

**PILLAR I: PUBLIC ADMINISTRATION SKILLS  
CENTRES OF EXCELLENCE | TECHNICAL GROUP**

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**LUÍSA NETO (INA, I.P., PT)**



**ENHANCING THE EUROPEAN  
ADMINISTRATIVE SPACE  
(ComPAct)**

## **PILLAR I: PUBLIC ADMINISTRATION SKILLS CENTRES OF EXCELLENCE | TECHNICAL GROUP**

*[Technical Group / Composition and methodology]*

### **1. REASONING AND DELIMITATION**

A) **CENTRES OF EXCELLENCE (CoE)**

B) **CoETs FOR TRAINING IN PUBLIC ADMINISTRATION**

### **2. DRAFT CONCEPT PROPOSAL OF CENTRE OF EXCELLENCE FOR THE TRAINING OF PUBLIC ADMINISTRATION (CoET) AND OF NETWORK OF CoETs (NCoETs)**

A) **CENTRE OF EXCELLENCE FOR THE TRAINING OF PUBLIC ADMINISTRATION (CoET)**

B) **NETWORK OF CENTRES OF EXCELLENCE (NCoETs)**

### **3. SET OF CRITERIA**

### **4. TOPICS OF A COMMON TRAINING CATALOGUE**

### Cooperation for training and capacity building

2. Set up a **Network of Centres of Excellence** for the provision of thematic training for civil servants across the EU.

2.1 The network will increase training exchanges, expand the training offers, maximise efficiency of available training content, increase synergies in training, encourage training cooperation across Member States, and ultimately develop a **common training catalogue** on topics of common interest.

Create a **technical group** with experts from PAG Expert Group<sup>2</sup> and DISPA<sup>3</sup>. The Spanish, Portuguese and Italian schools of public administration have offered to coordinate the group. **The technical group will:**

- **Define the objectives** and modalities for the network, including the assessment of quality (“excellence label”), set up a governance model and define organisational needs.
- **Collect and map existing trainings (catalogue)** on offers by national schools with a focus on **leadership skills and programmes** as well as future-proof training activities.
- Discuss the role of the **Commission’s Competence Centre on Participatory and Deliberative Democracy** as potential centre of excellence for training on citizen engagement.
- Presentation of mapping to EGPA<sup>4</sup> and DISPA and other networks.
- Outline the topics of highest interest and agree new training priorities.

REFORM with PAG Expert Group and IGPA<sup>5</sup>, DISPA, JRC

Q3 2024

DISPA is an informal network that brings together directors and representatives of institutes and schools of public administration of EU Member States, candidate countries and the European Institute of Public Administration. The network is coordinated by the European School of Administration (EuSA).



## DISPA TECHNICAL GROUP



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### COMPOSITION

**Coord.** | Sabrina Bandera – IT, Luísa Neto – PT, Isabel Tolosana Esteban – SP

Anna Jaron/ Małgorzata Bywanis-Jodlińska – PL

Egle Vaidelyte / Egle Butkeviciene - LT

Martijn Pluim /Paulina Stoykova - EIPA

Valentina Miličić/ Marija Grga – CR

### METHODOLOGY

Five meetings so far [*ongoing*]

Discussion and draft document

### CONNECTIONS EXCLUDED SO FAR

Competence framework

Leadership programmes

**OBSERVERS** | EUSA and DG Reform

**CONTACTS** | EGPA

# 1. REASONING AND DELIMITATION

## A) CENTRES OF EXCELLENCE (COE)

A CoE may refer to a group of people, a department or a shared facility, a competency centre or a capability centre.

### POSSIBLE KEY FUNCTIONS OF A COE:

**Research:** CoEs conduct research to advance knowledge in their specific focus area;

**Support:** CoEs provide support to other units in the scope of the organization, helping them benefit from their expertise;

**Guidance:** CoEs offer guidance on best practices, developing manuals and toolkits;

**Training:** CoEs often have a role in training and building skills;

**Process Improvement:** CoEs work on process improvement, developing new methods and strategies to enhance efficiency and effectiveness in their focus area.

In a nutshell, a Centre of Excellence is a **hub for the latest research, best practices, and process improvement within a specific area of focus, providing an exceptional product or service in an assigned sphere of expertise, characterized by recognized and consistent excellence. It is designed to drive innovation, provide leadership and disseminate knowledge and it is a valuable resource for staying at the forefront of technological and methodological developments.**

## B) COETs FOR TRAINING IN PUBLIC ADMINISTRATION

**Leveraging existing expertise, always referring training to the upskilling and reskilling of knowledges and competencies,** maintaining close ties to business needs, fostering a service-oriented culture, implementing best practices, and ensuring continual evaluation, adaptation and innovation through different initiatives: **training programs, workshops, communities of practice, peer-learning activities and partnerships with domestic and international organisations, or experts, including job-shadowing exercises, to fill knowledge gaps and to introduce innovative practices.**

A **first common recommendation is to consolidate existing specialists** from various national institutes and schools of public administration for the optimisation and streamlining better utilization of competencies and to enhance knowledge management, **fostering a sense of appreciation among civil servants for their expertise, which will serve for the improvement of job satisfaction and engagement.**

## 2. DRAFT CONCEPT PROPOSAL OF CENTRE OF EXCELLENCE FOR THE TRAINING OF PUBLIC ADMINISTRATION (CoET) AND OF NETWORK OF CoETs (NCOETs)

### A) CENTRE OF EXCELLENCE FOR THE TRAINING OF PUBLIC ADMINISTRATION (CoET)

A **Centre of Excellence for the Training of Public Administration (CoET)** is a public and/or private, academic and/or non academic institution or body, or within a consortium with public entities, that develops high standards in terms of quality and impact in the training of civil servants and public officials.

The CoET activities **cover all the phases of the training cycle (training needs analysis, planning, design, support for courses participants, competences guidance, assessment and evaluation)**, being always supported by applied research.

The quality of the CoET is recognised with an “**Excellence Label**” provided by the Network of CoETs, on the basis of specific assessment criteria (*see infra, 3*).

### B) NETWORK OF CENTRES OF EXCELLENCE (NCoETs)

The Network is a **formal entity** composed of **DISPA members**. The NCoETs should be **coordinated and managed** in a comprehensive and transparent way, i.e. through a commission delegated by DISPA members, providing periodic **evaluation and accreditation procedures** available to the schools and institutes which join the network.

*[to be developed in a subsequent phase, in what concerns the structure of accountability and possible conflict of interest]*

## B) NETWORK OF CENTRES OF EXCELLENCE (NCoETs) [CONT.]

The NCoETs should:

- **provide accreditation to CoETs;**
- encourage **training cooperation** across Member States by increasing training exchanges and sharing of good practices in a competence-based training approach;
- **expand the training scope;**
- increase synergies in training, by **maximising the efficiency of the available training content;**
- **develop a common training catalogue** on defined topics of common interest (*see infra, 4.*)

To set-up a **Network of Centres of Excellence** in the above context should therefore include the following (also **in this order**):

- Develop **common standards** for thematic centres of excellence in civil servants training;
- Carry out a **mapping** exercise to identify, assess and rank **any existing CoET** accordingly;
- Continually **spot the new and emerging ones** as per the established common standards;
- Provide **mutual learning exercise and comparative analysis** of the existing national (and regional, when they exist) institutes/schools of public administration or other entities;
- Design a **training needs' assessment model and methodology** (including its procedural roll-out manual) which can produce comparable results across the EU 27 civil service systems;
- Run the model to **assess specifically the needs and gaps of the capabilities, knowledge and skills of civil servants within the central executive of EU 27 on the core list of topics;**
- Based on the so produced diagnostic report and on the established common denominator, propose the **topics** of a common training catalogue (*see infra, 4*) for 5-year terms;
- Design **common quality, andragogical and methodological standards** for the catalogue entries;
- Develop and pilot the **first edition of the common training catalogue**, either by consolidating qualifying existing courses or by supporting the design of new ones.

### 3. SET OF CRITERIA

At a preliminary stage, an exercise could consist in **setting upon uniform criteria and standards for knowledge and competency certification** and for identifying the different activities that could make a centre be labelled as a Centre of Excellence.

The **gradation might lead to the definition of different stages of excellence for different centres**, in such a way that the accomplishment of missing activities or features would be the way to pursue excellence.

Criteria [***to be developed in a subsequent phase***] must address:

- i) **basic eligibility**, concerning legal status, relevant mandate and activities, institutional record and operations allowing for cross border;
- ii) the **actual differentiating factor of a certain fitting organisation**, not only suitable and relevant in its national context and as per its prescribed mission, but having a comparatively (international/EU) superior quality and a cross border cutting edge on the given topic(s).

Possibility to consider to use (or adapt) the criteria **of UNDESA – IASIA on Standards of Excellence for PA Education and Training**, The International Institute of Administrative Sciences - IIAS | IIAS ICAPA Governance (iias-iisa.org) or **EAPAA – European Association for Public Administration Accreditation** that will be **updated till the end of the year.**



## 4. TOPICS OF A COMMON TRAINING CATALOGUE

COMMON SCOPE OF ACTION | PERIOD 2025 – 2030

Rule of Law

Participatory and Deliberative Democracy | Stakeholder Engagement and Collaboration

| Articulation with the **Competence Centre on Participatory and Deliberative Democracy**

Public Policy Research and Analysis | Public Policies and use of scientific evidence in policymaking

| Articulation with **Joint Research Centre**

Green Transition | Innovative public procurement

Capacity Building and Training Programs on Management and Leadership

Digital Transformation and E-Governance

Quality management

Some other **Emerging Issues**: Helping public administrations to adapt to changing societal needs and enhancing their responsiveness to contemporary challenges.

Thank you!

Q & A

[luisa.neto@ina.pt](mailto:luisa.neto@ina.pt)