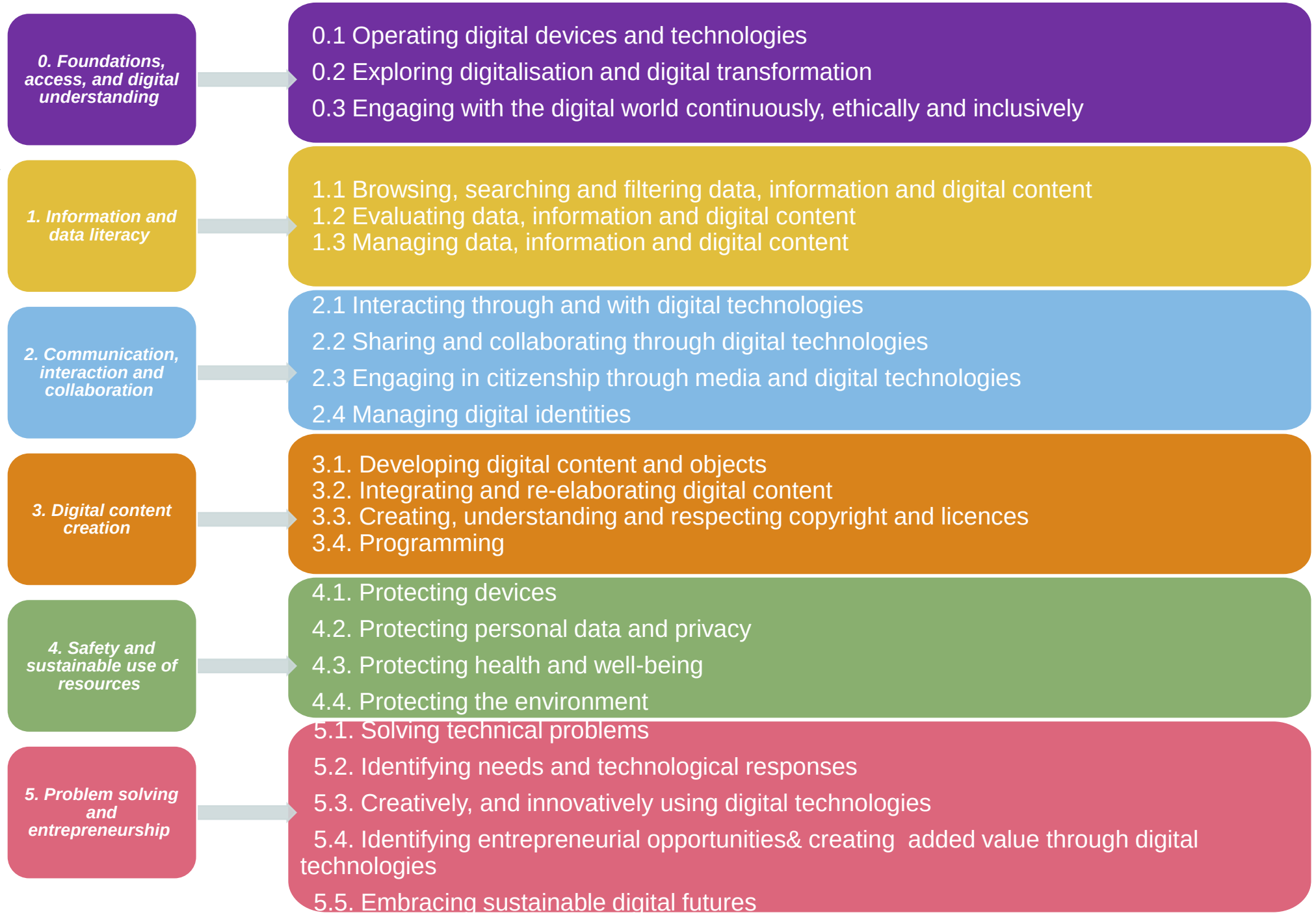


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DigCompRo



Not the final wording!



Leveraging previous work: General Competency Framework for civil servants

Table 7: The Competency Framework at a glance

Competency cluster	Competency	Administrative staff	Execution level	Technical Manager	Mid-level manager	High Level Civil Servant
GENERAL COMPETENCY FRAMEWORK						
Personal Effectiveness	Problem Solving and Decision Making	basic	operational	enhanced	enhanced	strategic
	Initiative	basic	operational	enhanced	enhanced	enhanced
	Planning and Organizing	operational	operational	enhanced	enhanced	strategic
Interpersonal Effectiveness	Communication	operational	operational	enhanced	enhanced	strategic
	Team Work	operational	operational	operational	enhanced	enhanced
Social Accountability	Citizen Centricity	operational	operational	operational	enhanced	strategic
	Integrity	operational	operational	operational	enhanced	enhanced
Managerial Abilities	Managing Performance			operational	enhanced	enhanced
	Team Development			operational	operational	operational
Leadership	Create Engagement				operational	operational
	Promote Innovation and Guide Change				operational	enhanced

How are competences of the general competence framework enacted through digital technologies?

Mapping with the digital maturity of public administration in Romania

Screenshot

Q & A, thank you!

Work in progress..

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This project is carried out with funding by the European Union via the Technical Support Instrument managed by the European Commission's Directorate General for Structural Reform Support (DG REFORM) and implemented by the World Bank with the support and the partnership of DG REFORM.

This presentation has been delivered in in September 2024, under the EC Contract No. TF 073757 – REFORM/IM2024/005



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