Digital competences

What digital competences and future skills of central public administration employees are you developing in your country?

Which methods/tools have proven to be the most effective in this regard?

Digital competences

Austria	Belgium	Bulgaria	Croatia	Cyprus
Czechia	Denmark	European Commission	Finland	France
Greece	Hungary	Latvia	Lithuania	Luxemburg
The Netherlands	Poland	Portugal	Romania	Serbia
Slovakia	Slovenia	Spain	Sweden	Switzerland

Austria

The Digital Competence Model for Austria – DigComp 2.3 AT promotes digital skills and is based on the European Reference Framework. It defines 27 competences across 6 areas and 8 levels, allowing for differentiated assessment.

The Federal Academy of Public Administration (VAB) course programme aims to strengthen digital competences in public service and support staff in the digital transformation. The goal is a modern, efficient, and citizen-oriented administration.

The programme includes both analogue and digital learning formats using a mix of methods: theoretical input, practical exercises, individual and group work, reflection, discussion, and case studies. This method mix has proven to be particularly effective for sustainable learning outcomes.

Belgium

Skills Development and Training in the Belgian Federal Administration

Every staff member of the Belgian federal administration is entitled to an average of at least five training days per year (over a five-year period). Employees can choose from over 300 learning opportunities, including training courses, coaching, and support programs tailored for federal civil servants. The training offer covers a wide range of topics, from soft and hard skills to a strong recent focus on digital skills.

Competencies can be developed through various formats, such as traditional classroom training, webinars, e-learning, blended learning, Communities of Practice, and coaching.

Since October 2024, the integrated platform talent.belgium.be allows staff to manage their individual learning plans and track their development history. At the same time, it serves as a strategic tool for the federal government to monitor training efforts and guide policy at the federal level.

Each organization also has a dedicated SPOC (Single Point of Contact) to help identify learning needs and design, coordinate, and evaluate effective learning paths using evidence-based tools such as the job mapping framework and the federal competence model.

Bulgaria

The Institute of Public Administration maintains a dedicated program titled "Digital Competence," aimed at enhancing the knowledge and skills of civil servants in the field of digital technologies. As part of their annual training, public administration employees may voluntarily choose to attend selected courses included in the program.

Some of these training courses are: Cybersecurity – Threats, Protection, and Cyber Range; Electronic Signature and Electronically Signed Documents; Digital Europe; Interactive Video and Online Presentations with Prezi; Personal Data Protection in a Digital Environment; Social Media in the Public Sector – Creation and Management; Cybersecurity: Trojan Horse and Social Engineering; New Technologies in Governance – Cloud Technologies; Application of E-Governance Systems; Creating Presentations and Videos with Canva.

Croatia

National School for Public Administration is providing on-site, online and e-learning courses aimed at developing digital competencies of public service employees in the fields of information and data literacy, using tools for creating digital content, communication and collaboration as well as information and cybernetic safety.

E-learning courses have proven to be the most effective because of their flexibility and accessibility, ability to reach a larger and more diverse audience and most of all for the experience of self-paced learning where course participants can progress through the learning material at a speed that suits their individual learning styles and scope of their regular business tasks.

Cyprus

A wide range of training programs are being offered for the enhancement of digital competencies of central public administration employees.

These programs include training in Ms Office software programs (basic and advanced level), development of general computer skills, social media management and digital marketing, as well as training in cloud computing and data analysis programs. It is noted that the above knowledge subjects have been recorded as learning needs by various public service organizations for the three-year period 2024-26.

The methods used are related to the complexity of the subject. Online training methods proven to be effective for basic level programs, but physical presence training which actively engage participants proven to be the most effective for advanced programs.

Czechia

The Framework for Education defines initial training, which includes cyber security, and the competences required to operate the information systems necessary for the performance of the service. Thereafter, staff shall receive continuous training based on their individual training plans, which are drawn up by their superiors and the appointing authority and may include courses in digital competences.

The digital competences are part of the new Competence Framework, which was finalised only last year and is now being tested in three service authorities; it should work as follows: in practice, each staff member will carry out a self-reflection in all areas of competence and then be verified by his/her supervisor. Then, according to the learning matrix, an activity is selected that will help to raise the (digital for example) competence in question. The matrix contains various forms of development (face-to-face training, shadowing, sharing competences with other employees, e-learning, self-study, etc.). According to the results of the self-reflection, verification and with the support of the matrix, an individual development plan is selected.

Denmark

- In Denmark, skills and competence building in public administration is largely decentralized. However, the Agency for Public Employment and Competence can supply guidelines and tools for relevant areas. AI skills are becoming increasingly relevant, as AI tools become integrated into the everyday life of both the general population and civil servants.

- The Agency for Digital Government has created [a document with a set of guidelines](#) to enable top managers in public administration to assess and develop the necessary skillset for integrating AI solutions in their respective organizations. The document outlines three types of AI skills – technological, practical and ethical – and provides inspiration for where and how to develop these skills, in a way that is appropriate and relevant to each institution.

European Commission

In its Learning Priorities, the European Commission identifies both digital skills and AI as top priorities for staff across all job profiles to understand and support the digital transition. Digital policymaking is at the forefront, helping to craft policies that are responsive to the evolving digital landscape. The learning offer addresses training and mastery of IT tools, cloud and collaborative platforms, cybersecurity awareness, and analysing and using large amounts of data from diverse sources. Learning packages are used in a one-stop-shop approach targeting policymakers, managers and IT developers aiming to improve their skill-set on the effective and responsible use of (generative) AI tools, including the Commission's GPT@EC, as well as the AI Act and internal guidelines.

Finland

Strengthening digital competence is a common goal for the entire central government. Rapid technological development requires monitoring, action and continuous learning.

Basic users - which means the majority of central government personnel - strengthen their competence not only as users of digital devices, applications and services but also in terms of overall understanding, as they often participate in the development of their activities and work.

The management strengthens their competence in e.g. cyber security, preparedness for exceptional situations and operational management needed to support digitalisation.

Developers and service providers strengthen the in-depth competence they need in their work (e.g. data and data-analytics, service design, partner management, legal know-how related to digital activities).

Learning takes mostly place at work, e.g, through development tasks, pilot projects and working in networks. An important learning environment for us is also the government's digital learning service eOppiva.fi (some open courses in English too, take a look).

France

The Public Digital Campus was launched in January 2024. Dedicated to digital skills training for public servants, the Campus highlights the existing interministerial training offer and offers courses tailored to the needs of public servants. The Campus Catalogue includes 50 digital skills training programmes aimed at all audiences. Within this training catalogue, the Campus has designed and manages a collection of 39 online or face-to-face training products.

In France, we are convinced that hybrid training formats that put learners in real-life situations are the best. That's why we favour workshops, simulations, serious games and learning expeditions as new training formats that go beyond the more traditional approaches. We have also developed asynchronous formats that can be consumed at any time, such as podcasts, for very busy audiences such as senior managers. The method the most effective depends, in that context, on the topic, the subject and the target audience.

Greece

To meet the demands of digital transformation and changing societal needs, the Ministry of Interior is advancing a national strategy focused on strengthening civil servants' skills. At its core lies the Unified Skills Framework (Law 4940/2022), which defines nine core competences and enables tailored development plans. Over 20,000 civil servants have already benefited from blended learning programs—delivered in partnership with Microsoft and Google—that combine live workshops, asynchronous modules, and practical labs. These programs offer certified training in AI literacy and job-specific digital tools such as Azure and data analytics. A key initiative, the Microsoft Civil Servants Academy, is the first of its kind globally.

In parallel, through the TSI project "Future-Ready Skills," Greece is enhancing its competency model using AI to forecast skill trends and align public sector roles with future needs.

Hungary

Skills and competencies are developed by several further trainings: e.g. AI and cyber security trainings, e- public administration, electronic administrative services, digitization, sustainable development, conscious use of resources, new media ethics and integrity.

Popular and effective methods are: individual self-development with the help of the online platform of the further training IT system (Probono), nevertheless blended-learning, in-person trainings workshops and e-simulation modules are also very useful for government officials.

Latvia

Digital Academy for Public Administration" is a Recovery and Resilience Facility project, key objectives are: enhance the digital skills and competences of public administration staff, including digital change planning and management, service management, effective use of digital technologies (such as data analytics and various digital tools), ICT project management, digital infrastructure management and cybersecurity, as well as AI. Competency framework for assessing digital skills, identifying, planning and evaluating learning needs was developed (information available in Latvian: https://www.vas.gov.lv/lv/jaunums/izstradats-publiskas-parvaldes-digitalo-prasmju-un-kompetencu-ietvars).

Regarding other future skills, five strategic development priorities have been set (summary in English: https://www.mk.gov.lv/lv/media/13067/download?attachment).

The most effective learning approach combines multiple methods: webinars, e-courses, face-to-face and modular training based on competency frameworks, workshops, summer schools, and professional communities (e.g. the Digital Ambassadors Community, the Innovation Experts Network).

Lithuania

Digital competencies:
- digital transformation;
- AI;
- how to use products (Power BI, MS Excel, MS Planner, etc.);
- digital literacy.

Future skills needed to develop for public sector employees:
- Analytical skills;
- Leadership;
- Finance skills.

The most efective are eye-to-eye trainings. Also we have online training platform.

Luxemburg

Luxembourg develops the digital competences of civil servants through targeted initiatives aligned with its AI Strategy. The National Institute of Public Administration (INAP) supports reskilling through tailored learning paths on data literacy, AI fundamentals, and strategic digital leadership. Collaborations with ENI Ecole Informatique and the Digital Learning Hub (DLH) enable access to 60+ e-learning courses in IT and office tools. The Digital Leadership Programme, co-developed with DLH and the Luxembourg Army, blends training on digital transformation, governance, emerging technologies, and strategic leadership. INAP also promotes the "Elements of AI" MOOC by the University of Helsinki. In 2024, 81 public agents participated in this initiative.

The Netherlands

In the Netherlands, the central public administration focuses on developing digital competences such as data literacy, cybersecurity and disinformation awareness, digital collaboration, and understanding emerging technologies like AI.

Key initiatives include the Government Academie for Digitalisation and Information Management (RADIO), which offers both general and targeted training and e-learning for all civil servants, and the I-Traineeship, which brings in digitally skilled young professionals.

Effective methods include modular learning, communities of practice, and cross-government innovation programs like Digicampus.

These efforts are guided by the Dutch Digitalisation Strategy, the I-Strategy and the Digital Government Agenda, with growing use of a Digital Competence Framework to assess and build future-proof skills. Public-private partnerships and collaboration with academia also help keep skills aligned with evolving digital trends.

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Poland

In Poland we have a [dedicated government web page](#) and [strategy for developing digital competencies](#). The strategy lists desired digital competencies for the public administration – for example:

- Cybersecurity
- Electronic correspondence
- Opening public data
- Digital accessibility

as well as projects, which include training courses on these topics.

Training courses on future skills, such as critical thinking, non-violent communication and cross-generational cooperation, are organized by the Head of the Civil Service for civil servants. The predominant form of these interventions is online, using MS Teams and our elearning system based on Moodle.

The Head of the Civil Service also recommends that the civil service offices in the entire country organize training courses on topics such as artificial intelligence, creativity and lifelong learning.

Portugal

In Portugal, the Public Administration has made a large investment in digital literacy, such as the "AP Digital" Project, Productivity Tools, and Emerging Technologies (AP 4.0 Project), in particular through the training offered by the National Institute of Administration, I. P. (INA), within the scope of digital training and with funding from the Recovery and Resilience Plan.

The training is mostly provided via the NAU Platform, through asynchronous e-learning courses. However, in addition to this, Microsoft 365 and Moodle tools have also been widely used, promoting flexible, user-centred learning for public workers.

It is believed that the skills of the future must necessarily include critical thinking, adaptation to change, ethical use of artificial intelligence and other emerging technologies.

Romania

Through the NRRP we run training programmes for 30,000 civil servants, who will acquire advanced digital skills corresponding to the DigComp competency areas, level 5. We provide general training programmes in the context of public administration digitization (Management, Back Office, Communication, Finance) and specialized programs (Statistics, Databases, Digital tools for remote work, Online consultation tools, Operating systems, ICT networks, Web and non-web application development, Business analytics). Furthermore, 2,500 civil servants in management positions are undergoing training on leadership and talent management skills in the context of emerging technologies and digital transformation. The most popular and in-demand course format is the physical one.

Through another project (TSI 2024), we are currently developing the general digital competences framework for civil servants.

Republic of Serbia

Analysis of individual development potentials is recommendable for advancement and career management of the civil servant, and an obligation for future manager of the inner organizational unit. Drafting of individual development plan is also available.

Feedback 360* is used for developmental purposes of employees and managers. Career counseling is offered for giving advice and support in planning and realization of individual career goals.

Support groups are devoted to and mental well-being of civil servants, participants. Individual and team couching sessions are at disposal to all categories of civil servants for developing different competencies and reaching different career goals.

Furthermore, the HRMS drafts Competency framework for civil servants in the Bylaw on determination of competencies for work of civil servants. Among these, digital competencies, as part of the General functional competencies are especially paid attention to.

Slovakia

In 2023, Slovakia implemented a national project "Improving Digital Skills of Seniors and Disadvantaged Groups in Public Administration". The project was primarily designed for public sector employees aged 55 and above who may be at risk of losing their jobs due to insufficient digital competencies. It was also open to individuals over 65 years of age, as well as people with disabilities and pensioners (old-age or disability) not classified as seniors, and individuals with severe health conditions. These are vulnerable population groups for whom limited digital literacy can significantly complicate everyday life, including communication with family members and public institutions. The aim of the project was to provide these groups with free access to online education, thereby supporting the effective development of their digital skills — an essential pillar of participation in today's digital society. Over the course of the year, the project delivered a total of 521 training sessions across 52 training centres throughout Slovakia. In total, 13,643 seniors and public administration employees took part in the program.

Besides this and other similar projects, ministries usually provide free on-line courses for their employees focused on increasing of their digital skills and enhancing the use of various software tools (collaborative tools, productivity software etc).

Slovenia

The Administrative Academy is rolling out two programs to boost public employees' digital and future-ready skills. The Strengthening Digital Skills and Competencies of Public Employees program focuses on five key areas, based on the OECD Framework for Digital Talent and Skills in the Public Sector: basic and user digital skills, socio-emotional skills, professional digital skills, and digital leadership skills. Training is delivered through live or online workshops, events, and e-learning, using hands-on methods and real-world applications. We continuously improve the courses based on participant feedback.

The second program, Training Public Employees for Future Competencies, is all about investing in people—helping them grow, close skill gaps, and promote lifelong learning to meet future challenges. It's designed for the broader public sector, including officials, and focuses on leadership, working efficiently and responsibly, personal development, and building a more inclusive, innovative, and sustainable public administration.

Spain

The Spanish Institute for Public Administration (INAP) has developped several frameworks to improve digital competences related to the use of new technologies, cybersecurity, communication and relations in a digitalized world, transparency and accountability. One example is to develop and improve competences for teleworking, (Itinerarios Formativos - inap.es). INAP has also stablished the **Public Innovation Laboratory**, aimed at supporting the change processes of public authorities, contributing to enhancing their existing technology, talent and experiential knowledge. It is a permanent space for meeting, debating, analysing, experimenting, exchanging and collaborating in the field of public policies and services. Its highlighted projects are:

- Methodology to facilitate the implementation of a new generation workplace in the Spanish Home Office.

- Design and experimentation of inter-municipal collaboration processes to share public talent.

- Guide to support national departments and administration bodies as they decentralise their selection testing.

Cooperative learning model with a competency focus and based on interconnected actions and resources.

First Learning Strategy 2023-24

| Social skills | Public administration and management | Digital and remote working skills | Language skills | Public |

This is the result of extensive teamwork by the entire INAP Learning Community:
- Government departments
- Autonomous bodies
- General State Administration training centres
- Executive centres
- Trade union representatives
- Public consultation

Sweden

In Sweden, each central government agency is responsible for developing its employees' digital and future competences, in line with the delegated employer policy model. There is no central training function, but national coordination occurs through networks and joint initiatives. The Agency for Digital Government (Digg) supports competence building by providing webinars, training resources, and a shared platform on AI for public administration. These efforts focus especially on smaller agencies and promote the safe and effective use of AI. Digg's practical and pedagogical tools support AI readiness and understanding among public administration employees.

Switzerland

The Swiss federal government provides a competency model (www.competencies.admin.ch). It's the administration's standard for interdisciplinary competences. In the area of digital technology, it includes five competencies that are based – simplified, though – on the EU model (DigComp 2.1). Each competency is also categorised into three levels of proficiency (additional document, not available online).
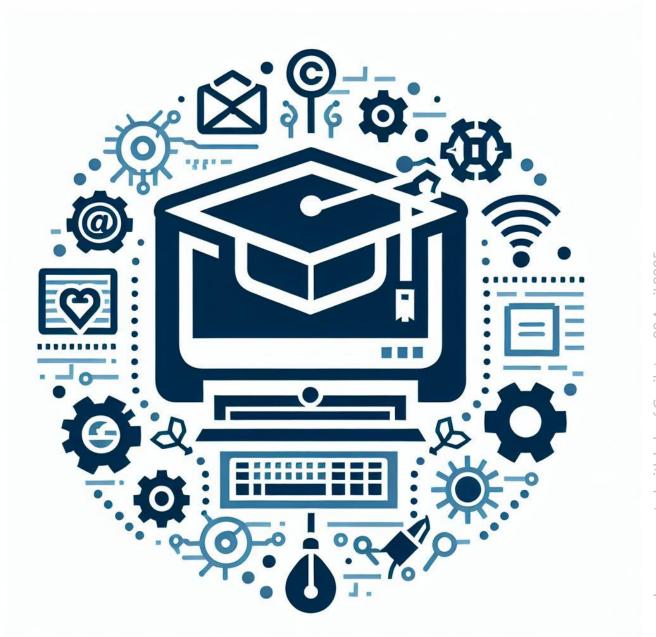
The ministries are free to describe specific competencies, abilities and qualifications for the methodological and specialist area.

Competencies are part of the requirements in the job descriptions. They are reviewed in interviews with job candidates. An internal tool (in-house development) is available for this purpose.

As part of the implementation of SAP SuccessFactors, the competencies, skills and qualifications are to be gradually integrated into all HR processes.